

Camosun College Education Council

4:00 - 6:30 pm - Regular Meeting (meeting time extended)

Monday, June 18, 2012 - CC 321, Interurban

Please bring your own mug or water bottle.

| TIME | ITEM | PRESENTER |
|------|---|-------------------------------------|
| 4:00 | Call to order and declaration of quorum (1 min.) | Kathy Tarnai-Lokhorst |
| 4:01 | Acknowledgement of Coast Salish Territory (1 min.) <i>We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html</i> | Kathy Tarnai-Lokhorst |
| 4:02 | Round-Table Check-In (3 min.) | Kathy Tarnai-Lokhorst |
| 4:05 | May 28, 2012 Minutes for approval (2 min.) | Kathy Tarnai-Lokhorst |
| 4:07 | Reports (8 min.) | |
| | 1. Education Council Chair (3 min.) | Kathy Tarnai-Lokhorst |
| | 2. VP Education (3 min.) | John Boraas |
| | 3. Board Member (2 min.) | George Ivanishvili |
| 4:15 | Committee Reports (10 min.) | |
| | 1. Awards (3 min.) - Nil | Joanne Cumberland |
| | 2. Education By-Laws (1 min.) <i>Subcommittee meeting is confirmed for June 26.</i> | John Boraas |
| | 3. Education Approvals Review & Renewal (3 min.) | Nancy Sly |
| | 4. Alternatives & Electives (3 min.) <i>See attached Briefing and DRAFT Standard (for information only)</i> | Kathy Tarnai-Lokhorst |
| 4:25 | Curriculum Presentations and College Curriculum Committee Report (50 min.) | |
| | 1. Advanced Diploma in Mechanical Engineering Bridge to UVic; and Advanced Diploma in Mechanical Engineering Bridge to UBC – (20 min.) | Joyce van de Vegte |
| | 2. Program Cancellation – Advanced Diploma in Mechanical Engineering Bridge (5 min.) – Will be presented in the CCC report | John Boraas |
| | 3. Curriculum Items – College Curriculum Report (25min.) See attached in CCC Report <i>Includes motion to cancel the Advanced Diploma in Mechanical Engineering Bridge (replace by two new programs that separate the bridge).</i> | Ian Humphries (for Nicole Greengoe) |

| TIME | ITEM | PRESENTER |
|------|--|-----------------------|
| 5:15 | Presentations and/or Discussions (75 min.) | |
| | 1. International Opportunities – Next Steps (15 min.) | John Boraas |
| | 2. Selective Qualification – DRAFT Educational Standard (30 min.) See attached briefing and document. | John Boraas |
| | 3. Revisions to Nursing Admission Requirements (30 min.) See attached briefing. | Stephen Bishop |
| TBD | Governance Items Arising from Curriculum (TBD) – may be deferred to following meeting due to timing issues. | Kathy Tarnai-Lokhorst |
| | 1. | |
| | 2. | |
| | Goodbye <i>Thank you all for coming to conduct the business of Education Council. Your presence and contributions are valued. Wishing everyone good health and a safe travel home.</i> | Kathy Tarnai-Lokhorst |
| | Thank You to Education Council Members whose terms expires July 31, 2012: | |
| | <ul style="list-style-type: none"> • Darragh Grove-White • Stephen Bishop | |
| | Next Meetings: | Kathy Tarnai-Lokhorst |
| | Regular Meeting <i>Monday, Sept 24, 2012 4:00-6:00 pm CC 321, Interurban</i> | |

Members (Quorum = 10)

Voting Council Members

Barbara Herringer, Administration
 Carly Hall, Faculty
 Cynthia Wrate, Faculty
 Darragh Grove White, Student
 Gail Baxter, Support Staff
 Joanne Cumberland, Support Staff
 John Boraas, Administration
 John Gordon, Faculty
 Karin Kaercher, Faculty
 Kathy Tarnai-Lokhorst, Faculty
 Nancy Sly, Faculty

Nicole Greengoe, Administration (regrets)
 Patricia Gaudreault, Faculty
 Paul Brady, Faculty
 Sarah Loewen, Administration
 Stephen Bishop, Faculty
 Thea Todd, Faculty

Non-Voting Council Members

Kathryn Laurin, President (regrets)
 Shelley Butler, Permanent Secretary
 George Ivanishvili – Board of Governor Rep

Guests

Zoe Broom, Trades and Technology

Joyce van de Vegte, Trades and Technology

Marlene Welsh, Health and Human Services

Noreen Frisch, Director of UVic School of Nursing

Mary Ellen Purkis, UVic Dean of HSD

Karen Evers Fahey, Assoc. Director of the UVic Undergraduate Nursing Program

Ian Humphries, Business

Nathaniel Goyet-Lamoureux, Student (Official CCSS Student Observer)

For Information:**Education Council Executive:**

Chair: Kathy Tarnai-Lokhorst, Trades and Technology, Interurban, 370-4412, lokhorst@camosun.bc.ca

Vice-Chair: Carly Hall, Health and Human Services, Lansdowne, 370-3240, hall@camosun.bc.ca

CCC Chair: Nicole Greengoe, Student Services, Interurban, 370-3840, greengoe@camosun.bc.ca

VP Ed: John Boraas, Office of VP, Interurban, 370-4543, boraas@camosun.bc.ca

Permanent Secretary: Shelley Butler, Office of VP Ed & SS, Interurban, 370-4690, butler@camosun.bc.ca

Intranet:

For the most up to date agenda and other resources visit us on our Share Point site. "UserName" is your Camosun number, password is your regular Camosun password. Students use the password that will be provided to you.

<http://sp1/sites/edco/homepage>; or

<http://sp1.camosun.bc.ca/sites/edco/homepage>

Curriculum Documents (detailed):

- **Prior to CCC recommendation:** View CCC Agenda Packages (PDF's) – prior to CCC recommendation - <http://sp1/sites/edco/ccc/> or <http://sp1.camosun.bc.ca/sites/edco/ccc/>
- **Post CCC recommendation:** Latest Curriculum Docs and Updates (Word .doc). Search by school, course or program - <\\nas2\cecp>

EDUCATION COUNCIL

DRAFT MINUTES OF THE MEETING

MONDAY, MAY 28, 2012, 4:10-6:00

CC 321, INTERURBAN

PRESENT

Carly Hall (Faculty), Vice-Chair
Cynthia Wrate (Faculty)
Gail Baxter (Support Staff)
Joanne Cumberland (Support Staff)
John Boraas (Administration)
John Gordon (Faculty)
Karin Kaercher (Faculty)

Kathy Tarnai-Lokhorst (Faculty), Chair
Nicole Greengoe (Administration)
Patricia Gaudreault (Faculty)
Paul Brady (Faculty)
Shelley Butler (Permanent Secretary)
Stephen Bishop (Faculty)

REGRETS / ABSENT

Barbara Herringer (Administration)
Darragh Grove-White (Student)
George Ivanishvili (Board)
Kathryn Laurin (President)

Nancy Sly (Faculty)
Sarah Loewen (Administration)
Thea Todd (Faculty)

GUESTS

Carter MacDonald, Ombudsman
Ian Humphries, School of Business
Lynne Viczko, School of Health and Human
Services
Michelle Turcotte, Student Society

Mindy Cui Yu Jian, Student (Council-Elect)
Richard Stride, School of Business
Shirley Bassett, School of Health and Human
Services

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:15 by Kathy Tarnai-Lokhorst, Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Kathy acknowledged the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples.

C. ACCEPTANCE OF AGENDA

The May 28, 2012 agenda was accepted via unanimous consent.

D. APPROVED MINUTES

The April 16, 2012 minutes were approved via unanimous consent.

E. REPORTS

1. EDUCATION COUNCIL CHAIR'S REPORT – KATHY TARNAI-LOKHORST

Kathy noted that she presented the Education Council statement to the Board regarding the request to be included in future budget conversations. The Board was grateful that Education Council brought this to their attention. It was noted that a new process will be used in the upcoming months for the next budget cycle to ensure greater collaboration between all parties.

2. ACTING VP EDUCATION – JOHN BORAAS

John noted that there was lots of work going on around the institution. He noted that we are currently looking at how we are going to go forward with the delivery of support in the school and the roles associated with that. He commented that while we are in challenging times, it also a very positive environment.

3. BOARD REPORT – KATHY TARNAI-LOKHORST FOR GEORGE I.

Nil.

F. COMMITTEE REPORTS

1. AWARDS COMMITTEE – JOANNE CUMBERLAND, COMMITTEE CHAIR

Joanne presented a short verbal briefing on each of the recommended candidates for the awards.

Motion

It was moved and seconded by the Education Council Awards Committee that Education Council approve the following students for each of the following awards:

- ***Peter & Muriel Mixon Animal Rights Endowment Award*** to Emma Forster
- ***The Executive Network Inc./Donald Family Annual Leadership Award*** to:
 - Alana Jay (employee)
 - Robert J. Daniels (student)
- ***Leadership in African Awareness Award*** to Kristina Alexander

Motion Carried

2. EDUCATION BY-LAWS COMMITTEE – JOHN BORAAS, COMMITTEE CHAIR

John noted that a meeting was held on April 30 with the Chair and Vice-Chair of Education Council to review the proposed draft revisions to the by-laws, and a proposed timeline and activities for completion. At this time he is requesting confirmation of those Education Council members that still wish to participate on the By-Laws review committee. It was confirmed that John B., Kathy, Carly, Nicole, Cynthia still wish to participate. We still require confirmation from Matthew Martin (non-EdCo member and student). A meeting will take place on June 26th.

3. EDUCATION APPROVALS REVIEW AND RENEWAL – NANCY SLY, COMMITTEE CHAIR

Karin noted that the committee is working hard. They have articulated a new model that will be brought forward to the Education Council retreat in August. The new model is exciting and is meant to streamline and improve the process.

4. ALTERNATES AND ELECTIVES –KATHY TARNAI-LOKHORST, COMMITTEE CHAIR

Kathy noted that a DRAFT proposal for an Electives Standard is close to completion for the committee. She will bring it forward to the June meeting.

G. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE, COMMITTEE CHAIR

1. **Post Degree Diploma - Business Administration, Human Resource Management and Leadership Option**

Ian Humphries presented a “third new” post-degree diploma in Business Administration – Human Resource Management & Leadership. Education Council recently approved “two new” post degree diploma options in Business Administration on April 16. The new program will offer learners with a bachelor’s degree from a recognized institution an opportunity to complete their Business Administration studies in one academic year.

Post-Degree Diploma in Business Administration – Human Resource Management and Leadership:

The Post Degree Diploma in Business Administration, Human Resource Management & Leadership option offers learners with a bachelor’s degree from a recognized institution an opportunity to complete a diploma program in Human Resource Management & Leadership in

one academic year. Students will gain valuable business skills relevant to working as human resource practitioners while building on past learning. There is particular emphasis placed on leadership and change management. This program incorporates some of the key elements required to pursue a Certified Human Resource Professional (CHRP) designation. With a Post Degree Diploma in Business Administration, Human Resource Management & Leadership option, career positions may include, but would not be limited to, managing in government or private industry, business consulting, and human resources advising or management.

