
EDUCATION COUNCIL

MINUTES OF THE MEETING

MONDAY, MAR 19, 2012, 4:00-6:00

CC 321, INTERURBAN

PRESENT

Barbara Herringer (Administration)	Karin Kaercher (Faculty)
Bradley Clements (Student)	Kathy Tarnai-Lokhorst (Faculty), Chair
Carly Hall (Faculty), Vice-Chair	Nancy Sly (Faculty)
Cynthia Wrate (Faculty)	Patricia Gaudreault (Faculty)
Deana Srdic (Student)	Paul Brady (Faculty)
Gail Baxter (Support Staff)	Stephen Bishop (Faculty)
George Ivanishvili (Board)	Thea Todd (Faculty)
John Boraas (Administration)	

REGRETS / ABSENT

Darragh Grove-White (Student)	Nicole Greengoe (Administration)
Joanne Cumberland (Support Staff)	Sarah Loewen (Administration)
John Gordon (Faculty)	Shelley Butler (Permanent Secretary)
Kathryn Laurin (President)	

GUESTS

Anita Ferriss, Health and Human Services	Peggy Tilley, Acting CCC Chair (for Nicole Greengoe)
Sue Doutre, VP Education (for Shelley Butler)	Marlene Welsh, Health and Human Services
Ruth Lyall, Aboriginal Education and Community Connections	
Robert Wells, Health and Human Services	

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:02 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. ROUND TABLE CHECK-IN

Kathy requested members share how they are doing if they wish to do so. A number of Education Council members shared their news.

D. ACCEPTANCE OF AGENDA

The March 19, 2012 agenda was accepted via unanimous consent with one change. The agenda item related to the nursing admission requirements was moved up the agenda due to a scheduling conflict.

E. APPROVED MINUTES

The Feb 20, 2012 minutes were approved via unanimous consent.

F. REPORTS

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

Nil.

2. ACTING VP EDUCATION – JOHN BORAAS

Nil

3. BOARD REPORT – JOHN BORAAS FOR GEORGE IVANISHVILI

Nil.

G. COMMITTEE REPORTS

1. AWARDS COMMITTEE

Nil

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

Nil

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

Nil.

4. ALTERNATIVES AND ELECTIVES – SHELLEY BUTLER FOR KATHY TARNAI-LOKHORST

Nil.

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

1. Proposed Combined Indigenous Career Access and Family Support Program (new); and revisions to Indigenous Human Services Career Access Program (IHSCAP) – (revised).

Anita Ferris presented a new 18 month program and extensive revision to an associated certificate program (IHSCAP). Based on an extensive program evaluation the department is recommending some changes to the IHSCAP program, in addition, they are creating the Combined Indigenous Career Access and Family Support program. Currently, the majority of students choose to go on to the Indigenous Family Support (IFS) Certificate Program. The new 18 month program includes the first 8 months of the IHSCAP Program followed by the 10 month IFS Program. This program would qualify for specific Essential Skills funding as it would meet the requirements of an Access Program that leads directly to employment. The revised IHSCAP Program and the new combined program would run concurrently and students would be in the same 8 month cohort and continue their education either in the IFS program or in the other education program of their choice.

The combined program is designed for Aboriginal learners who are interested in a career working in human/social/-community service. Students' develop an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students will develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goal to become and Indigenous Family Support Worker. The first 8 months of the program will prepare students for the 10 month Indigenous Family Support Program.

The combined provides students of Aboriginal ancestry with opportunities to develop knowledge, skills, awareness and values needed to work with indigenous individuals and families in schools and communities. The program promotes awareness of indigenous history and culture. It provides opportunities for each student to reflect and develop self-awareness and pride as an indigenous person.

Program graduates are prepared to support the development of healthy Aboriginal individuals, families and communities. They function interdependently as members of a support team under the direction and supervision of experienced professionals in health, education and/or human service settings.

