



Education Council

Ensuring that our students are provided with quality educational experiences



Agenda

Wed, Nov 16, 2016

4:00 - 6:00 pm – Regular Meeting


CC 321, Interurban

Please bring your own mug or water bottle.



We will be collecting non-perishable food for the Camosun College Student Society food bank

TIME	ITEM	PRESENTER
4:00	Call to order and declaration of quorum (1 min.)	Stephen Bishop
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>	Stephen Bishop
4:02	Round-Table Check-In (10 min.) In 3 words or less tell us how you are doing	Stephen Bishop
4:12	Acceptance of Agenda (1 min.)	Stephen Bishop
4:13	Minutes for approval (1 min.) Oct 19, 2016	Stephen Bishop
4:19	Reports (6 min.) <ol style="list-style-type: none"> 1. Education Council Chair (2 min.) 2. VP Academic (2 min.) 3. Board Member (2 min.) 	Stephen Bishop John Boraas Nigel Giuliany
4:25	Committee Reports (nil.) <ol style="list-style-type: none"> 1. Awards (nil) 2. Education Council Policy and Standards Committee (nil). 	Dominic Bergeron Steven Rumpel
4:25	Presentations and/or Discussions (50 min.) <ol style="list-style-type: none"> 1. Education Policy Update (50 min.) Acceptable Use Policy Scoping Document 	Steven Rumpel & Katie Shaw
5:15	Integrated Curriculum Committee Report (35 min.) – see attachments	Connie Klassen

TIME	ITEM	PRESENTER
1	Curriculum for Presentation (nil) Nil	
2	Curriculum for Approval  Hyperlink (10 min.) Hyperlink is non-functional (technical issue). Cut and paste the following link directly into your browser to access the folder. https://hub.camosun.ca/sites/Education/_layouts/15/start.aspx#/SitePages/Home.aspx?RootFolder=%2Fsites%2FEducation%2FAgenda%20Packages%2F2016%2D11%2D16%2DNov%2D16%2D2016%2FCurriculumDocuments&FolderCTID=0x012000288B233D4B71964980390F274830C7DB&View=%7BB8F7CB36%2DE604%2D47B1%2D9C30%2D316DDC4C2867%7D	Connie Klassen
3	Request for Motion to move Education Council approval deadline of Dec 14, 2016 to Jan 25, 2017 for curriculum effective Sept 2017. (5 min.)	Connie Klassen
4	Joint Degree Program in Nursing (20 min.)	Connie Klassen
6:00	Meeting Adjourned	Stephen Bishop

Upcoming Meetings:



Happy Holidays Social

Wed. Dec 14, 2016
3:30-4:00, 2016
CC 321, Interurban

Regular Meeting

Wed., Dec 14, 2016
4:00-6:00 pm
CC 321, Interurban

Members (Quorum = 11)

Voting Council Members

- | | |
|--|-----------------------------------|
| 1. Alison Bowe, Faculty -regrets | 9. Leslie Martin, Support Staff |
| 2. Bijan Ahmadi, Faculty | 10. Mitch Auger-Langejan, Student |
| 3. Brent Wasserman, Faculty - regrets | 11. Patrick Jones, Faculty |
| 4. Cindy Drover-Davidson, Support Staff | 12. Peter Ove, Faculty |
| 5. Cynthia Wrate, Faculty | 13. Scott Harris, Administration |
| 6. Dominic Bergeron, Administration | 14. Shelley Melissa, Faculty |
| 7. Emara Angus, Student -regrets | 15. Shohreh Hadian, Faculty |
| 8. John Boraas, Administration - regrets | 16. Stephen Bishop, Faculty |

If you cannot attend please inform Shelley Butler @ 370-4690 or butler@camosun.bc.ca

- 17. Steven Rumpel, Administration
- 18. Sukhdeep Kaur, Student -regrets

- 19. Tim Ayers, Faculty
- 20. Zachary Snow, Student

Non-Voting Council Members

Sherri Bell, President
Nigel Giuliany, Board of Governors
Shelley Butler, Permanent Secretary

Connie Klassen, ICC Chair
Corrine Michel, Indigenization Coordinator -

Guests

Katie Shaw, VP Education **Cynthia Smith, Health and Human,**

For Information:

Education Council Executive:

Chair: Stephen Bishop, Health & Human Services, 370-3113, bishops@camosun.bc.ca

Vice-Chair: Tim Ayers, Trades & Technology, 370-4455, ayers@camosun.bc.ca

ICC Chair: Connie Klassen, Sport & Exercise Education, 250-220-2568, klassenc@camosun.bc.ca

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

Registrar: Scott Harris, Registrar's Office, Interurban, 370-3840, harriss@camoun.bc.ca.ca

Permanent Secretary: Shelley Butler, Office of VP Education, Interurban, 370-4690, edapprovals@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.

<https://hub.camosun.ca/sites/Education/>



DRAFT Minutes

Wednesday, Oct 19, 2016

4:00-6:00 pm

CC 321, Interurban

Present

- | | |
|--|---------------------------------|
| Bijan Ahmadi, Faculty | Scott Harris, Administration |
| Brent Wasserman, Faculty | Shelley Butler, Perm. Secretary |
| Connie Klassen, ICC Chair | Shohreh Hadian, Faculty |
| Connie Klassen, ICC Chair | Stephen Bishop, Faculty (Chair) |
| Corrine Michel, Indigenization Coordinator | Steven Rumpel, Administration |
| Cynthia Wrate, Faculty | Steven Rumpel, Administration |
| Emara Angus, Student | Sukhdeep Kaur, Student |
| John Boraas, Administration | Tim Ayers, Faculty (Vice-Chair) |
| Leslie Martin, Support Staff | |