Questions and discussion followed.

| | | |
|---|----------------------------------|------------|
| Motion | | |
| It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to: | | |
| Business Admin - HR Management & Leadership (Post-Degree Diploma) (Substantive/Major Revision) - | New Program/Credential | (ID 61242) |
| BUS 421 Strategic Human Resources Management (Substantive/Major Revision) - | Course Pre-Requisite (alternate) | (ID 61341) |
| Motion Carried | | |

2. Proposed Certificate in Business Administration

Ian presented the Certificate in Business Administration (a replacement program for the Certificate in Business Management). This certificate program offers participants the opportunity to gain a wide variety of business skills. Courses are included in management, communications, technology, marketing, economics and more. Upon completion of the Business Certificate, students can seamlessly ladder into other School of Business diploma and degree programs.

The Business Administration Certificate offers students a selection of business courses which will give the student a broad and contemporary view of the functional areas of business. Upon completion of this program students will be able to:

1. Use effective critical thinking for problem-solving and decision-making in day-to-day practices as a beginning manager
2. Communicate effectively, verbally and in writing, with individuals and groups in a variety of business contexts
3. Support and promote effective interaction with others in a work environment
4. Adapt and flex with changing situations within a business environment
5. Function in a responsible and accountable manner
6. Apply the principles of business ethics and corporate social responsibility

Questions and discussion followed.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|--|------------------------|------------|
| Business Administration (Certificate in) (Substantive/Major Revision) - | New Program/Credential | (ID 61345) |
| Business Management (Certificate in) (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61390) |

Motion Carried

1 Abstention – Joanne Cumberland

3. Dental Hygiene

Shirley Bassett and Lynne Viczko presented the substantive revisions to the Dental Hygiene program. This program prepares individuals to practice dental hygiene in both clinical practice and community-based settings. Graduates will have the knowledge, skills and attitudes necessary to provide preventive, educational and therapeutic dental hygiene services to individuals and groups according to Regulations of the College of Dental Hygienists of British Columbia. Graduates of the program must write the national Dental Hygiene Certification Examination to be eligible for licensure with the College of Dental Hygienists of British Columbia. Graduates of the program are eligible to apply to the University of British Columbia to complete the 4th (final) year of the Bachelor of Dental Science (Dental Hygiene) Program.

The program is proposing some revisions as follows. Program content and delivery is restructured, there is a reduction in the DHYG Diploma program length from 20 months to 16 months. The Spring semesters in Year 1 and Year 2 will no longer be offered, however, the winter term will be extended by 2 weeks.

Year 1 curriculum revisions, changes and restructuring are complete; however, the department continues to work on Year 2 curriculum development. Some courses have been combined to reduce the volume of assignments and formal assessments. To ensure appropriate development of clinical skills, practice hours have been maintained in the new curriculum.

Year 2 curriculum will be submitted for approval in the Fall of 2012. Further time to develop Year 2 will ensure that curriculum integrity is maintained and that it meets learner needs, accreditation and National Standards requirements and transferability to higher education. The continued redesign process allows further opportunity to re-examine the curriculum and reduce any overlapping content to the extent possible while maintaining necessary depth and integration of material.

Questions and discussion followed.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|---|--|------------|
| Dental Hygiene (Diploma in) (Substantive/Major Revision) - | Program Admission Requirements, Program Completion Requirements, Program Content | (ID 61346) |
| DHYG 120 Dental Anatomy (Substantive/Major Revision) - | Course Pre/Co-Requisite (increase) | (ID 61347) |
| DHYG 121 Oral Embryology and Histology (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61394) |
| DHYG 122 Oral Sciences (Substantive/Major Revision) - | New Course | (ID 61348) |
| DHYG 123 Periodontology 1 (Substantive/Major Revision) - | New Course | (ID 61349) |
| DHYG 125 Periodontology 1 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61395) |
| DHYG 126 Oral Pathology 1 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61396) |
| DHYG 128 Nutrition 1 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61397) |
| DHYG 130 Radiology 1 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61398) |
| DHYG 131 Radiology (Substantive/Major Revision) - | New Course | (ID 61350) |
| DHYG 140 General Dentistry Introduction (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61399) |
| DHYG 145 Professional Practice 1 (Substantive/Major Revision) - | New Course | (ID 61351) |
| DHYG 146 Professional Practice 2 (Substantive/Major Revision) - | New Course | (ID 61352) |
| DHYG 150 Principles & Issues 1 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61400) |
| DHYG 151 Principles and Issues 2 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61401) |
| DHYG 160 Clinical Theory & Practice 1 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61402) |
| DHYG 161 Clinical Theory & Practice 2 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61403) |
| DHYG 162 Clinical Theory & Practice 3 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61404) |

| | | |
|--|---------------|------------|
| DHYG 170 Clinical Theory 1 (Substantive/Major Revision) - | New Course | (ID 61353) |
| DHYG 171 Clinical Practice 1 (Substantive/Major Revision) - | New Course | (ID 61354) |
| DHYG 180 Clinical Theory 2 (Substantive/Major Revision) - | New Course | (ID 61355) |
| DHYG 181 Clinical Practice 2 (Substantive/Major Revision) - | New Course | (ID 61356) |
| DHYG 190 Community Dental Health 1 (Substantive/Major Cancellation (Replacement)) - | Cancel Course | (ID 61405) |
| Motion Carried <i>1 Abstention – Joanne Cumberland</i> | | |

4. Certificate in Business Access

The Business Access Program is designed for students interested in Business Administration who do not meet the Math or English admission requirements, or wish to refresh their skills before starting a business program. Students are given the opportunity to gain their Math and English requirements or refresh their skills, while simultaneously taking introductory business courses.

Revisions to the program include no longer block loading first year business administration students, reserving seats for Business Access students in the Business Administration program, changing the “00” level math to the “100” level math (for student loan purposes), and removing

Questions and discussion followed.

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| Motion | | |
| It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to: | | |
| Business Access (Certificate in) (Substantive/Major Revision) - | Program Completion Requirements, Program Content, Program Description | (ID 61342) |
| BUS 150 Introduction to Management (Substantive/Major Revision) - | Course Pre/Co-Requisite (increase), Course Pre-Requisite (relax) | (ID 61343) |
| MARK 110 Introduction to Marketing (Substantive/Major Revision) - | Course Pre/Co-Requisite (increase), Course Pre-Requisite (relax) | (ID 61344) |
| Motion Carried | | |

5. MATH 172 and MATH 173

Revisions to both courses include wordsmithing of the short descriptions, adding alternate pathways into the pre-requisites, and some small tweaks to the learning outcomes to reflect the evolution of the course over the years.

Questions and discussion followed.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

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| MATH 172 Basic Technical Mathematics 1 (Substantive/Major Revision) - | Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes | (ID 61392) |
| MATH 173 Basic Technical Mathematics 2 (Substantive/Major Revision) - | Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes | (ID 61393) |

Motion Carried**6. ENGL 164**

The course description will have a slight change in terminology as directive from the Aboriginal Advisory Council to use “Indigenous” when comes to curriculum and “Aboriginal” for everything else.

Since English 164 is also part of the first year English offerings, we need to adjust the pre-requisite to make it conform to the new English courses (151, 161, 163), and remove the ENGL 150 pre-req. In its place will be a B in English 12, which is consistent with the other new English literature course offerings (ENGL 161, ENGL 163). Learning outcome changes will result in this course’s fulfillment of academic writing requirements. With these changes, it has been confirmed that ENGL 164 will meet the academic writing requirement for UVic (receiving first year unassigned 100-level English credit that meets the AWR). Students with a C+ in English 12 will take ENGL 151 prior to taking ENGL 164.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | |
|--|---|
| ENGL 164 Indigenous Literature (Substantive/Major Revision) - | Course Calendar Description, (ID 61220) Course Pre-Requisite (relax), Learning Outcomes |
|--|---|

Motion Carried**7. SOSOC 203**

This new interdisciplinary based course will be team taught by faculty from the Social Sciences Department. It will provide an opportunity for students to learn the theories of global service learning and put them into practice in areas of fair trade, microfinance, gender, poverty, environment, and others. Students will also have the benefits of working closely with community organizations to develop their communication and leadership skills.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|---|------------|------------|
| SOSC 203 Service Learning-Global Issues (Substantive/Major Addition (New)) - | New Course | (ID 61389) |
| Motion Carried | | |

8. Arts and Science Studies

The school is requesting a relaxing of the admission requirements to the program. The current admission requirements (i.e. C in English 12, or alternate) is a barrier to students seeking to establish their Arts and Science studies designation upon entry to the college.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|---|--------------------------------|------------|
| Arts & Science (Diploma in) (Substantive/Major Revision) - | Program Admission Requirements | (ID 61388) |
| Motion Carried | | |

9. COMP 156

To reduce the lab time from 1.5 hours a week to 1.0 hours a week to bring this Camosun course in alignment with the delivery model at the University of Victoria.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|--|---------------------------|------------|
| COMP 156 Computer Concepts (Substantive/Major Revision) - | Course (Activity) & Hours | (ID 61386) |
| Motion Carried | | |

10. CIVL 146

Replace one of the pre-requisite (i.e. PHYS 192) with another pre-requisite that is more appropriate for this course (PHYS 191) and will better prepare students for CIVL 146.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|---|------------------------------------|------------|
| CIVL 146 Highway Design (Substantive/Major Revision) - | Course Pre-requisite (replacement) | (ID 61387) |
| Motion Carried | | |

11. Nursing

To revise the calendar description (wordsmith), the program content (revise electives that may be used), the delivery arrangements (wordsmith), and the recommend activities for success (wordsmith). The Department has also submitted two new nursing “high intensity” courses as electives for the program to allow students to begin to explore advanced and critical care nursing.

Questions and discussion followed.

| | | |
|---|---|------------|
| Motion | | |
| It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to: | | |
| Nursing (Science in) (Bachelor of) (Substantive/Major Revision) - | Other:, Program Admission Requirements, Program Content, Program Delivery Arrangements, Program Description | (ID 61385) |
| Nursing (Science in) Access for Practical Nurses (Bachelor of) (Substantive/Major Revision) - | Learning Outcomes, Other:, Program Completion Requirements, Program Description | (ID 61384) |
| NURS 312 High Intensity Nursing 1 (Substantive/Major Revision) - | New Course | (ID 61382) |
| NURS 314 High Intensity Nursing 2 (Substantive/Major Revision) - | New Course | (ID 61383) |
| Motion Carried | | |

12. Concern related to how we advise some of our students to get auxiliary help in Math and English

Gail brought up a concern related to how we advise students that require auxiliary help in Math and English. She noted that some program chairs are referring students to on-line help offered by publishers. She suggested that the School of Access would like to bring a more broad conversation about this to Education Council for discussion. Gail noted that the School of Access will bring something forward related to this at a future meeting.

I. DISCUSSION

1. EDUCATION COUNCIL RETREAT – KATHY TARNAI-LOKHORST

Kathy requested volunteers to help coordinate and plan the retreat in August. Gail, Karin, Carly, Cynthia, and Kathy volunteered. Shelley will set up planning meetings for the committee.