Motion

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

Combined Indigenous Career Access & Family Support program (Substantive/Major Addition (New)) - New Program (ID 61163)

Indigenous Human Services Career Access () (Substantive/Major Revision) - Program Description, Program Admission Requirements, Program Participation Requirements, Program Content, Program Completion Requirements, Program Delivery Arrangements, Program Credential Awarded (ID 61129)

Motion Carried

2. Diploma in Civil Engineering Technology and CIVL Revisions

There are a variety of revisions to improve the flow of curriculum content so that is more relevant to the student's studies (i.e. move learning outcomes around between courses), update and refresh some outdated short descriptions (formerly the Calendar Description) and learning outcomes for clarity and currency, and add 1 seminar hour and increase the credit in CIVL 192 to help improve student success in the course.

Motion

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

Civil Engineering Technology (Diploma in) (Substantive/Major Revision) - Program Admission Requirement, Program Content, Other: (ID 61130)

CIVL 131 Graphical Communications 1 (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61134)

CIVL 132 Graphical Communications 2 (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61135)

CIVL 133 Graphical Communications 3 (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61136)

CIVL 192 Statics (Substantive/Major Revision) - Course Calendar Description, Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61132)

CIVL 258 Infrastructure Rehabilitation (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61137)

CIVL 280 Global Issues in Environmental Engineering (Substantive/Major Revision) - Course Title, Learning Outcomes (ID 61131)

CIVL 297 Structural Design 2 (Substantive/Major Revision) - Course Calendar Description (ID 61133)

Motion Carried

3. ENGL 165 - Cancellation

Cancel this course. The removal of ENGL 165 course from the Exercise and Wellness program was approved by Education Council in May 2011. As this course wasn't intended to serve other student populations it is no longer needed.

Questions and discussion followed.

Motion

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

ENGL 165 Sports Literature (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61138)

Motion Carried

4. CFCS 212 - Cancellation

Cancel this course. It has never been offered and is no longer necessary.

Motion

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

CFCS 212 Intro to Child & Youth Care (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61128)

Motion Carried

5. Coop Appendix for the Diploma in Hospitality Management and HMGT 101, 102, and 185 revisions

Coop Appendix, and HMGT 101 and 102:

Increase the hours for the two work terms that more realistically meet local, provincial and industry needs, bring our programs in line with CAFCE (Canadian Association for Cooperative Education) and ACE (Association for Cooperative Education) standards, and meet program articulation agreements with UVic and other institutions who require Co-operative work term experiences as part of their degree entrance requirement.

HMGT 185

Remove the course restriction (for program students only) and add an English 10 or alternate pre-requisite to allow the school to maximize the potential to backfill the class (with students working on the English 12 program pre-requisite).

Questions and discussion followed.

Motion

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

Coop Appendix - Hospitality Management - Internship Designation (Diploma in) **(Substantive/Major Revision)** - Program Content, Program Completion Requirements, Other: (ID 601139)

HMGT 101 Co-operative Work Experience (Substantive/Major Revision) - Course (Activity) & Hours (ID 61141)

HMGT 102 Internship Work Experience (Substantive/Major Revision) - Course (Activity) & Hours (ID 61140)
HMGT 185 Beverage Management Essentials (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (relax) (ID 61142)

Motion Carried

I. PROGRAM CANCELLATION – COMMUNITY MENTAL HEALTH *(REPLACED BY NEW PROGRAM)*

John Boraas requested that Education Council recommend the cancellation of the Community Mental Health (CMH) program to the Board of Governors as it has been replaced by the new Certificate in Mental Health and Addictions (start date of Sept 2012).

The 5month CMH program taught entry-level competencies for employment in the field of community mental health. It was based on the principles of psychosocial rehabilitation. Graduates work as members of a community health team in a variety of mental health service sites. The program included class, lab, and practicum experience. Practicum participation may have included day, evening and weekend shifts. The last intake of students for this program was Sept 2011.

The CMH Certificate is intended to be replaced by the 10 month Mental Health and Addictions (MHA) Certificate starting in Sept 2012. The MHA program received Education Council approval on Dec 19, 2011. The new MHA program prepares students to be members of interprofessional teams supporting individuals who are experiencing mental health and addiction challenges.

Students learn to work from a strengths-based perspective, emphasizing the interaction between individuals and their physical, social, and cultural environments. Students learn to use a holistic approach to support individuals mentally, emotionally, spiritually, physically, and socially. Students learn about diversity and culturally-responsive practice. They also gain knowledge of Indigenous history and culture in relation to mental health and addiction issues.