Regrets/Absent

- | | |
|--------------------------------------|--------------------------|
| Alison Bowe, Faculty | Peter Ove, Faculty |
| Cindy Drover-Davidson, Support Staff | Shelley Melissa, Faculty |
| Dominic Bergeron, Administration | Sherri Bell, President |
| Nigel Giuliani, Board of Governors | Zachary Snow, Student |

Guests

- | | |
|-----------------------------|------------------------------------|
| Chris Balmer, Counselling | Katie Shaw, Office of VP Education |
| Heather Del Villano, Access | Pei Mei Chia, Access |
| Ian Humphries, Access | |

ITEM	PRESENTER
<p>A. Call to order and Declaration of Quorum</p> <p>The Regular Meeting was called to order at 4:02 by Stephen Bishop, Education Council Chair.</p>	Stephen Bishop
<p>B. Acknowledgement of Coast Salish Territory</p> <p><i>Stephen acknowledges 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'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></p>	Stephen Bishop
<p>C. Round-Table Check-In</p> <p>Stephen requested council members in 3 words or less share how they were doing.</p>	Stephen Bishop

ITEM	PRESENTER
<p>D. Acceptance of Agenda The October 19, 2016 agenda was approved by unanimous consent.</p>	Stephen Bishop
<p>E. Minutes for Approval The June 15, 2016 minutes were approved with one amendment. Leslie Martin moved and Steven Rumpel seconded that they move the motion of Curriculum Recommended for Approval noted on the ICC Report. The September 21, 2016 minutes were approved by unanimous consent.</p>	Stephen Bishop
F. Reports	
<p>1. Education Council Chair There was no Chair's report.</p>	Stephen Bishop
<p>2. VP Education John noted that there is a lot of work being undertaken across the College and lot of interesting projects in the making.</p>	John Boraas
<p>3. Board Member Stephen Bishop gave a report in Nigel's absence. Stephen noted that there was a powerful and informative presentation on the Indigenization project by Corrine Michel and Janice Simcoe. The Board is very much in support of the project and expressed gratitude for the presentation.</p>	Stephen Bishop
G. Committee Reports	
<p>1. Awards Nil</p>	Dominic Bergeron
<p>2. Education Council Policy and Standards Committee Nil</p>	Steven Rumpel
H. Presentations and/or Discussions	
<p>1. Education Policy – Involuntary Health and Safety Leave of Absence Steven, Chris and Katie introduced a policy engagement session regarding the scoping document created for the Involuntary Health and Safety Leave of Absence Policy. See attached presentation. Questions and discussion followed. <i>Questions and discussion included, but was not limited to:</i></p> <ul style="list-style-type: none"> • <i>How do we demystify the fears students may have about this process?</i> • <i>How will we handle student tuition?</i> 	Steven Rumpel, Chris Balmer, and Katie Shaw

ITEM	PRESENTER
<ul style="list-style-type: none"> • <i>Do we have a responsibility whether the student connects with community after they are withdrawn?</i> • <i>We need to ensure consistency between this policy and the Medical/Compassionate Withdrawal Policy.</i> • <i>There are Camosun staff trained that can make recommendations regarding a student’s mental health; however they do not diagnose conditions or prescribe medication.</i> • <i>The intent in the process is to consult only with internal stakeholders.</i> • <i>We need to ensure our Trades students are included in this consultation. They are often left out.</i> • <i>We need more discussion how we define student (i.e. what about CE, etc.)</i> 	
<p>2. Private ESL Pathways Partnership Presentation and Discussion</p> <p>Ian presented an overview of the partnership agreement with aims to diversify Camosun’s international student population. By this agreement, Camosun is proposing to mirror the pathways agreements in place at Douglas College, which were developed after a year-long vetting process. At Camosun, the pathway agreements would articulate the partner’s courses with ELD 072, 074, 092 and 094. These pathway agreements will allow successful students entry into College programs and courses beyond ELD. Ian sought acknowledgement on the articulation of the courses, and wanted to ensure Education Council felt informed and comfortable regarding such agreements. Questions and discussion followed.</p> <p><i>Questions and discussion included, but was not limited to:</i></p> <ul style="list-style-type: none"> • <i>Tuition from International goes to support a wide array of services, etc. at the College.</i> • <i>Are the partners institutions Canadian?</i> • <i>More interested in increasing the diversity of the International students rather than the quantity.</i> • <i>These partnership students will come to the College with a higher IELTS score so it is assumed they will have better success rates.</i> • <i>These partnerships will not displace other students. Admission will still be by first qualified, first served (with the exception of competitive entry programs).</i> • <i>The negative connotation by the use of the term “quality student” in the discussion should be considered.</i> • <i>We have pockets of high International enrolment that often presents language challenges and changes the course dynamic. Students with a higher IELTS scores will help alleviate some of these challenges.</i> 	<p>Ian Humphries, Pei Mei Chia, and Heather Del Villano</p>
<p>I. Integrated Curriculum Committee Report</p> <p>Curriculum Recommended For Approval REGULAR CURRICULUM</p>	<p>Connie Klassen</p>

ITEM**PRESENTER**

Connie presented the curriculum for approval.

Connie noted that LGL 110 did achieve an 80% consensus by the ICC to move forward. A question followed.

Motion: It was moved by Cynthia Wrate and seconded by Leslie Martin that Education Council approves the following curriculum:

- LGL 110 (IDS 2272) - cancellation

Motion Carried

Connie noted that the ICC did not achieve an 80% consensus to move forward the Archeology, Digital Communication, and Digital Production curriculum due to a lack of voting turnout. Those ICC members who did vote were in favour of full recommendation. Discussion followed.