2. SELECTIVE OR COMPETITIVE ENTRY DRAFT STANDARD

Kathy and Nicole summarized the process to date related to the “first served, first qualified”, and the “selective or competitive entry” discussions. It was noted that we have had a number of meetings with robust discussions on this topic to date. We have talked about our values as an organization, the nature of our current competitive entry programs, and the parameters that might inform our decision making related to this. All this fulsome discussion has contributed toward the DRAFT standard as submitted (see attached).

Additional discussion followed, including but not limited to:

- *Some programs have a greater understanding about what “first qualified” means.*
- *How do we ensure we have our criteria clear and absolute so we don’t go back to the same conversations over and over again?*
- *Need data and evidence to back up submissions requesting this.*
- *Completely against creating a “standard for selective or competitive entry”, more open to exceptions to the first qualified, first served rule.*
- *We have competing elements going on here (i.e. partnerships, funding, student success, openness, etc.)*
- *This is an emotive and divisive issue.*
- *Wait lists do not serve students. Their knowledge also begins to stale when they wait on a wait list.*
- *The standard needs more work, clarification, etc. We don’t want to send the message that we don’t value our philosophy of access.*

A special meeting of the whole will be organized for June 4th to discuss the re-drafting of the standard further.

K. NEXT MEETINGS

Special Meeting

June 6, 2012, 4:30-6:00, Interurban CC 321

Regular Meeting

Monday, June 18, 2012, 4:00-6:00, Interurban, CC 321

L. ADJOURNMENT

The meeting adjourned at 6:21 pm.

EDUCATION COUNCIL

DRAFT MINUTES OF THE SPECIAL ELECTION MEETING

MONDAY, MAY 28, 2012, 4:00-4:10

CC 321, INTERURBAN

PRESENT

Carly Hall (Faculty), Vice-Chair
Cynthia Wrate (Faculty)
Gail Baxter (Support Staff)
Joanne Cumberland (Support Staff)
John Boraas (Administration)
John Gordon (Faculty)
Karin Kaercher (Faculty)

Kathy Tarnai-Lokhorst (Faculty), Chair
Mindy Cui Yu Jian,(Student)
Nicole Greengoe (Administration)
Patricia Gaudreault (Faculty)
Paul Brady (Faculty)
Shelley Butler (Permanent Secretary)

REGRETS / ABSENT

Barbara Herringer (Administration)
George Ivanishvili (Board)
Kathryn Laurin (President)
Nancy Sly (Faculty)

Sarah Loewen (Administration)
Thea Todd (Faculty)

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Special Election Meeting was called to order at 4:00 by Nicole Greengoe, Chair of the Special Election Meeting.

B. REVIEW OF ELECTION PROCESS

Nicole reviewed the election process for the Chair and Vice-Chair of Education Council.

C. ELECTION OF THE 2012-2013 CHAIR

Nicole called for nominations from the floor for the position of Chair of Education Council.

Cynthia Wrate was nominated and she accepted the nomination. Carly Hall was nominated and she accepted the nomination. Carly Hall was declared the 2012-2013 Chair of Education Council by secret ballot.

D. ELECTION OF THE 2012-2013 VICE-CHAIR

Nicole called for nominations from the floor for the position of Vice-Chair of Education Council.

Kathy Tarnai-Lokhorst was nominated and she accepted the nomination. Cynthia Wrate was nominated and she accepted the nomination. Kathy Tarnai-Lokhorst withdrew her acceptance of the nomination. Cynthia Wrate was acclaimed the 2012-2013 Vice-Chair of Education Council.

E. ADJOURNMENT

Nicole announced the next regular meeting for the 2012-2013 Education Council will be Monday Sept 24, 2012, 4:00-6:00, CC 321, Interurban. Nicole adjourned the meeting at 4:14.

Education Council Special Working Meeting Notes**Monday, June 4 2012, 4:30-6:00****CC 321, Interurban**

Present: Carly Hall (Acting Chair), Mindy Cui Yu Jiang, Cynthia Wrate, John Gordon, John Boraas, Paul Brady, Gail Baxter, Stephen Bishop, Sue Doutre, Shelley Butler

Additional Feedback: Karin Kaercher (via email submission).

Topic: Exceptions to the First Qualified, First Served program admission policy standard

Carly requested a round-table of introductions.

Carly acknowledged that we are working on Coast Salish territory.

Carly gave a background overview of the topic to date.

- MRT (a BCIT modeled program) came through last fall with selective/competitive entry.
- BSN programming proposing a selective/competitive entry model.
- The College needs a framework to make decisions related to exceptions to the first qualified, first served model.
- Shelley prepared a first draft entitled Selective or Competitive Admission Educational Standard for review and consideration.

Carly noted that there was no set agenda for the meeting and members could discuss the topic and make suggestions.

Carly reviewed Karin Kaercher's written submission. It was noted by a member at the table that taking point 1 and 2 from the standard and combining them, and then putting in the context of what is best for the community was thoughtful and appreciated. It does provide us with a pathway through this difficult conversation.

It was discussed if the recommendations in Karin's submission would meet the needs of what the Nursing Department is proposing.

- Yes it would.
- Some disagreement with some of the points the submission. There may be legitimate instances where a program and its students would be best served by this approach regardless of whether they are in a partnership or not (i.e. due to extraordinary wait lists, extraordinary attrition rates, etc.)

How can we be sure that the selective or competitive entry criteria will work to change attrition rates?
Are there other variables that might do this?

- In some programs it is very clear that the increased GPA is what is required to significantly improve the attrition rates.
- For other Nursing programs in the province that have a similar admissions processes as ours they are also experiencing high attrition rates (i.e. 30%). Those with lower attrition rates (8-10%) have competitive entry requirements. It seems to make a significant difference in attrition rates when everything else is “equal”.

The Nursing Program Discussion Points.

- Sometimes to create the best program for our students we need to look at how attrition affects all students that continue in the program.
- In the case of Nursing we have an obligation to our partner UVic to consider competitive or selective entry.
- Clarify that the “B” you see posted for entry to the Nursing program has not actually happened yet. The current wait list of students are still being admitted on the old admission requirements as they applied for.
- Want to look at other selective criteria as well to ensure students are mental prepared for the career of nursing.
- Under the current proposal, the idea would be to create a qualified group of applicants based on the selection criteria (i.e. meeting min. requirements, interviews, etc.) and then ranking the students by GPA.
- Camosun has the reputation of being the school to apply to if you can’t get into anywhere else for the Nursing program. We can’t be naïve or altruistic about this fact. Some students are using this to their advantage to get into the program and geographically location of their choice.
- We would need approx. 85% admission req. standard in Math, English, etc. to shift the success rate for students entering into the Nursing program. UVic may accept this if is consistent with their standard.
- We have a relationship with students on the wait list for Nursing. We would probably maintain that. We would probably advise students with weaker entrance the requirements to consider upgrading for greater success in the program. We need to check with the Registrar to determine if still accepting applications based on our current requirements or if the wait list has been put on hold.

First Qualified, First Served Discussion Points

- Individual programs may require unique program requirements.
- People may feel more comfortable with allowing some programs this latitude, if we expressed that we weren’t moving away from our overarching philosophy of first qualified, first served.

- Some discomfort in ranking based on GPA.
- Like ranking of GPA because clear and objective. Don't like the subjective selective part of the process.
- Important to have selective criteria to ensure suitability for the profession.
- We don't serve students when we keep them on a wait list forever (i.e. greater than a year). Their knowledge becomes stale. They can't plan effectively.
- Other programs that allow selective or competitive entry: MRT, Visual Arts, Music, Engineering Bridge,
- We should maintain our core values and provide a certain level of certainty, but we need to address how we balance this with ranking GPA's. We have profoundly conflicting values here. However, with high failure rates, when all else appears equal we cannot dismiss this approach.
- What role does aptitude for a certain profession apply to the selective admission requirement process when we know it might contribute to student success.
- Re-focused our discussion on setting our qualifications that contribute to student success (i.e. address extraordinarily long wait lists, address extraordinarily high attrition rates, changes in partnerships, shift in professional qualifications, etc.). Good for existing programs, however we need to keep in mind how we would apply this standard to new programming.
- Change the focus of the document, to be more about the optimal conditions for student success. Note – we do need to be careful we are explicit about what we are doing when we allow a selective or competitive entry process. If we “hide” this we could be considered to be deceptive, and the student may lack clarity.
- Language should reflect that the college standard is first qualified first served, and that exceptions will be reviewed on a case by case basis. Other programs may look at this as an opportunity to bring this forward. They will need to make their case strongly.

Cynthia will draft a new Educational Standard based on the discussion to come forward at the June 18th Education Council meeting for review.

Attached:

Karin Kaercher's submission

Submission by Karin Kaercher (May 31, 2012)

Dear Education Council members:

I regret that once again, I am unable to attend the discussion on exceptions to the Colleges' Admission policy and so I have tried to put to paper my thoughts and suggestions for moving forward. I also want to state that I would never jeopardize learning opportunities for students and I know that the Nursing Program is in great demand and that we have a partnership that has worked for our student population. Their proposal raised some interesting questions for us to grapple with.

With regards to creating a standard to guide decision-making on admissions to our programs I would like to suggest the following:

1. Rename this standard to - Exceptions to Admission Policy of "First Qualified, First Served" as that more accurately reflects the intent of the standard. I am concerned that once we name and publish standards on "competitive" or "selective admission processes" that this will take on a life of its own. Creating standards for competitive or selective admission processes may suggest to the college community that Camosun is competitive and selective when in fact, our values remain true to first qualified, first served.

2. Include a Preamble Statement that affirms that the college is committed to and strongly values its program admission policy of "first qualified, first served".

3. I suggest that there is only one criteria for the granting of an exception to "First Qualified, First served" Admission policy. I will try to explain why in the paragraphs following the criteria.

Criteria for exception:

- Institutional Partnership agreements* that require an exception to the "First Qualified, First Served" program admission policy, where without the partnership agreement, the sustainability of the program would be severely jeopardized.

I think the proposed Nursing admission process really caused me to reflect on what I was reacting to. I have distilled my reaction down to two parts; one is that I want the proposed admission requirement changes to address program issues (Retention, student success, completion etc) in a meaningful way. This relates back to my comments that we need to understand the "issue" (symptoms) to affect (through intervention) a proper "cure". This is the research I pointed to in my earlier comments. In other words, bring me evidence of an issue and let's be thoughtful in identifying various ways to address it.

The second reaction I had was to the use of a competitive process for admission. Lining applicants up by their cumulative GPA and then giving seats to those with the highest GPA for me is aligned with an elitist approach to education. This is what I am philosophically opposed to. I am not opposed to having thoughtful admission requirements that require a certain level of academic preparation related to sound pedagogical reasoning, or certain language abilities (assuming it is assessed in a manner that is considered reliable and valid) or a requirement that a person volunteer a certain number of hours to have them personally assess their fit with, and their readiness to, enter a program. These, in my opinion, could all be legitimate admission requirements, that once met allow the student to access a program or program waitlist. These would all be aligned with our current policy of “first qualified, first served” – we have simply adjusted how they qualify.