Students gain entry-level knowledge and skills necessary to promote, support, and strengthen the functioning of individuals and community. Graduates may work in community based, residential, and outreach settings.

The new replacement program will include a greater depth of breadth and knowledge for practitioners including indigenizing the program.

Questions and discussion followed.

CANCELLATION *(replacement by new program/courses):*

Motion

It was moved by John Boraas and seconded by Karin Kaercher that Education Council approves the proposed cancellations:

Community Mental Health (Certificate in) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 61143)

CMH 110 Mental Health & Addiction Services (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61144)

CMH 111 Mental Illness & Interventions (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61145)

CMH 115 Communications (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61146)
CMH 120 Support Strategies (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61147)
CMH 125 Professional Issues (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61148)
CMH 130 Health Care Basics (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61149)
CMH 135 Substance Use & Mental Health (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61150)
CMH 140 Practicum (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61151)

Motion Carried

J. DISCUSSION

1. NURSING REVISIONS – STEPHEN BISHOP AND MARLENE WELSH

Stephen and Marlene presented a proposal to allow selective admission for students that apply to the Nursing program (a Camosun partnership program with the University of Victoria).

Proposal:

That the BSN Program moves from the current admission process of first qualified first admitted to a selective admission process. A waitlist would no longer be maintained.

Rationale:

Nursing is a complex profession requiring a high degree of intellectual and physical capacity to safely perform skills, critically think and problem solve, and continuously learn new and challenging skills and theory throughout a career. Healthcare reform has changed the face of the nursing care. In hospitals, where most of our graduates begin their careers, changes in philosophy of care and in the focus of funding have led to decreased lengths of stays for all patients, leaving those who remain as in-patients the most acutely ill, with the most complex health challenges. In the community patients are sent home with conditions which only a few years ago would have required hospitalization for days or even weeks. To participate on an interprofessional health care team providing care in these diverse situations, make rapid and complex decisions and independent assessments, communicate salient information clearly and concisely, and perform skills and problem solve, a nurse must be able to draw on and apply a broad body of knowledge; not only nursing knowledge, but drawing from the fields such as medicine, psychology, pathophysiology, and pharmacology to name a few. There are baseline physical, cognitive and psychosocial requirements established by nursing regulatory bodies which further define the capabilities required by the profession. The bottom line is that not everyone has the capacity or capabilities to become a nurse.

The Camosun Nursing Department works closely with the University of Victoria School of Nursing, who deliver the last three semesters of the BSN Program. We are working on an MOU with UVic which would change our relationship from a transfer partnership to a joint degree program, with Camosun recognized on the parchment. The primary impediment to this agreement has been our low admission standards. To meet their funded numbers for BSN

students UVic expects 160 students to enter Semester Six from Camosun. To meet that goal we have increased our student intake from 160 to 180, and now to 192, with an additional 10-16 students admitted to the Nursing Access for Practical Nurses (NAPN) Program in January. The attrition in the program over the past few years has increased to almost 30%, and last year, from a total class of 202 we sent 142 to UVic, an attrition rate of 30%. This is considerably above the 8-10% reported by nursing programs with competitive entry, such as TRU, UBC-O and VIU, but is not unlike programs that have similar admission processes as Camosun's.

We have attempted to address our attrition rate in a number of ways, and enact the strategies we have identified in the literature. For instance, the Nursing Department identifies 'at risk' students early on, and works with these students to establish individual learning plans and strategies to meet their specific needs. Strategies include tutoring and referring students to services such as counselling, writing and math support, Aboriginal Services and the Disability Resource Centre. Instructors provide extensive individual support, and students are informed that they can also approach the Team Leaders and Chairs for assistance, and encouraged to do so early on. Reentry to the program for students who have failed a course is facilitated by the Associate Chair who works with the student to develop an academic plan for reentry. Nonetheless, our attrition remains high.