Motion: It was moved by Steven Rumpel and seconded by Cynthia Wrate that Education Council suspend the ICC by-law that requires an 80% consensus for full recommendation, and then approve the following curriculum.

- Certificate in Archeology Field Assistant (IDS 2279) and ARCH 190 (IDS 2280) – description, admission requirements, learning outcomes, content, pre-requisite, credits
- Certificate in Digital Communications (IDS 2282), Certificate in Digital Communication Coop Appendix (IDS 2281), Certificate in Digital Production, Writing & Design (IDS 2284), Certificate in Digital Production, Writing & Design Coop Appendix (IDS 2283), and CMNS 102 (IDS 84) – admission requirements, content, completion requirements, pre-requisite

Motion Carried

Connie noted that the Nursing program changes did achieve an 80% consensus by the ICC to move forward. Discussion followed mainly regarding the department's inclusion of non-measured suitability requirements under the Admission Requirements section. A mention was also made of the removal of the Stage 2 from the program Admission Requirements.

Motion: It was moved by Cynthia Wrate and seconded by Tim Ayers that Education Council approves the following curriculum:

- Nursing (IDS 2285) – description, admission requirements, participation requirements, content

Motion Not Carried

Yes – 0, No – 7

J. Adjournment

Stephen Bishop

The Meeting adjourned at 6:34 pm.



Acceptable Use

Overview and Decision Request

In alignment with the CET- and EdCo-endorsed policy development process for Camosun, this policy scoping document outlines a proposed plan and related considerations for moving forward with the development of an Acceptable Use policy. This policy will replace the rescinded Use of College Resources, Acceptable Computer Use and Email Use policies.

An endorsement from CET to proceed with the development of this policy, as outlined herein, is requested.

Policy Overview

- The Acceptable Use policy will provide the College with a broad network and computer use policy with the intention of covering activities by students engaged on the institution's network, computer / technology assets, third party licensing agreements, and cloud computing services.
- Leading practice finds that creating a streamlined "user" policy that includes physical assets and network activities is the most effective application for the policy scope.
- The intended policy scope should include:
 - the appropriate use of all college computing and network facilities, services regardless of where they are located (on and off campus) – established through a nexus¹ to the institution;
 - all computing facilities and assets owned and operated by Camosun;
 - services acquired through contractual agreement;
 - Engagement online with social media and networking sites through the College's network or during their time as a student at the college; and
 - all administration, teaching, learning applications including email, storage, portals, and other web services, web hosting by the college.

Rationale

- Currently the College has no specific policy addressing students and network users' usage of institutional network and physical computing assets.
- The rescinded policies had no reference or institutional statements regarding social media, network use or cloud computing.

Governance & Authority

- This policy is proposed to be the joint responsibility of the VP Education, VP Student Experience and VP Administration. CET input on a single policy holder may be desired.
- The policy will require close collaboration across each of these administrative units.
- This policy will require approval from College Executive Team.

¹ A nexus refers to a means of connection, a link to the institutions in policy application. It is critical that the policy identify the nexus between the institution and who the policy applies to. This is particularly important in terms of online activities by students.

- It is recommended that the new policy, once approved, be presented to the Board of Governors.

Development Process Summary

Between May and August 2016, the following development processes were undertaken:

- Completed an initial best practice review
- Analyzed approaches for application in the Camosun College context
- Convened an internal stakeholder group to:
 - review the best practice materials;
 - discuss potential implementation and operational challenges and solutions;
 - identify new technologies being implemented and scheduled for future implementation; and
 - develop a clear understanding of the current computing and network assets at the College.
- Collaboratively identified the key stakeholder groups for consultation during the final policy development process.

Application

The policy will be applicable to students (current, registered and applicants, etc.) and network users (i.e. guests to the college, visiting faculty, contractors, conference participants, volunteers, etc.).

Key Policy Elements

The policy will cover the following components, aligned with best practice and stakeholder input:

- Network and computer services are proprietary systems owned and operated by the College.
- General policy statements regarding:
 - Activities carried out on individual's "personal accounts" – use of bandwidth, general online activity, responsibility for password security, etc.
 - Attaching external drives – student are allowed to attach external hard drives but are responsible for any implications of their use on the computer and the institution's network
 - Prohibited distribution of any private information protected under the Freedom of information and protection act (link to our current policy)
 - Not modifying or making changes to computing "systems" at the college including the college network – with caveat for purposes re: computer technology courses
 - Explicit link to student conduct of acceptable and unacceptable behaviours
 - Description of expectations re: respect and safety associated with sexual harassment, voyeurism, the distribution of sexually explicit photographs or video without consent, online stalking, etc. (attached to Sexual Violence and Misconduct Policy link)
- Online activities, off campus
 - Caveat in the policy to links student behaviour online that takes place off-campus and off-the network still adheres to the expectations of acceptable student conduct as laid out by the Student Conduct Policy and the forthcoming Sexual Violence and Misconduct Policy – particular implications for social media use.
- Confidentiality and Privacy Statement
 - Statement will need to manage risk of type of information captured by the College during a user's use of the network including type of data captures, length data is stored, access, distribution of information collected, and under what circumstances would the information be shared with a third-party
 - Reference to cloud computing privacy commitments

Key Definitions will include, but are not necessarily limited to:

- Network
- Network user
- College assets
- Nexus
- Social media activities
- Third Party Licencing Agreements
- Online voyeurism
- Online stalking
- Online sexual misconduct
- Online bullying and harassment

Related Policies and Legislation

Camosun Policy	Legislation
• Student Conduct	• Copyright Act
• Research at Camosun	• BC Human Rights Code
• Copyright	• Civil Rights Protection Act
• Sexual Violence and Misconduct Policy (future)	• Criminal Code of Canada
• Respect in the Workplace	• Sexual Violence and Misconduct Policy Act
• Freedom of Information and Protection of Privacy	• Freedom of Information and Protection of Privacy Act

A fulsome list of key procedures will be identified in collaboration with the Working Group for this policy.