It is for this reason that I cannot think of any other criteria for which we would have to make an exception to our current “first qualified, first served” admission policy other than an institutional agreement. I encourage EDCO to be thoughtful of whether other instances can or cannot be met by adjusting the current program admission requirements and still maintain our policy of “first qualified, first served”. Most of the other criteria contained in the Draft standard, could be addressed by adjusting admission requirements. For example, if sustainability of a program is an issue, we are not likely to address it through a competitive admission process, we would probably be more likely to relax admission requirements. If student retention is an issue, this too can be addressed by adjusting admission requirements (i.e. increasing a pre-requisite grade, or requiring volunteers hours in the community before entering a program to determine fit with the program etc.). This should be dependent on research as to what is contributing to the retention issue. I am not sure what “profession requirements” might require an exception to be made to our current admission practices, but these sound more like participation, completion or employment requirements.

*With regards to the term Institutional partnership agreements - This needs to be clearly defined (I.e. a written Institutional memo of understanding between the two institutions or consortium, if applicable) and I suggest that it be submitted as part of the rationale for seeking an exemption.

Respectfully submitted by Karin Kaercher

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

May 28, 2012, 1:00-3:30, CC 321, Interurban

Present: Nicole Greengoe (Chair), Lynda Warren, Ian Humphries, Shelley Butler, Shohreh Hadian, Kristal Anderson, Marlene Welsh, Corrine Michel

Regrets/Absent: Peggy Tilley

Guests: Alan Duncan, Ranjan Bhattacharya, Zoe Broom, Joyce van de Vegte, Shelley Gilmour

June 4, 2012, 1:00-4:00, CC 321, Interurban

Present: Nicole Greengoe, Lynda Warren, Ian Humphries, Shelley Butler, Shohreh Hadian, Corrine Michel, Kristal Anderson, Marlene Welsh

Regrets/Absent: Peggy Tilley

Guests: nil

CURRICULUM REPORT

1. **Advanced Diploma in Mechanical Engineering Bridge to UBC; and Advanced Diploma in Mechanical Engineering Bridge to UVic**

Summary/Purpose

Joyce van de Vegte presented these two new (replacement) credentials. These two credentials replace the one original Advanced Diploma in Mechanical Engineering Bridge. The learning outcomes and curriculum requirements for both bridge programs vary depending on the destination university the student is going to. This change will provide clarity for students, the partner university, and the college regarding the appropriate curriculum required for each bridge program completion.

The ***Mechanical Engineering Bridge to the University of British Columbia*** is a 6-month program offered by Camosun College with the full support and co-operation of the University of British Columbia (UBC). This program provides access to the third year of Engineering for graduate Mechanical Engineering Technologists. Successful students may then continue their studies toward a Bachelor of Applied Science degree at UBC. -The program is offered on the College quarter system. The Mechanical Engineering Bridge to the University of British Columbia program is intended for graduates of Mechanical Engineering Technology programs with high academic standing.

The ***Mechanical Engineering Bridge to the University of Victoria*** is a 6-month program offered by Camosun College with the full support and co-operation of the University of Victoria (UVic). This program provides access to the third year of Engineering for graduate Mechanical Engineering Technologists. Successful students may then continue their studies toward a Bachelor of Engineering degree at UVic. -The program is offered on the College quarter system. The Mechanical Engineering Bridge to the University of Victoria program is intended for graduates of Mechanical Engineering Technology programs with high academic standing.

CCC Concerns/Questions/Comments

The CCC requested the removal of the program learning outcome related to moving onto 3rd year studies at UBC as it is not a requirement for program completion, and it is not generally a learning outcome.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|--|------------------------|------------|
| Mechanical Engineering Bridge to the University of British Columbia (Advanced Diploma) (Substantive/Major Addition (Replacement)) - | New Program/Credential | (ID 61419) |
| Mechanical Engineering Bridge to the University of Victoria (Advanced Diploma) (Substantive/Major Addition (Replacement)) - | New Program/Credential | (ID 61418) |
| Mechanical Engineering Bridge (Advanced Diploma) (Substantive/Major Cancellation (Replacement)) - | Cancel Program | (ID 61417) |
| ENGR 291 Solid Mechanics and Dynamics (Substantive/Major Addition (New)) - | New Course | (ID 61420) |
| ENGR 292 Fluids and Thermodynamics (Substantive/Major Addition (New)) - | New Course | (ID 61421) |
| ENGR 293 Project Management and Design (Substantive/Major Addition (New)) - | New Course | (ID 61422) |

2. Foundations Academic Upgrading Certificate

Summary/Purpose

Remove COMP 030 and SCI 050 from the program, and wordsmith the curriculum document for clarity. COMP 030 is removed from the Fundamental Academic Upgrading program due to a number of factors including the lack of student need for the course, as a cost-savings measure, and assistance with fundamental computer skills is available in the Help Centre. SCI 050 is removed from the Intermediate Upgrading program as it did not form part of the learning outcomes, or completion requirements. The original intent of the course in the program was not realized so it can be removed.

CCC Concerns/Questions/Comments

1. The CCC requested that the school identify general pathways the program content would lead students to as it is not clear from the list of courses in the program content. The school has done.
2. The CCC requested a number of wordsmiths to the document to improve clarity. The school has done.

~~Full Recommendation Pending~~ E-Vote Results - Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion Pending

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|---|--|------------|
| Fundamental Academic Upgrading (Certificate in) (Substantive/Major Revision) - | Program Completion Requirements, Program Content, Program Delivery Arrangements, Program Description | (ID 61425) |
|---|--|------------|

3. ENGL 172**Summary/Purpose**

Revise the pre-requisite for the course to also allow The Dept of National Defence (DND) students in the NET, NWT, and WEng programs to take this course. Revise the hours for this course at the request of the DND. The curriculum is set for this course by the DND.

CCC Concerns/Questions/Comments

1. The CCC requested clarification on the course hours and credits change as it was not originally noted on the change form. The Department has clarified that the hours were changed at the request of DND.
2. The CCC requested a wordsmith to the pre-requisite to improve clarity. The Department has done.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|---|----------------------------------|------------|
| ENGL 172 Technical Communications 2 (Substantive/Major Revision) - | Course Pre-Requisite (alternate) | (ID 61424) |
| Course Hours; Course Credits | | |

4. ENGL 266**Summary/Purpose**

New Course. The Department of English realizes that many students are interested in reading, discussing and analyzing classical and contemporary stories designed for children and youth, as well as the film adaptations that interpreted these works (e.g., *Alice in Wonderland*, *Harry Potter*, *Twilight* series, and *Lord of the Rings* to mention a few). A second year course that critically analyses the techniques and characteristics of literature for a young audience would be one of the options among the department's revolving second year literature courses. Expertise in the department currently allows for the offering of this course, which has been desired and requested for three years. It would complement a number of disciplines within the School such as psychology, visual arts, philosophy, sociology, history, and creative writing.

Due to partnership with Orca Books in Victoria, we have two annual department awards associated with children's literature, and a growing body of library books aimed at children and youth. This course will receive university transfer credit at a number of receiving institutions, either as direct course credit, or second year unassigned English credit.

CCC Concerns/Questions/Comments

1. The CCC requested the department include the former ENGL 150 and 160 in the pre-requisite list as we transition to the new ENGL 151, 161, 163 curriculum. The department has done.
2. The CCC requested clarification re. the 100 level ENGL upgrading courses and if they would be accepted as a pre-requisite for the ENGL 266 course. The department has clarified that they would not be acceptable toward the second year literature class, and have reworded the pre-requisite accordingly.

3. The CCC requested clarification on the relationship between the pre-requisites and learning outcomes. Many of the same outcomes noted in the learning outcomes are achieved in the pre-requisite courses. The department has clarified that “*Different levels of writing, reading & interpretation often require the same skills, but at a more sophisticated level (e.g., just as dribbling is always required in basketball, but becomes a more skillful as player progresses) – hence the repetition of the skill at a higher level...*”. In addition, the department has removed 5 learning outcomes.
4. The CCC requested a wordsmith to the pre-requisite to improve clarity. The Department has done.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

| | | |
|---|------------|------------|
| Motion | | |
| It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to: | | |
| ENGL 266 Literature for Children & Youth (Substantive/Major Addition (New)) - | New Course | (ID 61423) |

5. LRNS 100

Summary/Purpose

Cancel course due to budget cuts.

CCC Concerns/Questions/Comments

Nil

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

| | | |
|---|---------------|------------|
| Motion | | |
| It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to: | | |
| LRNS 100 Effective Learning and Study Skills (Substantive/Major Cancellation (No Replacement)) - | Cancel Course | (ID 61415) |

6. Mechanical Engineering Technology

Summary/Purpose

The primary revision is to swap two course in Academic Term 2 and 3 to improve student success by providing them with particular course content earlier in the program. A number of swap options were considered and the one proposed was the most acceptable and beneficial for all parties involved. In addition, a typo was corrected in the Admission Requirements re. the Math requirements.

CCC Concerns/Questions/Comments

Nil

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|--|---|------------|
| Mechanical Engineering Technology (Diploma in) (Substantive/Major Revision) - | Program Admission Requirements, Program Content | (ID 61426) |
|--|---|------------|

7. COMP ~~xxx~~ (Computer Concepts with Programming) 152

Summary/Purpose

New Course. This course is intended for Arts and Science students who have some computer knowledge. This course will present computers and communications systems that affect the world we live in and the individual’s responsibility in the use of computers. Students develop the skills required to effectively use a word processor, spreadsheet, presentation tools, and database software. The student will also be introduced to programming in HTML, scripting and a high level programming language.

This enriched course is intended for students with some background in computer concepts. Students without prior computer background should select COMP 156. Students who have taken COMP 156 should not take COMP xxx.

CCC Concerns/Questions/Comments

The course was originally submitted as “COMP 156P”. The CCC requested clarification on what appeared to be a “duplicate course”. The department has responded that this new course is more rigorous and technical than the COMP156 course and that the content is approximately 45-50% new. The department has agreed to renumber the course. It is also considering cancelling the COMP 156 course after the new COMP xxx course receives transfer credit as the need for the lower level COMP 156 is declining.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|---|------------|------------|
| COMP xxx Computer Concepts with Programming (Substantive/Major Addition (New)) - 152 | New Course | (ID 61436) |
|---|------------|------------|

8. ENGR 262 and 264

Summary/Purpose

The department is updating the short description, pre-requisite, course activity and hours, and the learning outcomes to reflect the content and teaching practice that has existed for several years now.

CCC Concerns/Questions/Comments

The CCC requested some wordsmiths to improve clarity. The Department has done.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|--|--|------------|
| ENGR 262 Analytical Methods (Substantive/Major Revision) - | Course (Activity) & Hours, Course Calendar Description, Learning Outcomes | (ID 61433) |
| ENGR 264 Engineering Mechanics (Substantive/Major Revision) - | Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (increase), Learning Outcomes | (ID 61432) |

9. Civil Engineering Bridge

Summary/Purpose

To add a special note that requires a student to achieve a greater level of success to move onto the program at UBC than what is required to graduate from the program at Camosun. The department has clarified that the Advanced Diploma in Civil Engineering Bridge is valuable for the student even if they cannot progress onto UBC.