Research on attrition/retention indicates that the strongest predictor of success in Nursing programs are higher GPAs ([Prymachuk & Easton, 2009](#)). One study summarized: "The significantly high risk student is one that enters the nursing program with lower scores in Math, English and Science, lower cumulative GPA, and decreasing GPA once admitted to the program" (Alden, K.R., 2008). Additional research speaks to how to decrease attrition of students. "Efforts to increase support systems on campus for students admitted directly from high school may result in reduced attrition and greater academic success." (Bolen, & Granger, 2003)

The BSN Program at Camosun is a popular and well subscribed program. The September 2012 and 2013 intakes are full, and there are 155 students prepared to enter in 2014. Registration expects that the 2014 class could be full by the end of this month. We have observed two trends which we find troubling. Local students who are well qualified are applying to other nursing programs in the province, and then applying to transfer to Camosun during their first semester. We are able to accept many of those students, but have no idea how many local students leave this region to graduate and practice elsewhere. The other trend is that students who are unable to gain entry to other programs apply here, knowing that if they wait long enough they will gain admittance to our program. They then apply to transfer back to their local schools. That we are known as the nursing program 'of last resort' for poorly qualified applicants is not something of which we should be proud.

Taking in these larger classes has an impact on all of our students and on the quality of our program. Larger class sizes mean more crowded classrooms and labs, more instructors needing resources, more clinical placements needed when community and hospital placements are already stretched, and an overall increase in program costs when budgets are being reduced. Further, students who fail lose time, money and most importantly risk damage to their self esteem, and admitting students who we know are at higher risk of failure seems unethical. Camosun can present other options to assist these students, including programs such as LPN and HCA, or by assisting them in upgrading their credentials to better prepare for a rigorous academic degree program.

Process:

The following is an outline of the proposed admission process:

1. Applicants must meet the current admission criteria as a minimum requirement for admission.
2. Brief interview (in person or by phone) with at least two faculty members to determine spoken English level and knowledge of nursing. In addition to the interview, a brief written assignment completed at the time of the interviews. (Applicant ranked eligible/ineligible) (NB: This may be revised to a Multiple Mini Interview (MMI) format.)
3. Declaration of having read and understood the Requisite Skills and Abilities (RSA) document of the CRNBC, and that there are no impediments to registration (eligible/ineligible)
4. Minimum 40 hours work (paid or volunteer) in health related field. (Must complete prior to acceptance to be eligible.)
5. Language and math assessment (Accuplacer or similar)(Minimum cut score to be eligible.)
6. Given eligibility (determined by the criteria 1, 2, 3 & 4) selection will be determined by GPA.

NB For the first five criteria the intent is to use 'eligible/ineligible' rather than to score interviews etc. This is proposed both to reduce workload and to reduce the subjectivity introduced by 'judging' an applicant's interview and written submission.

Considering our current waitlist we propose that we admit the next cohort (2012) under the current admission process, but put an immediate hold on accepting more applications and notify applicants that a new process will be put in place for 2013. Those currently on the waitlist would be advised of the new process and could be assisted in meeting the requirements. Otherwise it will be 2015 before we can admit under a new process and 2016 before we can evaluate the effect.

Conclusion:

The attrition rate in the BSN Program negatively impacts the experiences of marginal students and the overall quality of the program, and is creating difficulties in our relationship with UVic. Other approaches to addressing attrition which we have implemented to support student success have not had the desired effect. When we compare our program with those using a selective process we see the likelihood that such a process would be an effective means to address attrition and would have a significant and positive impact on the BSN Program . We therefore feel the need to implement a selective admission as soon as possible.

Questions and discussion followed.

Feedback included but was not limited to:

- *How do we grapple with the "Camosun values" piece of the discussion?*
- *Other programs at Camosun have done this (i.e. Engineering Bridge programs, recently approved Medical Radiography program).*

Any questions regarding this proposal should be forwarded to Stephen. Stephen will provide a FAQ.

2. EDUCATION PLAN 2012 CONSULTATION

John presented the DRAFT Education Plan 2012 and the process for the its development. He then requested input from Education Council Members. Questions and discussion followed.

Comments included, but were not limited to:

- *How to we balance the question of competitive entry with accessibility?*
- *How do we ensure sustainability?*
- *Inspiring Lives endorses fully-on-line. How do we balance this with face to face learning/teaching?*

K. NEXT REGULAR MEETING

Monday, Mar 19, 2012

4:00-6:00

Interurban, CC 321

L. ADJOURNMENT

The meeting adjourned at 6:00 pm.