Policy Development Work Plan

Timeline	Activity	Responsibility	Outcomes
Oct 2016	<ul style="list-style-type: none"> Policy Scoping and Proposal Completed 	Education	<ul style="list-style-type: none"> CET Endorsed Acceptable Use policy development and scope
	<ul style="list-style-type: none"> Draft Policy Key leadership preview of draft: CET 	Education	<ul style="list-style-type: none"> Acceptable use draft Policy Draft Policy previewed by CET
	<ul style="list-style-type: none"> Communications Plan 	Education to lead Student Experience to support	<ul style="list-style-type: none"> Communications plan for draft policy feedback and engagement with key stakeholders and approval posting processes and announcements
Nov 2016	<ul style="list-style-type: none"> Draft Policy stakeholder engagement <ul style="list-style-type: none"> Student Society Student Policy Advisory Policy & Standards Committee ELT EDCO General Camosun community: faculty, staff, administration, leadership, students Online feedback / comments submitted Drafting of supporting Guidelines and Standards (including examples of misuse) 	Education to lead	<ul style="list-style-type: none"> Complete stakeholder engagement Camosun College draft policy review 4 weeks online and online survey completed Key guidelines and standards completed and functional areas of responsibility to move these through formal governance channels
		IT, Student Experience to support with Guidelines and Standards HR: support for education/training for staff on new policy implementation requirements	
Dec 2016	<ul style="list-style-type: none"> Review policy feedback Finalize policy Review final policy with key stakeholders: EDCO, ELT and CET 	Education	<ul style="list-style-type: none"> Final policy written Review of final policy with leadership
Jan 2017	<ul style="list-style-type: none"> Policy endorsement 	Education – policy approvals IT, HR and Student Experience - Implementation	<ul style="list-style-type: none"> Policy Endorsed and Approved by CET

Stakeholder Map

Stakeholder Role	Stakeholders	Description / Function
Policy Holder	VP Student Experience VP Education VP Administration	<ul style="list-style-type: none"> Responsible for the implementation and decision authority associated with this policy Both stakeholders are part of the Steering Committee for the Education Policy Initiative
Working Group	College Community Stakeholders <ul style="list-style-type: none"> Student Services Campus Security Education Ombudsman Privacy Officer Registrar Office IT Learning Services Human Resources 	<ul style="list-style-type: none"> Review policy drafts and engagement strategies Support discussions and analysis of risk and opportunity associated with the policy Identify and develop procedures and guidelines required to support the policy implementation
Policy & Standards Committee	Formal Education Council Sub-Committee	<ul style="list-style-type: none"> Review and discuss policy development and final drafting process Review presentation to Education Council of policy content and roll out
Student Representation	Student Society	<ul style="list-style-type: none"> Presentation at Student Society meeting of policy layout, function and scope Discussion and feedback mechanisms in person and online
	Student Body	<ul style="list-style-type: none"> Formal announcement to students regarding new policy coming Draft for student comment to be released prior to approvals process Online feedback for 4 weeks and a survey for draft policy
College Community	Staff Faculty Leadership (Senior leadership, ELT, SLC, etc.)	<ul style="list-style-type: none"> Virtual feedback option will be provided when draft for review is ready Work with HR to support communication of final policy
College Governance	College Executive Team	<ul style="list-style-type: none"> Policy approval

Resource Considerations

Immediate resource implications for this policy will be communication and notification efforts to students and network users about the new policy. Opportunities to support faculty in understanding the application and use of this policy for their students will be essential to ensure a comprehensive communications process is completed.

The connection of new procedures to support this policy is essential. It is requested by the Education Policy team that IT services, the registrar's office and learning services be provided time to work with the Education Policy team in co-developing key procedures and standards in an effort to ensure intersectionality and fewer discrepancies.

Policy Maintenance

It is suggested that this policy be reviewed on a three-year cycle.

Approved / Final



Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences



EX-250-003-001-002

Wed, Oct 12, 2016, 1:00-4:00, Paul 216, Lansdowne

Present: Shelley Butler, Mavis Smith, Debbie Hlady, Heather Del Villano, Connie Klassen (Chair), Steven Rumpel, Tim Ayers, Valerie Montague, Gillyan Haden, Richard Stride

Regrets/Absent:

Guests: Mary Harber (H&H)

[Curriculum for Full Recommendation](#)  Hyperlink

REGULAR CURRICULUM

Whereas: The Integrated Curriculum Committee has reviewed the following curriculum:

- ELD 103 (IDS 2288) and ELD 104 (IDS 2289) – short description, learning outcomes
- Engineering Transfer (IDS 2291) - program content and admission requirements
- Medical Radiography (IDS 2304) – admission requirements, participation requirements, learning outcomes
- Certificate in Computer and Engineering Technician Access (IDS 2306) – program content

Whereas: The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum;

- Engineering Transfer (IDS 2291) - program content and admission requirements
- ELD 103 (IDS 2288) and ELD 104 (IDS 2289) – short description, learning outcomes
- Certificate in Computer and Engineering Technician Access (IDS 2306) - program content (rec. Nov 14/16)

PENDING Whereas: The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum;

- ~~• Certificate in Computer and Engineering Technician Access (IDS 2306) – program content~~
- Medical Radiography (IDS 2304) – admission requirements, participation requirements, learning outcomes

PENDING Motion: Be it so moved that Education Council approves changes to the following curriculum:

Moved by:

Seconded by:



Education Council Briefing Notes

Submitted by: Connie Klassen, ICC Chair

Date: Nov 16, 2016

Topics: Joint Degree Program in Nursing

Background:

Sept 14, 2016	Joint Degree Program in Nursing (JDPN) curriculum change submission to the ICC. Feedback given to the department, including the request to remove the suitability requirements from the Admission Requirements.
Sept 14-Oct 18, 2016	The department updates JDPN paperwork, however chooses not to remove the suitability requirements from the Admission Requirements.
Oct 18, 2016	The ICC recommends to move forward to Education Council, with an outstanding concern regarding the inclusion of the suitability requirements under the Admission Requirements.
Oct 19, 2016	Education Council considered the ICC recommendation and shared a similar concern; thus, Education Council defeated a motion for approval. Areas of concern were the inclusion of suitability requirements, and (for some members) the removal of Stage 2 Admission Requirements (multi-mini interviews).
Oct 25, 2016	Nursing considered the feedback and removed the suitability requirements from the Admission Requirements as recommended by ICC and Education Council. The revised program was submitted to the Education Council Executive Committee for expedited approval.
Nov 2, 2016	Education Council Executive Committee did not feel the request met the conditions for Expedited Approval, and they did not have the jurisdiction to approve the curriculum without returning it to full Council, especially since some members had raised concerns over the removal of Stage 2 and the meeting time for the Oct 19 th meeting had elapsed with members needing to leave.
Nov 16, 2016	Brought back to full Council for review and approval.

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

Request for motion to approve the revisions to the Baccalaureate of Science in Nursing (IDS 2285) – description, admission requirements, participation requirements, content.



Education Approvals Office Use Only:

Notification Date: Click here to enter a date.
 Effective Date: Choose an item.
 Category of Change: Choose an item.
 Approved By:
 Approval Date:

Tracking No.

IDS

Approved Forms are

E-FILED at \\nas2\cecp\

Program Form for the Education Approvals Process

Credential Name: **Baccalaureate of Science in Nursing (JDPN)**

School Curriculum Support Staff Complete Section A

Curriculum Set Name (if part of a package submission select a short single term to group curriculum): **NURS Pkg**

Select the box that best defines the change

- New Certificate that does not ladder to further
- New Certificate, Diploma, Adv/Post-Degree Certificate
- New Applied Degree
- New option, specialization, etc.
- Reactivate suspended program (no changes)
- Program Revision

Program Revisions Only: Select the box(es) that correspond to the changes referenced in the attached paperwork:

- name
- description
- admission requirements
- participation requirements
- learning outcomes
- content
- delivery arrangements
- cooperative
- completion requirements
- other:

A

Key Contacts

School: Health and Human Services Department: Nursing (BSN)
 Developer(s): Darlaine Jantzen Dept. Chair: Darlaine Jantzen

Dean/Designate

Record Dean/Designate Name and the date the Dean requests curriculum moves forward from school to the education approvals coordinator

Dean/Designate Name: Cynthia Smith Date: September 30, 2016

Collect Signature below when requested by Coordinator of Education Approvals (normally after documentation review or ICC Recommendation)

Signature: _____ Date: _____
 Click here to enter a date.

Developer or Designate Complete Section B

1. Briefly describe the new credential, option/specialization, or revision and why it was made.

In November 2015, a Memorandum of Understanding was signed with the University of Victoria, signaling the development of the Joint Degree Program in Nursing (JDPN). The Steering committee for the JDPN, at the recommendation of the Recruitment and Admission Standing Committee (RASC), are recommending program admission requirement changes.

These changes reflect a review of the BSN program offered at Camosun College (Canitz & Associates, 2015), Program Review and Renewal, and a consideration of emerging content (2016 licensing exam test plan) expectations and current curriculum.

Updates Notes (Post-ICC feedback)

- In response to the ICC feedback and the standing committee and JDPN Steering committee response, the final documents have been revised significantly. Additional changes are as follows:
 - o Stage 2 has been removed. To date, there is no evidence to support the merit of potential methods of screening and selecting for success in the academic program of nursing. There is evidence to support

the additional recommended courses (as previously stated). We are aware that GPA in English 12 is a predictor of academic success in the initial semesters of a BSN program; however, we do not have further evidence to support the additional Stage 2, to date. The Steering Committee recommends, therefore, that the implementation of a Stage 2 be reviewed after a few years with the new high school (or equivalent or alternative) courses (Biology 11, Chemistry 12) and the English Language Proficiency requirement.

- o The CRNBC reference has been removed from the documents, however we acknowledge that the Requisite Skills and Abilities (RSAs) from the CRNBC and the qualities outlined in the document are presumed to be satisfied by the applicant.
- o The wording and table of required courses has been developed, as per ICC recommendation. Please note that the wording has been updated to be *nine courses, or equivalents or alternatives*, five of them being those specifically outlined as specific to the BSN program, and four of them (Grade 12 courses) being used for the GPA calculation.
- o In order to admit from BC/Yukon high schools, we have added the phrase “in progress or upon completion.”
- o TB, Immunization, First Aid, CPR, and fit-testing language has been updated for clarity.
- o English 150 has been removed as it is no longer available

Update (Post EdCo):

- As per EdCo’s request, the suitability requirements in the Admission Requirements section have been removed. . These requirements have been added to the RSA acknowledgement form.

Program Description: The changes to the Program Description relate to the change in our relationship with the University of Victoria, and the college partners. This wording best reflects the change in relationship related to the new MOU, and the development of the JDPN.

Program Participation Requirements: We updated the wording for the program participation requirements (TB, immunization, First-Aid, CPR, mask-fit testing).