CCC Concerns/Questions/Comments

The CCC requested some wordsmiths to improve clarity. The Department has done.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion Pending

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|---|---------------------------|------------|
| Civil Engineering Bridge (Advanced Diploma) (Substantive/Major Revision) - | Learning Outcomes, Other: | (ID 61435) |
|---|---------------------------|------------|

10. Arts and Science Studies Diploma – Coop Appendix

Summary/Purpose

To add the option of a work experience. This will be viewed as an enhancement by students and will offer them the same opportunities of the Arts and Science Associate Degree students.

CCC Concerns/Questions/Comments

The CCC requested the school consider creating new Arts and Science Studies Coop courses for the students rather than using the Associate Degree Coop courses. The school initially agreed to do this, but after further consideration would like to use the Associate Degree Coop courses as it allows students more

flexibility in moving between the two programs. The final decision is still in process at the time of publication of this document.

Full Recommendation E-Vote - Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Pending Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | |
|---|---------------------------------------|
| Arts and Science Studies Diploma | Coop Education:(add Appendix)(ID tba) |
| Arts and Science Studies Coop Appendix (new appendix) | |
| ASDP 101, 102, 201, 202 (new courses) | |

11. Bachelor of Business Administration (Accounting Major; Mark. Comm. Mgmt Major; Hum. Res. Mgmt & Lead. Major)

Summary/Purpose

The primary revision is to allow students to enter the four year BBA degree in year one. Currently students enter the BBA in year 3 with a min. GPA of “B-“ Identifying BBA bound students sooner will help the School of Business welcome them sooner, invite them to orientation, and set them up with a personal learning plan, etc. As a result of this change a Year 3 progression requirement (of a “B-“ GPA in 13 indentified first and second year courses) is being proposed for the Accounting majors, and all three programs are proposing a “C+” completion requirement.

CCC Concerns/Questions/Comments

The year 3 progression requirement generated discussion at the CCC and Education Council Executive table:

Some comments received included:

- “appears” to place greater value on the 13 required courses required for year 3 progression
- creates a seemingly unnecessary barrier for students in the middle of the program
- “appears” to create stratification between the three majors in the BBA degree
- places the responsibility (and resource use) on the College (i.e. Accounting Department) to determine and manage students’ progression into the upper levels of a program rather than allowing students’ to do so themselves,

The Department’s Response:

The department has responded to the concern raised by the CCC. They note that the proposed or the existing progression requirement does not place greater value on the 13 lower level courses, rather each requirement recognizes and is an attempt to prepare students for the more academically rigorous and challenging nature of the 300 and 400 level courses. The progression rule also helps ensure that the 13 courses are taken prior to taking the 300 and 400 level courses (since the majority of accounting students are part-time). The intent is to get a “better prepared group of students for the 3rd and 4th years of the program”.

The pedagogical rationale/purpose of the progression requirement is to prepare students for 300 and 400 level courses by:

1. Ensuring students take at least the 13 specified courses which provide the foundation knowledge, both breadth and depth, needed to be successful in 3rd and 4th year. (a)

2. Ensuring students have attained a sufficient level (B- GPA) of that foundation knowledge needed to be successful in 3rd and 4th years.

This requirement is common particularly in degree programs leading to professional designations such as engineering, law and accounting.

Full Recommendation Pending E-Vote Results - Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion Pending

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

| | | |
|--|--|------------|
| Business Admin, Accounting Major (Bachelor of) (Substantive/Major Revision) - | Program Admission Requirements, Program Completion Requirements, Program Description | (ID 61429) |
| Business Admin, HR Mgmt & Leadership Major (Bachelor of) (Substantive/Major Revision) - | Program Admission Requirements, Program Completion Requirements, Program Description | (ID 61427) |
| Business Admin, Mrkting Comm Mgmt Major (Bachelor of) (Substantive/Major Revision) - | Program Admission Requirements, Program Completion Requirements, Program Description | (ID 61428) |

12. Nursing

Summary/Purpose

To revise the Admission Requirements. The department is proposing a selective admission process. See Briefing provided by the Nursing Department for more information.

CCC Concerns/Questions/Comments

The CCC reviewed the content of the Admission Requirements for clarity and did not debate the merits for or against selective admission. That discussion is reserved for Education Council. The CCC requested a few wordsmiths to improve clarity. The Department has done the suggested wordsmiths.

Undecided – The CCC has not forwarded a recommendation for this proposed change. The proposed change and resulting discussion/recommendation is reserved for Education Council.

Pending Motion

It was moved by _____ and seconded by _____ that Education Council approves the proposed curriculum changes to:

| | | |
|--|---|------------|
| Nursing (Science in) (Bachelor of) (Substantive/Major Revision) - | Program Admission Requirements, Program Content | (ID 61437) |
|--|---|------------|

Documents as submitted to CCC (prior to any revisions):


<http://sp1/sites/edco/ccc> ;or <http://sp1.camosun.bc.ca/sites/edco/ccc>

Select the 2011-11-07-CCC Agenda Package – View PDF’s of the curriculum.

Documents post-CCC meeting (revisions incorporated):

[\\nas2\cecp\](#)

Search by School, Course or Program

| | | |
|---|--|---------------------------------|
|  <p>Educational Standards</p> | Educational Standard: | EX 260-001-004 (05) |
| | Approved by: | Education Council |
| | Approval Date: | |
| | Amendment Date: | |
| | Office of Primary Responsibility: | VP Education & Student Services |

Educational Standards are intended to guide and support Schools, Departments, and College committees in the development, recommendation and approval of quality curriculum.

As per the College and Institute Act Sec 24(2c), Education Council has the power to set the criteria for the “academic standards” at the institution. All Educational Standards will be vetted by a group of relevant stakeholders and receive approval by Education Council.

DRAFT - PROPOSED

Selective Qualification

Purpose/Rationale:

The purpose of this standard and procedure is to set standards and expectations regarding the review and approvals process for curriculum that leads to a Camosun College credential.

Scope/Limits:

This standard applies to all curriculum that leads to a Camosun credential.

Terminology:

Selective qualification refers to an admission standard where applications are assessed using an established process that, in addition to minimum standards, considers supplemental items such as: prior academic performance; hours of related work experience; personal references and on-site assessment of skills and aptitude deemed important for student program success.

Criteria for Selective Qualification

Certain programs at Camosun College may include selective qualification criteria necessary for student success.

Typically, selective qualification applies to programs with:

- applicant numbers that generally exceed college resources;
- required clinical or experience placements with limited availability;
- professional accreditation requirements or program partner requirements;
- specific aptitude or ability necessary for student success;
- the qualification has a demonstrated impact on students, their progress, or their classroom experience.

In programs where selective qualification is deemed necessary, qualification criteria will be developed by the dean in collaboration with the department and program stakeholders, and must be approved by Education

Council. Programs with selective qualification criteria will be identified in the college calendar and posted on the college website.

Process:

Departments must submit an application for selective qualification through the regular educational approvals process, including briefing documentation, supporting data and a qualification plan that outlines:

- the rationale for selective qualification
- program enrolment limits
- the effective date or term proposed for the change
- the proposed application process, including qualification criteria
- the process for transitioning or grand-fathering currently enrolled students
- a plan for notifying the registrar's office, student services, impacted departments, students and partner institutions

Introduction:

The purpose of this submission is to provide evidence in support of a selective admission process for the Baccalaureate in Nursing Program, and to address some of the questions and concerns raised during discussion around this proposal.

Reasons for requesting selective admission

1. Partnership with the University of Victoria School of Nursing: We are attempting to finalize a Memorandum of Understanding with UVic changing our current transfer arrangement, which is not supported by any written agreements, to a Joint Degree which would recognize the Camosun contribution to student success. Students under this arrangement are admitted simultaneously to Camosun and UVic. For UVic to agree to this students admitted to the BSN Program have to meet the minimum entrance requirements for UVic students, via a process which UVic can support.

The MOU will do more than put Camosun's name on a parchment. It will give Nursing students increased access to UVic services, make it easier for them to participate in things such as athletic teams, and hopefully improve the coordination of the currently existing but fragmented peer mentorship program. For instance, Camosun and UVic are applying separately for membership with the Canadian Nursing Student Association as we are seen as two distinct entities. Students will be better served by having a sense of belonging to a single program. Camosun will be better recognized by having graduates of a nursing program, rather than having students leave after finishing 5/8 of the program, without any sense of closure or completion.

2. Attrition: Using one method of calculation, we have an attrition rate most years of about 30% over five semesters. We take in 200 students and send 140 to UVic for Semester Six. However the 140 includes students who have re-entered the program in each semester, and transfers in from other schools. The number of students admitted each year who graduate in four years is only about 60%. Schools with competitive entry operate with attrition rates (using the first method) of 8-10%. UBC, who use an entry process similar to our request for their post degree program, reports an attrition rate of 1-2% per year, primarily for medical reasons, most of whom return to complete their program. (From conversation with Dr. Sally Thorne, past Director)
3. Budget: Nursing is an expensive program, largely due to our need for labs with a 1:10 ratio and clinical placements of 1:8 for most semesters. Operating an entire additional section of 40 requires an additional three to five theory classes, four lab groups and five clinical groups in each semester. There are costs for additional supplies however most of these costs are for faculty and staff. The Nursing Department has a permanent faculty and staff of 55, and hires an additional 25 sessional faculty in Fall and Spring, and 5 in Winter. (NB Winter numbers are lower as 1/3 of the students transfer to UVic.)

4. Stress on placements is affecting program quality: There are a limited number of clinical placements available to students in South Vancouver Island. Camosun works with VIHA and every accessible private facility, but must also compete for space with private and public LPN and HCA programs in Victoria. Every possible placement is currently used by multiple programs, and VIHA sites – the only places for the acute care experiences BSN and LPN students require – are increasingly reporting ward fatigue and turning down placement requests. Each student section requires five placement areas per semester in semesters 2, 3, 4 and 5 therefore our 'extra' section requires 10 additional placements each semester. We have had to alter our placement practices in Semester 3 to give each student a half semester in acute care, as there are no longer sufficient placements to allow us to continue the 'best practice' of placing all Semester 3 students in acute care. Last year half the students remained in extended care settings in Semester 3, which disadvantaged them in the more complex acute settings encountered in Semesters 4 and 5.
5. Community support: This application was discussed at the BSN Advisory Committee meeting on June 12, 2012, and met with enthusiastic support from Advisory Committee members.

Specific Concerns and Questions

1. Other ways of supporting student success:

The CCSS and others have asked that the Nursing Department look at how we support students, and that we find other ways of addressing attrition. Reviewing the literature and considering our departmental processes and resources, we already do the things recommended which are within our control. Much has been written about what support systems can be put in place to decrease attrition in Nursing programs. Rogers (2010) and Shelton (2003) document the importance of faculty developing trusting professional relationships, and encouraging students to establish their own networks of support. Other studies reinforced the importance of mentorship, and suggested academic counselling for students facing difficulty with study skills, time management and examination anxiety (Bolan, 2003). Hopkins (2008) states "Identifying factors that predict student success and applying student support interventions early in the first semester can affect students persistence" (p. 254).

The Nursing Department faculty members work closely with students. Working in lab groups of 10 and clinical groups of 8 enables faculty members to get to know students well. Students who are struggling are identified early and offered support. An "At Risk" student document prepared by faculty member Dianne Perry is shared with new faculty to help them identify behaviours and outcomes (eg decreased attendance, late papers) which may indicate a student is at increased risk of failure. At-risk students are identified at team meetings and at the meetings of the Program Coordinating Group, where strategies for supporting the student are discussed and implemented, and resources are made available. Tutoring, First Nations Learning Circles, assistance with accessing

financial aid and counselling services have all been provided to students who are struggling. Nursing students were among the heaviest users of the Learning Centre facilities when those services were available, and the Department Chairs and Program Leaders have worked closely with Counselling Services, the Ombudsman, Aboriginal Student Services, and the CCSS to assist students with addressing their concerns. Additional lab practice time has been made available to students in the past, but was rarely utilized by them. Students at risk in clinical settings have been provided with additional clinical days, and this has sometimes enabled weak students, or those who have missed time due to illness, to be successful. Special funding has been arranged for several years now to allow a repeat of our Spring Practicum in the Summer session, so that students who were unsuccessful in some theory or practicum courses could repeat them and remain with their cohort. Students and faculty complete collaborative learning plans which often develop from one semester to the next, enabling consistent work on areas of challenge. The Camosun and UVic nursing students are working to develop a peer mentorship program, with representation from both institutions, and membership in the Canadian Nursing Students Association. The CNSA provides both a supportive learning community, and on-line access to a wide range of resources for our students.

In short, other strategies identified by students, faculty and in the literature as being of assistance to students and to support student success are employed to the utmost. The fact remains that, other than lowering our standards, what nursing faculty can do to support student success is already being done.

2. Interviews:

Historically involuntary withdrawal due to academic failure has been the primary reason for attrition in the Camosun Nursing Program. Early identification of academic success or risk assists faculty and staff in providing effective support to those who need it (Muecke, 2008). According to the literature, better prediction of success in Nursing programs increases when both academic and non academic criteria are used (Grenier, 1993; Hopkins, 2008). In an additional study by Hamilton (2011) it was determined that when interview scores were added to the applicant's GPA, predictability of student success increased.

While concerns have been raised about the use of interviews in our proposal, specific studies have identified them as a valuable tool in the selection of candidates. A multiple mini interview (MMI) process such as that used by the University of British Columbia health programs, can be used to identify whether candidates possess qualities known to be important to the profession, such as compassion, critical thinking, and cultural competence (CRNBC, 2007; McBurney & Carty, 2009). Familiarity with the profession and oral language capacity can also be explored. While candidates' abilities with English are indeed assessed, this is in no way intended to be discriminatory. Spoken competence in English is listed as a Required Skill and Ability (CRNBC, 2011) by the College of Registered Nurses of B.C. The RSAs were developed by the CRNBC in conjunction with the B.C.

Human Rights Coalition to identify abilities required by Registered Nurses to provide safe care to the public. Applicants who do not meet the RSAs are not eligible to be licenced to practice in B.C.

The RSA on Communications states:

COMMUNICATION REQUISITE SKILL AND ABILITY

- Speak and understand spoken English well enough to avoid mixing up words and meanings
- Write and understand written English well enough to avoid mixing up words and meanings
- Recognize own non-verbal signals and interpret those received from others while considering individual difference in expression and associated meaning

Our intent is not to deny entry, but rather to help students identify impediments to success, and to assist them in addressing those issues before entering the Nursing Program. To enable a student to succeed in their education knowing they are unlikely to be registered is unethical, as is allowing them to proceed through the earlier, simpler placements in first year, only to fail in the more complex clinical environments encountered in later years. This has not occurred often, but when it does it causes great distress to the student and to the faculty members working with that student. It has resulted in accusations of racism and bias, and has led to some students withdrawing from the program permanently. This will be avoidable with better pre-admission screening and guiding applicants to courses which will allow them to meet the language requirements prior to entering the program.

3. Partnership with University of Victoria

It has been suggested that maintaining a partnership with UVic is not sufficient reason to move away from our traditional admission practices, and that there are 'structural and historical' considerations that should prevent this change in practice. In fact, we would argue that there have been changes in the profession of nursing which lead us to this point.

A Baccalaureate in Nursing has been required for entry to practice in B.C. since 2003. At that time Camosun made the decision to participate in an academic degree program, rather than to pursue an applied degree. Our reasoning was that Nursing is both an applied and academic profession, and many of our graduates go on to graduate degrees in Nursing, Education and other fields, at the Masters and Doctoral level. Our program is accredited both provincially and nationally on the basis of that commitment to both practice and academic education.

The profession of nursing has changed dramatically over the past 15 years. Rapid changes in technology, significant growth in nursing knowledge and the fact that nurses now function with greater independence and autonomy in decision making require that nursing students master critical thinking and reasoning, a wide range of concepts and content, and be committed life long learners. Changes in care delivery models have put BSN nurses in charge of LPNs and HCA in delivery of care to acutely ill patients, requiring new skills in leadership, interprofessional practice and delegation. There are 122 entry level competencies required of graduates to enable them to provide 'safe, ethical, competent care' to patients upon graduation, at the same time that resources for mentoring and orientation are decreasing, and an aging nursing workforce is leading to fewer

seasoned nurses on the wards. Graduates with less than a year in practice find themselves in charge of acute care units, and must be prepared to take on those roles.

Our partnership with the University of Victoria is therefore vital to the success of our program and the success of 'our' graduates. We are committed to working with the University of Victoria to provide this degree collaboratively. We are proud of our contributions despite the fact that the nurses no longer actually graduate from Camosun, but we recognize that this also makes our contributions somewhat invisible. Graduates associate themselves with the University, more than the College, because they have "graduated from UVic". We attend their ceremonies, but as guests of the University. Graduate follow up research focuses on the 18 months of the university program, in part because we do not have easy access to nurses who are not our graduates. We work closely with UVic on these and other issues, but there is nothing by way of documentation which supports the relationship. We are therefore to some extent dependent on the good working relationships which currently exist. It would be preferable to legitimize the relationship so that it will remain supported when the people involved inevitably change.

In summary, we believe that the students who enter the nursing program, and the community which supports us, will ultimately be better served by an admission process which promotes students coming in fully prepared to be successful academically, and with a deeper understanding from the beginning of the profession they are entering. This was not a course of action undertaken lightly by the Nursing Department, and some of our faculty members had the same concerns and questions that have been brought to EDCO. Ultimately there was acknowledgement that the work and world of nursing has changed, and that it was in the interests of the program, the community, and of our students that our admission practices also change. We therefore ask that you support this application for a competitive admission process.

Sincerely,

Stephen Bishop, Chair

Marlene Welsh, Associate Chair

References

- College of Registered Nurses of British Columbia (2009). *Becoming a registered Nurse in British Columbia: Requisite Skills and Abilities*. Vancouver: CRNBC.
- <https://www.crnbc.ca/Standards/Lists/StandardResources/464requisiteskillsabilities.pdf>
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- Grenier, F. (1993). Recruitment, Selection, and Attrition in Canadian University Schools of Nursing. *Canadian journal of Nursing Administration*, 15-19.
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- Hopkins, T. (2008). Early identification of At Risk Nursing Students : A student support model. *Journal of Nursing Education* 47.6, 254-9.
- McBurney, S. C. (2009). Using multiple mini interviews to assess nursing school applicants. *The Canadian Nurse* 105. 1, 8-10.
- Muecke, N. (2008). pre and Post admission criteria as predictors of academic success in an associate degree nursing program. *Iowa State University*.
- Rogers, T. (2010). Prescription for success in an Associate Degree Nursing Program. *Journal of Nursing Education* 49. 2, 96-100.
- Shelton, E. (2003). Faculty support and student retention. *Journal of Nursing Education* 42. 2, 68-76.

Program Addition/Revision Form



For Ed Approvals office use only

Notification Date:

Approval Date:

Level of Change:

- Minor
- Substantive/Major

ID

FILL IN THE FORM BELOW (instructions on following page)

(New) Credential Name(s): Baccalaureate of Science in Nursing

First day of classes the change is proposed to take effect:

Sept ; Jan ; May ; Jul 2012 ; 2013 ; 2014 ; 2015 Other :

Select a date that is approx 8+ months from today to allow for sufficient notification to students, the college and our community.

Tick the box(es) that correspond to changes referenced in your attached paperwork:

ADDITION*

- New Certificate *that does not ladder to further credentials*
- New Certificate, Diploma, Adv/Post-Degree Certificate *that ladders to further credentials*
- New option, specialization - (non-degree)
- Reactivate program, credential

REVISION

- name
- description
- admission requirements
- participation requirements
- learning outcomes
- program content
- delivery arrangements
- cooperative education (yes or no) *see coop appendix for coop/internship info*
- credential awarded
- other:

*Note - All **new programs** must complete a New Program Business Case Form and submit to VP Education for approval before submitting the program for School Curriculum Committee, CCC, and EdCo approval.*

Briefly Summarize the change and rationale: *Explain how this will contribute to student success and benefit the college.*

Admission Requirements: We propose moving to a selective admission process. The Camosun Nursing Program has an attrition rate of 30%. Nursing schools across Canada with selective/competitive admission processes experience attrition rates of 10% or less. Students who enter the program unprepared for the academic and practice requirements of nursing suffer economic and emotional loss personally, while admitting substantially more students than required to meet our commitments with UVic substantially increases program costs and negatively impacts the quality of education all students receive.

REVIEWED and RECOMMENDED BY FOR "IN-PROCESS" CURRICULUM (Complete PRE-College Curriculum Committee (CCC))

Dept: Nursing Dept Chair: Stephen Bishop Date(s): 4Apr12

School: HHS SCC Chair: Barbara Herringer Date(s): 4Apr12


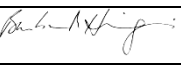
The School Curriculum Committee (SC) Chair is requested to prioritize the submission:

- Emergent: high priority changes that require immediate attention due to an emergent issue. Please clarify:
- Anticipated: moderate priority changes as a result of a planned review process, Strategic/Education/School Plan initiative, etc.
- Other: lower priority changes that do not require immediate attention.