2. When is the first day of classes (month & year) the proposed curriculum is intended to take effect?

Note Deadlines: *Dec* EdCo Approval for *July/Sept* changes; *Jun* EdCo Approval for *Jan* changes; *Oct* EdCo Approval for *May* changes

- *September 1, 2018*

3. **Revised Programs only:** Briefly describe the relationship between the current version of the program and the proposed new version.

- The additional courses (Life Science 11/Biology 11 and Chemistry 12) will provide students with the necessary background knowledge for success in their course work, nursing practice placements, and the NCLEX (Nursing Council Licensing Exam). A review of current and future oriented BC Ministry of Education documents for the Graduation Program in light of Biology 152, 153, 252, 253; nursing courses; licensing exam content; and the admission requirements of other BSN programs across the country support the inclusion of Biology 11 and Chemistry 12.
- Foundational knowledge, skills, and competencies acquired in Biology 11 and Chemistry 12 include the following:
 - Cell structure, specialization, reproduction, respiration
 - Viruses,
 - Investigation methods, data collection, digital technologies
 - Experimental procedures and data
 - Questioning and predicting (e.g. How can stakeholders work together to implement strategies to prevent viral pandemics?)
 - Acid-base balance (extensive content)
 - Solutions (saturated solutions, equilibrium, shifts)
 - Dynamic Equilibrium (quantitative problem solving, catalysts)
 - Formula writing,

- A review of Canadian college and university programs of nursing reveals that virtually all programs require Chemistry 12.
 - The addition of an English Language Proficiency requirement is essential to ensuring we meet the CRNBC English Language requirements for RNs. We note that the CRNBC English Language requirements for RNs are significantly higher than the English Language Proficiency.
 - Students will continue to be asked to review and sign agreement with the CRNBC Requisite Skills and Abilities for suitability for the nursing professional.
4. **Revised Programs Only:** Briefly describe how the proposed revision(s) impacts the overall curriculum design for this program.
5. **Revised Programs Only:** If applicable, briefly describe how the proposed revision(s) impacts the overall curriculum design for any of the courses in the program.
-

Have You Consulted? (note this "information" cell can be deleted to save space when submitting your document)

Yes, we have consulted broadly, extensively, and over a long period of time.

It is a requirement that a developer(s) consider if consultation with other schools and departments is necessary. Developers should conduct a web search of the College website for related curriculum and speak with the department chair, school dean, academic advisor, and/or CETL for assistance identifying which schools or departments should be consulted early in the development process.

The purpose of consultation is to:

- contribute to a climate of cooperation and collaboration between schools and departments;
- communicate financial/human resource impacts for service courses as a result of this proposed curriculum;
- communicate/initiate cascading curriculum changes as result of this proposed curriculum;
- explore opportunities for Indigenization, interdisciplinary study, international/intercultural education, and sustainability in the curriculum;
- identify other opportunities and assist with decision-making;
- reduce course duplication; and
- seek approval from the Coop for Coop/Internship related revisions if applicable.

If concerns are unresolved indicate with an "X" and include the written concerns as an attachment with this submission

6. Briefly summarize the consultation:

We have engaged in lengthy and extensive consultation with the Registrar, Assistant Registrar, and Admissions Coordinator at Camosun College. We have also consulted with the UVic nursing and admissions department. We engaged with the Chair of Biology at Camosun College, and our biology and pathophysiology teachers, through the PRR process, a sequence of meetings, and in the draft of the recommendations.

The Acting Registrar and Admission Coordinator participated in the working-group to develop recommendations, and also sit on the RASC. These individuals, along with their counter-parts at UVic, directly informed the existing recommendations.

Following the ICC meeting, with recommendations in hand, we reviewed the documents, recommendations, and evidence to date, at the Recruitment & Admissions Standing Committee (RASC), including the Assistant Registrar, Admissions Coordinator, and **UVic School of Nursing and the Office of the Registrar (Undergraduate Admissions unit)**, where recommendations were made to the JDPN Steering Committee. The JDPN Steering committee reviewed documents, recommendations, and made further recommendations regarding Stage 2. The Biology and Chemistry departments at Camosun College have been updated.

School/Department	Name	Date	Concerns (X)
Arts & Science: Biology	Anna Colangeli	Click here to enter a date.	<input type="checkbox"/>
Registration/Admission	Gillyan Haden Renee Carreiro	Click here to enter a date.	<input type="checkbox"/>
		Click here to enter a date.	<input type="checkbox"/>

Coordinator Education Approvals Complete Section C					
C	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td style="width: 45%;">ICC Chair:</td> <td style="width: 45%;">EdCo Chair:</td> </tr> </table>	1.	ICC Chair:	EdCo Chair:	
	1.	ICC Chair:	EdCo Chair:		
	<p>2. <input type="checkbox"/> Expedited Approval Granted <input type="checkbox"/> Expedited Implementation Granted <input type="checkbox"/> Expedited Approval/Implementation</p>				
Remarks:					
Student Services Staff Complete Section D					
D	<p>1. Important Dates (optional)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td>Implementation dates:</td> </tr> <tr> <td></td> <td>Date to add to College Website:</td> </tr> </table>		Implementation dates:		Date to add to College Website:
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	<p>2. SSICC Chair (optional)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td>Implementation notes:</td> </tr> </table>		Implementation notes:		
		Implementation notes:			
Remarks:					

Expedited Approval Form

To address extraordinary circumstances whereby curriculum changes need to be implemented within a very short time frame.