Consultation - *If curriculum services another school, or is (potentially) similar to that offered by another school, or another school/dept is affected by this change the originating school should consult with the Associate Dean, Dean or Director.*

Area: Name Date(s):

Area: Name Date(s):

| SIGNATURES FOR "APPROVAL READY" CURRICULUM (Complete POST-CCC Recommendation or Minor Change) | | |
|---|---|---------------|
| Dept Chair: Stephen Bishop | Signature:  | Date: 12Apr12 |
| SCC Chair: Barbara Herringer | Signature:  | Date: 12Apr12 |
| Other (Consultation): | Signature: | Date: |
| Other (Consultation): | Signature: | Date: |
| College Curriculum Committee Chair / Date: | Education Council Chair / Date: | |
| Amendments, Implementation, Comments: | | |

REMINDER – All revisions to curriculum docs during the CCC review process must be made off of the primary electronic .docs located on the Central Curriculum Network (CCN) at <\\nas2\cecp>. All other .doc versions are not trustworthy.



CAMOSUN COLLEGE
School of Health and Human Services
Nursing Department

PROGRAM OUTLINE

Information from this Program Outline is used in College publications, such as the Web or Print Calendars. There may be a slight difference in wording or formatting between this Outline and various College Publications in order to meet the College's publication standards; however content should remain the same.

Education Council: 28May12, 19Mar12, 18Apr11, 21Mar11, 07Feb11Lev1, 21June10, 3Feb10Lev1, 14Dec09, 23Mar09Lev1, 15Dec08Lev1, 2June08, 17Dec07, 18Dec06, 21Nov05Lev1

Minor: 5Nov09

1. Program Code: *(Set by Student Services, departments should consult with Student Services prior to approval.)*

BSN1 (Year 1)

BSN2 (Year 2)

BSN3 (Year 3)

2. Program Name: *(Must reflect the program)*

Baccalaureate of Science in Nursing

3. Program Description: *(Including program length, general description, intended population, career opportunities, further studies, etc)*

The Camosun College Nursing Department partners with the University of Victoria (UVic) School of Nursing and three other colleges (Aurora College in Yellowknife, College of the Rockies in Cranbrook, and Selkirk College in Castlegar) to deliver a Baccalaureate of Science in Nursing degree. Students who maintain a minimum C+ GPA and who have completed the program requirements through the end of Semester 5 are guaranteed a seat in the UVic BSN Program.

The purpose of the program is to educate nurses to contribute to the enhancement of health for all Canadians and others in the global community. The program fosters critically reflective, independent, and motivated learners and practitioners with an inquiry approach to lifelong learning in their practice. Within this program, learners are prepared to work with individuals, families, groups, and communities in a variety of settings. The program assists students to develop knowledge, competencies and understanding of their own and others' (individuals, groups, communities, populations) diverse experiences of health and healing. By being cognizant of nurses' professional roles and the evolving health care system, students learn to work as partners with clients and other health care providers. Through their understanding of and participation in the evolving health care system, graduates will be active participants and leaders in influencing and contributing to the promotion of health.

Students entering the program at Camosun College continue directly, (after 2 years, 4 months), to the University of Victoria for completion of the Baccalaureate Degree. Students may transfer to another partner site if space allows. Through engagement in teaching and learning, critical thinking and critical reflection the program provides baccalaureate academic education for nurses. At the completion of their education graduates will be prepared to meet the professional practice requirements, at the entry level, as identified by the College of Registered Nurses in BC (CRNBC) for nursing education programs in British Columbia. Students will also meet the Canadian Registered Nurse Examination (CRNE) competencies.

The nursing program provides graduate nurses with the theory and skills needed to meet the changing health care needs of our society. Emphasis will be placed upon health assessment of individuals, families, communities and populations across the lifespan, and situated in practical experiences as the foundation of nursing theory. Students will be directly involved with clients in local hospitals and community agencies. This will include some evening and weekend hours.

The Camosun College Nursing department is committed to open, transparent processes of evaluation. This means that students are encouraged to be proactive in approaching their instructors about past progress and challenges as each new course starts. Faculty work as a team to maximize learning opportunities and enhance

the quality of instruction. Evaluative feedback about current and past student progress is shared by course instructors with other faculty in the Nursing department as needed in order to promote student success.

Registered Nurses are able to seek employment in a variety of work settings: acute care hospitals, long-term care facilities, clinics and community health agencies. Following additional experience and/or education, RNs may qualify to work in specialized areas.

4. Program Admission Requirements:

(Requirements that must be met to qualify to be admitted into the program. Monitored by the Registrar's Office.)

- Grade 12 graduation or equivalent
- Submit proof of a letter grade of "B" or higher in English 12 or TPC 12 (prior to 2007/08), or English 12 First Peoples; or ENGL 092 and 094, or ENGL 092 and 096, or ENGL 103 and ENGL 104, or ENGL 103 and ENGL 106, or ENGL 140, or ELD 092 and 094, or ELD 097, or assessment
- Submit proof of a letter grade of "B" or higher in Foundations of Math 11 or Pre-Calculus 11 or Principles of Math 11 or MATH 073, or MATH 137, or MATH 116 or Foundations of Math 12 or Pre-Calculus 12, or Principles of Math 12 or MATH 093, or MATH 105, or MATH 107 or MATH 115; or assessment
- Submit proof of a letter grade of "B" or higher in Chemistry 11 or CHEM 100
- Submit proof of a letter grade of "B" or higher in Biology 12 or BIOL 103

AND

- ~~Attendance at a Nursing program information session (for upcoming schedule please call 250-370-3912 or go to comesun.ca)~~

The BSN Program is a four year degree program delivered in partnership with the University of Victoria (UVic), and a common admission process is being established. As such, the admission requirements and selection process are consistent with UVic admission requirements. The rigor of this program requires a higher level of commitment. The program is in high demand and the number of qualified applicants greatly exceeds the number of seats available, and, as such, not all of those meeting minimum requirements can be admitted.

The following general requirements will be assessed throughout the selection process:

- Applicants must have a strong sense of responsibility, a caring nature, and an interest in the well-being of individuals, families and communities.
- Applicants must have excellent interpersonal skills, strong problem-solving skills, and the ability to function both independently and as part of a team.
- Applicants must recognize that the profession is both physically and mentally demanding and therefore must be able to cope well in stressful environments.
- Applicants must have a controlled sensitivity to disturbing scenarios such as trauma patients, surgical procedures, and symptoms of hospitalized patients.
- This occupation requires individuals to have excellent physical fitness and mental acuity; this includes good eyesight and hearing.
- Applicants must be competent in written and oral English; must be able to accurately follow written instructions, and understand fast paced verbal directions.
- Computer literacy including interacting with various computer software programs is required during the program training and eventual employment.

The admission process is composed of several stages.

Stage 1: All applicants must provide submit proof of the following:

- Grade 12 graduation or equivalent
- Submit proof of a **A** letter grade of "B" or higher in English 12, or English 12 First Peoples; or ENGL 092 and 094, or ENGL 092 and 096, or ENGL 103 and ENGL 104, or ENGL 103 and ENGL 106, or ENGL 140, or ELD 092 and 094, or ELD 097, or assessment
- Submit proof of a **A** letter grade of "B" or higher in Foundations of Math 11 or Pre-Calculus 11 or Principles of Math 11 or MATH 073, or MATH 137, or MATH 116 or Foundations of Math 12 or Pre-Calculus 12, or Principles of Math 12 or MATH 093, or MATH 105, or MATH 107 or MATH 115; or assessment
- Submit proof of a **A** letter grade of "B" or higher in Chemistry 11 or CHEM 100
- Submit proof of a **A** letter grade of "B" or higher in Biology 12 or BIOL 103

- Acknowledgement of meeting the requirements for registration with the College of Registered Nurses of B.C. (CRNBC) as laid out in the CRNBC document Requisite Skills and Abilities (RSAs) (<https://www.crnbc.ca/Standards/Lists/StandardResources/464requisiteskillsabilities.pdf>)
- A minimum of 40 hours of paid or volunteer work in a health care related environment**

It is highly recommended that the academic admission requirements be completed within the past five years. If more than five years has elapsed, upgrading in the required subjects is recommended.

It is also recommended that the applicant submit a resume if there is any relevant work experience and/or personal achievements that they would like to have considered in Stage 2.

All qualifying documentation must be submitted prior to ____ (appropriate date will be inserted) ____ of the year of entrance.

*RSAs will be discussed at the Information session, and a signed acknowledgement obtained from applicants.

**Paid or Volunteer Hours

- The type of paid or volunteer work the Nursing Department requires of applicants is that of an "interactive" role rather than an "informational" role; i.e. interacting with patients on a personal or care provision level. The best environment to gain this all-inclusive sensory experience of sounds, smells and sights of the hospitalized patient would be an extended/long term care and/or retirement/seniors facility, or in-home care provision.
- The following types of work experience will not qualify for this requirement: receptionist, medical office assistant (MOA), life guard, day/child care staff.
- The applicant must submit a letter from the facility supervisor or Volunteer Coordinator confirming at least 40 volunteer or paid hours and the role and responsibilities performed.

Stage 2:

Qualified applicants will be invited to take an assessment in mathematics and English writing and comprehension. Qualified applicants will take mathematics and English writing and comprehension assessments. Those applicants who achieve a minimum cut score on the assessments will be invited to Stage 3 of the Admission process.

Stage 3:

All those achieving the minimum cut score for admission on the math and English assessments Qualified applicants will be invited to attend a multiple mini-interview process. The interviews will consist of two or more brief interviews to discuss the profession of nursing, attitudes towards health care and education, and to assess spoken English fluency. The applicant will be asked to write a short (one paragraph) essay on a related question assigned at the interview.

The interviews will be assessed as either "meets/does not meet" entry requirements.

Stage 4:

Applicants who meet the entry requirements in Stages 1, 2 and 3 will then be offered a seat in the BSN program based on their GPA.

Notes:

- The cost of all program admission and participation requirements is the responsibility of the applicant.
- The program will maintain a short waitlist for entry into the **same year**, pending withdrawals or deferrals. In extenuating circumstances an invited applicant may apply for a one year deferral. The waitlist will not be retained for future years. Those applicants meeting the academic requirements, but not gaining a seat in the year of application will need to reapply but will not need to resubmit academic information already sent in.

5. Program Participation Requirements:

(Requirements that must be met throughout the program. Monitored by the Program. Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc.)

- All students must attend the program orientation or may risk losing their seat in the program;
- A TB skin test is compulsory. TB testing must be done within three months of program start and students must provide the department with documentation of this prior to the start of the first clinical practicum. *Hepatitis B and the flu vaccine are highly recommended and are available at local health clinics or through a physician. It is strongly recommended that students maintain complete and current immunization throughout the program;*
- It is required that students have yearly respirator mask “fit-testing” done. Fitting will be completed in the program and students will be responsible for completing this process prior to the first clinical experience and for any associated costs;
- Students are required to have documented completion of current Standard First Aid including CPR Level C for progression into Academic Term 2. Annual recertification of CPR Level C must be maintained throughout the Nursing program.
- All students must have received a “clear” criminal record check letter from the Ministry of Public Safety and Solicitor General. The Criminal Record Review Act requires that students registered in a post secondary program where they may be working with children and/or vulnerable adults must have a criminal record check done through the B.C. Government’s criminal record review program. The Deputy Registrar of the Ministry of Public Safety and Solicitor General, Policing and Community Safety Branch, is the authorized body under the Act to make the determination of risk. Any student found to be at risk by the Ministry will not be able to participate in clinical/practicum experiences, and thus, will not be able to continue in this program. Information regarding application for the appropriate Criminal Record Check will be provided by the college once the minimum admission requirements have been met. Students are responsible for the associated costs. Any Criminal Record Check done outside the College will NOT be accepted and will result in additional costs to the student.

6. Program Learning Outcomes:

By the end of Academic Term 5 the student will be able to:

- a) demonstrate nursing practice at a Semester 5 level within a framework of promoting health and healing through the integration of the art and science of nursing within a variety of contexts and with diverse client populations.
- b) describe and demonstrate accountable nursing practice by providing care and making decisions based on critical thinking, relationships with others, nursing knowledge, and multiple ways of knowing.
- c) describe the current reality of nursing practice and health care at economic, political, social, and professional levels.
- d) demonstrate critically reflective, independent and motivated practice which includes an inquiry approach to lifelong learning.

7. Program Content:*(List of courses required in the suggested order to complete the program)***Year 1****Academic Term 1 (Fall)**

| | | Credits |
|----------------------|-----------------------------|----------------|
| BIOL 152 | Anatomy & Physiology 1 | 4.0 |
| ENGL 151* | Academic Writing Strategies | 3.0 |
| NURS 110 | Professional Practice 1 | 3.0 |
| NURS 132 | Health and Healing 1 | 3.0 |
| NURS 142 | Health Workshop 1 | 3.0 |
| NURS 160 | Relational Practice 1 | 3.0 |
| NURS 180 | Nursing Practice 1 | 3.0 |
| Total Credits | | 22.0 |

Academic Term 2 (Winter)

| | | Credits |
|----------------------|-------------------------|----------------|
| BIOL 153 | Anatomy & Physiology 2 | 4.0 |
| NURS 111 | Professional Practice 2 | 3.0 |
| NURS 133 | Health & Healing 2 | 3.0 |
| NURS 143 | Health Workshop 2 | 3.0 |
| NURS 181 | Nursing Practice 2 | 6.0 |
| One (1) Elective** | | 3.0 |
| Total Credits | | 22.0 |

Practicum (Spring) (6 weeks)

| | | Credits |
|----------------------|------------------------------------|----------------|
| NURS 170 | Consolidated Practice Experience 1 | 5.0 |
| Total Credits | | 5.0 |

Year 2**Academic Term 3 (Fall)**

| | | Credits |
|----------------------|-------------------------------|----------------|
| BIOL 252 | Pathophysiology for Nursing 1 | 3.0 |
| NURS 232 | Health & Healing 3 | 3.0 |
| NURS 242 | Healing Workshop 1 | 3.0 |
| NURS 260 | Relational Practice 2 | 3.0 |
| NURS 280 | Nursing Practice 3 | 7.0 |
| Total Credits | | 19.0 |

Academic Term 4 (Winter)

| | | Credits |
|----------------------|-------------------------------|----------------|
| BIOL 253 | Pathophysiology for Nursing 2 | 3.0 |
| NURS 233 | Health & Healing 4 | 3.0 |
| NURS 243 | Healing Workshop 2 | 3.0 |
| NURS 281 | Nursing Practice 4 | 7.0 |
| PHIL 250 | Healthcare Ethics | 3.0 |
| Total Credits | | 19.0 |

Practicum (Spring) (6 weeks)

| | | Credits |
|----------------------|------------------------------------|----------------|
| NURS 270 | Consolidated Practice Experience 2 | 5.0 |
| Total Credits | | 5.0 |

Year 3**Academic Term 5 (Fall)**

| | | Credits |
|----------------------|-----------------------|----------------|
| NURS 332 | Health & Healing 5 | 3.0 |
| NURS 342 | Healing Workshop 3 | 3.0 |
| NURS 360 | Relational Practice 3 | 3.0 |
| NURS 380 | Nursing Practice 5 | 7.0 |
| One (1) | Elective** | 3.0 |
| Total Credits | | 19.0 |

* Students may use ENGL 150, 161, 163, or 164 in lieu of ENGL 151 toward program completion.

**It is important to note that four electives are required to complete the BSN Program. Electives may be designated Nursing or non-Nursing, however at least one Nursing elective is required for BSN graduation, and at least two electives (Nursing or Non-Nursing) must be completed by the end of Academic Term 5 in order to progress to Academic Term 6 at UVic. Students may choose to take more Nursing electives to address areas of nursing knowledge of particular interest. Electives must be university transferable and may be at a 100 level or higher. BIOL 103, BIOL 150, BIOL 151, BIOL 143, BIOL 144, HLTH 110 and PSYC 154 are not accepted as electives. Students are advised to discuss possible electives with the Program Chair or Associate Chair.

One additional elective may be completed prior to entry to Year 3 at UVic.

Students considering transfer to a collaborative BC college or university should consider an additional English elective which may be necessary in order to meet graduating requirements of that institution. (Consult that institution's calendar for program requirements.)

Year 3 and 4 at UVic

6th, 7th and 8th Semester: See UVic calendar for program outline and course descriptions.

8. Delivery Arrangements:

May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc.)

Lansdowne Campus, Full time

Students are advised that theory, lab and clinical classes may be scheduled on evenings and weekends, and during the fall, winter, spring and summer semesters.

9. Is a (Co-operative/Internship) Work Experience Designation available for this program? (Contact the Cooperative Education Department for more information on this option)

Cooperative Education Designation (yes/no): **NO**

Internship Designation (yes/no): **NO**

If yes to one or more above, please include a completed "**Cooperative Education Appendix**" (available at http://intranet/ed_prov/index.php) with this Program Outline.

10. Program Completion Requirements:

(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc...)

- Students must complete each course in the program with a "C" grade minimum, and obtain a cumulative GPA of 3.0 ("C+") to transfer to the University of Victoria. UVIC includes repeated and failed courses in the GPA calculation for all required courses, including the required English and elective courses.
- The Baccalaureate degree must be completed within seven years of commencement of the program.

11. a. Credential Awarded:

b. External Licensing Certifications: (if applicable)

The credential, the Baccalaureate of Science in Nursing is awarded by the University of Victoria upon successful completion of the four-year program. Successful completion of the Canadian Registered Nurse Exam (CRNE) is required to qualify for registration as a Registered Nurse in British Columbia by the College of Registered Nurses of British Columbia (CRNBC). The CRNE process is external to Camosun College and the University of Victoria.

12. Special Notes: *(Example: Block Transfer Arrangements)*

2.5 years are completed at Lansdowne Campus and then the student will transfer to UVic for the final 1.5 years to obtain a BSN.

Students who enroll in this program will receive a detailed Nursing Department Handbook which provides further information regarding the guidelines and procedures affecting the program.

13. Recommended Activities or Materials to Help Students to Succeed Throughout the Program:**Notes:**

1. Upon entry in the program, it is strongly recommended that students have basic computer literacy, including experience with keyboarding and basic internet search and email skills. Extensive communication with students occurs via email. On admission all students are placed on student/faculty list serves. Students are expected to monitor their email for course and program updates.



Education Council Briefing Notes

Submitted by:

Electives and Alternates Education Council Sub-Committee

Kathy Tarnai-Lokhorst (Chair), Joanne Cumberland, Lynda Warren, Gloria Darroch, Ian Humphries, Agatha Thalheimer

Date:

June 18, 2012

Topic:

Electives DRAFT Standard & Guideline

Background:

Community Colleges are complex in that their program and course offerings are vast and varied. With the introduction of applied degree programming this mix has become increasingly more complex, requiring some specific definition with respect to electives.

While some informal definitions exist through the efforts of Academic Advising to help support students and program areas (i.e. "Academic Electives"), these definitions have not been endorsed at the appropriate level within the organization nor are they universally understood or accepted. Differences of opinion are emerging with respect to the legitimacy of these definitions, resulting in confusion, frustration and challenges at the curriculum change, development and approval levels.

While this issue has arisen primarily as it relates to curriculum development within the applied degrees, it points to the fact that Camosun does not have a universal set of standards and principles with respect to the appropriate choice of electives suitable for credential completion, and for transfer and articulation requirements.

The purpose of the sub-committee was to determine appropriate elective definitions based on the nature and level of programs at Camosun College.

The sub-committee has met five times over four months, reviewed the use of electives in a number of post-secondary institutions nationwide, and developed principles and terminology to guide the setting of electives.


The sub-committee has chosen to focus on distilling the terminology related to electives down to two categories: "Electives" (broad term) and "Approved Electives" (limiting

term). While the sub-committee believes electives should be as open and broad as possible, they recognize the need for some programs to limit elective choices to meet individual program requirements (i.e. accreditation requirements, licensing requirements, transfer/articulation requirements, professional designation requirements, etc.)

Decision Being Sought (for information only, for decision, etc.):

For information only. The committee is requesting feedback from Education Council on the proposed DRAFT standard. Please forward any feedback in writing to Shelley Butler, Coordinator Education Approvals at butler@camosun.bc.ca before Sept 1, 2012.

Will be presented for review and approval by Education Council in the fall 2012.

| | | |
|--|--|---------------------------------|
|  <p>Educational Standards & Guidelines</p> | Educational Standard: | EX 260-001-004 |
| | Approved by: | Education Council |
| | Approval Date: | |
| | Amendment Date: | |
| | Office of Primary Responsibility: | VP Education & Student Services |

Educational Standards are intended to guide and support Schools, Departments, and College committees in the development, recommendation and approval of quality curriculum.

As per the College and Institute Act Sec 24(2c), Education Council has the power to set the criteria for the “academic standards” at the institution. All Educational Standards will be vetted by a group of relevant stakeholders and receive approval by Education Council.

Electives (DRAFT)

Purpose/Rationale:

To guide the School Curriculum Committee, College Curriculum Committee, and Education Council in the review and approval of elective course content offered in Camosun College credentialed programs.

Scope/Limits:

This standard applies to all curriculum that leads to a Camosun College credential.

Principles:

1. Electives are as open and broad as possible to allow for students to explore their own breadth and/or depth of study.
2. Electives are recognized as a valuable component of the student learning experience.
3. Electives are identified in a manner that is sustainable by balancing the interests of students, pedagogy, and the institution.
4. Electives are credit bearing courses that align with program learning outcomes.

Terminology:

Elective

Any course selected by the student that may be applied toward an identified Camosun credential.

Approved Electives

Electives that are "limited" due to the requirements of a specific program.

- Specified by level, subject, discipline, school, UT, etc. (e.g. "may select any 200 or higher BIOL or PHYS courses", "may select any 300 or higher business courses", etc.).
- Choices within required curriculum (e.g. "choose 1 of 3" of the following courses", "choose 5 of 7 of the following courses", etc.). Generally used to achieve a desired program level learning outcomes.
- Specific list of courses (e.g. "may choose from the following list of courses only")

We will need to remove our current language that refers to "Academic Electives", "Required Electives", "Restricted Electives", "Options", "Open" etc. from the curriculum.

Excluded Courses

Specific courses that may not be applied toward an identified Camosun credential for a specified reason (e.g. duplicate content, no credits, etc.)