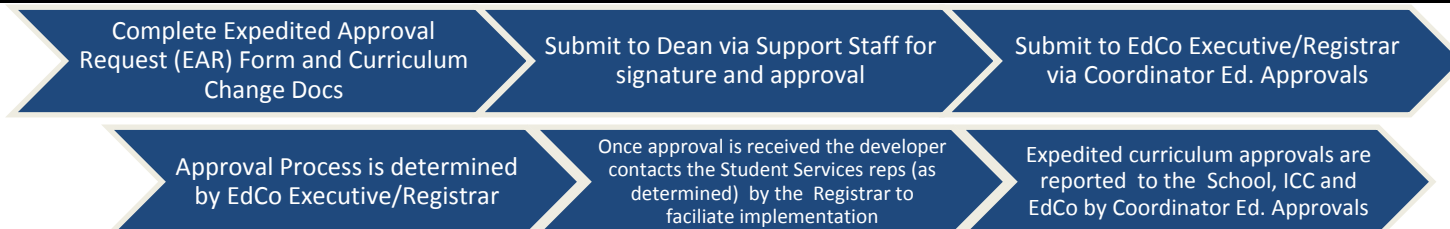
Educational Approvals
Office Use Only

Submitted Date:

Approval Date:

Approved Forms are
E-FILED
at <\\nas2\cecp>

FILL IN THE FORM BELOW



Program: **Baccalaureate of Science in Nursing**
Course(s):

- Categorize the Change (select one or more):**
- Time-sensitive access to funding (i.e Ministry, Student Loans, External Partner)
 - Accreditation, Licensing changes that require time-sensitive implementation
 - Contractual or External Agency requirements (i.e. ITA) that require time-sensitive implementation
 - Other extraordinary circumstances

Explain the rationale for requiring expedited approval, including a description of the compelling consequences of not going through the expedited approval process:

Include:

- *Process to date: submitted to Edco, declined, we needed to remove a section, section has been removed. The JDPN partnership needs this ASAP so that the two institutions, Camosun and UVic, can move forward admission into the JDPN.*

If the request involves a change to an existing curriculum, please provide a clear description of the potential impact to students and how students impacted by this change will be identified:

- *Yes, prospective students are awaiting information regarding admission requirements (e.g. courses, experience/s, volunteer requirements) in order to be eligible for admission September 2018. Needs to be approved so that, together with UVic, it can be communicated to students.*

Completed curriculum forms are included with this request *(these must be completed before approval will be given).*

SIGNATURES

Dean: Cynthia Smith, HHS	Signature:	Date:
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Education Council Chair:	Signature:	Date:
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Education Approvals Office Use Only:
Approval process:

Student Services Reps to Contact re. Implementation:



CAMOSUN COLLEGE
School of Health and Human Services
Nursing Department

PROGRAM OUTLINE

Education Council: 19Jan15, 23Sept13, 18June12, 28May12, 19Apr12, 19Mar12, 18Apr11, 21Mar11, 21June10, 14Dec09, 2June08, 17Dec07, 18Dec06

Minor Approval: 3Oct14, 22Apr14, 14Dec12, 5Apr12, 07Feb11, 3Feb10, 5Nov09, 23Mar09, 15Dec08, 21Nov05

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 overarching purpose of the **Joint Degree Program in Nursing** ~~Nursing Program~~ is to educate registered nurses to practice in contemporary and emerging health care environments, with the goal of enhancing the health for all Canadians and the global community. Our program fosters the development of critically reflective, independent, and motivated learners and practitioners who, after their final semesters at the University of Victoria, are competent practitioners with a commitment to lifelong learning. Within this program learners are prepared to work with individuals, families, communities, and populations in diverse health care settings. Emphasis is placed on developing competences (knowledge, skills, and attitudes) that will enable graduates to practice with an understanding of their own and others' experience of health and healing. Learners will be cognizant of nurses' professional roles and the evolving Canadian health care system. Learners will apply professional knowledge and clinical expertise while partnering with clients and other health care professionals to promote health.

In the first five semesters, at Camosun College, emphasis will be placed upon nursing assessment, diagnosis, and interventions, including healing modalities, pharmaceuticals, patient education, and therapeutic relationships, with the goal of promoting the health and wellbeing of those within our communities. Learners will be situated in practice settings in order to develop and enact theoretical nursing knowledge. They will therefore be directly involved with clients in local hospitals and community agencies. Their participation in practice includes evening and weekend hours.

~~The Camosun College Nursing students transfer to the University of Victoria. The University of Victoria, Aurora College in Yellowknife, College of the Rockies in Cranbrook, and Selkirk College in Castlegar) partner to deliver a Baccalaureate of Science in Nursing degree.~~ **Camosun College Nursing Department offers the Joint Degree Program in Nursing (JDPN), which leads to a Baccalaureate of Science in Nursing (BSN) degree, in partnership with the University of Victoria's (UVic) School of Nursing, Faculty of Human and Social Development. A Memorandum of Understanding, effective November 2015, outlines the goals, purposes, principles, and operational details of the partnership. UVic School of Nursing and Camosun College (JDPN) partner with Aurora College in Yellowknife, College of the Rockies in Cranbrook, and Selkirk College in Castlegar to deliver a Baccalaureate of Science in Nursing degree. Camosun College Nursing Department offers the first five semesters of the eight semester program. After five semesters, students entering the program at Camosun College transfer to the University of Victoria for completion of the Baccalaureate of Science in Nursing.** The emphasis on scholarly approaches to teaching and learning, clinical judgment and reasoning, and evidence-based practice offers the necessary foundation for **professional nursing practice.** ~~baccalaureate academic education in nursing.~~ At the completion of their education, graduates will be prepared to meet entry level professional practice requirements, as identified by the College of Registered Nurses in BC (CRNBC) for

PROGRAM OUTLINE
Nursing Department
(continued)

nursing education programs in British Columbia. Students will also be required to pass the American based National Council Licensure Examination (NCLEX) to be licensed as a Registered Nurse in Canada.

~~The Camosun College Nursing Program~~ The JDPN, delivered in part at Camosun College, is a rigorous and demanding program that prepares students to graduate with the knowledge, skills, and comporment needed to meet the changing health care needs of our society.

4. Program Admission Requirements:

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

~~The program requires a high level of commitment and is demanding, with a rigorous licensing exam at the end of four years. 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. Success in the program requires commitment and preparedness. The admission process is designed to enhance students' likelihood of success in the program, in the profession, and for employability. In order to qualify for the program students must complete the following process.~~

~~The following general requirements will be considered during the selection process:~~

~~Applicants should be aware that the following general requirements are considered important to suitability for the BSN program and work as a RN. In applying for the Camosun College BSN program, applicants are aware and consider themselves suitable, therefore.~~

- ~~• Applicants must have a strong sense of responsibility, a caring nature, and an interest in the health and well-being of individuals, families, and communities.~~
- ~~• Applicants must have strong interpersonal, academic and 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 that registered nurses must be able to cope well in stressful environments.~~
- ~~• Applicants must be able to respond professionally and knowledgably to trauma, surgical procedures, and human suffering.~~
- ~~• Applicants must have the fitness to engage in the practice of nursing as outlined in the CRNBC Requisite Skills and Abilities document.~~
- ~~• Applicants must be competent in written and spoken English, must be able to accurately follow written instructions, and understand fast paced verbal directions.~~
- ~~• Computer fluency is required during the educational program and in eventual employment.~~

~~The admission process is composed of two stages.~~

~~The admission process occurs in two stages:~~

Stage 1:

PROGRAM OUTLINE
Nursing Department
 (continued)

All applicants must submit proof of the following (in-progress or completion):

Requirement	High School Course	Camosun Equivalents & Alternatives
English 11 <i>One of:</i>	English 11 English 11 First Peoples	See Chart <hyperlink>
English 12 <i>One of:</i>	73% in English 12* 73% in English 12 First Peoples*	
Math <i>One of:</i>	73% in Foundations of Math 11 73% in Pre-calculus 11	
Chemistry <i>All of:</i>	Chemistry 11 73% in Chemistry 12*	
Biology <i>All of:</i>	73% in Life Sciences 11/Biology 11 73% in Biology 12*	
Social Studies <i>All of:</i>	73% in approved Social Studies 11*	
Academic 12	An approved academic 12 course*	
Grade 12	Grade 12 graduation or equivalent*	
English Language Proficiency	All students must complete the English Language Proficiency <hyperlink> requirement	
CRNBC requirements	The RSA acknowledgment form must be signed and submitted with the initial transcripts and application. (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	

*GPA for competitive entry ranking will be calculated on four Grade 12 courses, namely English 12, Chemistry 12, Biology 12, and other Grade 12 course; or GPA calculated on four equivalent/alternative Grade 12 courses for UT and ABE.

An application and documentation deadline will be mutually established between Student Services and the Nursing department. These dates will be published, as per Camosun College policies.

All applicants must submit proof of the following (in-progress or completion):

- Grade 12 graduation or equivalent;
- Nine required courses as follows:
 - English 11 or English 11 First Peoples; Foundations of Math 11 or Pre-calculus 11 (with a minimum of 73%); Biology 11 (with a minimum of 73%); Chemistry 11; and an approved Social Studies 11;
 - English 12 or English 12 First Peoples (with a minimum 73%); Biology 12 (with a minimum of 73%); Chemistry 12 (with a minimum of 73%); and an approved academic 12 course;
 - Equivalent or alternative courses will also be considered;
- All students must complete the English Language Proficiency requirement in order to fulfill the CRNBC English Language Requirements.

PROGRAM OUTLINE
Nursing Department
 (continued)

- 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 142, or ELD 092 and 094, or ELD 097, or ELD 103 and ELD 104, or ENGL 151, or ENGL 161, or ENGL 163 or ENGL 170
- 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 STAT 116 or Foundations of Math 12 or Pre-Calculus 12 or Principles of Math 12, or MATH 107 or MATH 115 or MATH 100 or MATH 108 or STAT 216 or STAT 218
- A letter grade of “B” or higher in Chemistry 11 or CHEM 100 or CHEM 110 or CHEM 112 or CHEM 120 or CHEM 124
- A letter grade of “B” or higher in Biology 12 or BIOL 103 or BIOL 126
- The RSA acknowledgment form must be signed and submitted with the initial transcripts and application. (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>

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.

An application and documentation deadline will be mutually established between Student Services and the Nursing department. These dates will be published.

Applicants' GPA will be calculated using the four required courses or listed alternatives.

Stage 2: Under review

Stage 2:

- Based upon applicants' GPA's (calculated using the four required courses or listed alternatives, applicants will be selected and then invited to attend a multiple mini-interview process. Details of the MMI will be sent to applicants interviewees prior to the interviews).
- The interviews will be scored.
- Successful applicants will be offered a seat in the BSN Program for specified intake.
- In the event of equal scores after the conclusion of the MMI's, GPA will be used to rank order students.

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 provided, unless additional coursework is completed.
- Applicants who have qualifying courses in progress at the time of application must submit final documentation by the published deadline.

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 documentation of this prior to the start of the first practicum or experience with public clients. Students are responsible for the cost of this test. An additional TB skin test is required after each possible exposure to TB and/or travel within an area that there is a known prevalence of TB. Students must provide evidence they do not have active TB. Acceptable evidence is a negative TB skin test or a negative chest x-ray. Evidence must be dated no more than six months before the program start date. Students are responsible for the cost of testing. An additional TB test is required after each possible exposure to TB and/or travel within an area where there is a known prevalence of TB.

PROGRAM OUTLINE
Nursing Department
(continued)

- Students are highly recommended to maintain current immunizations as per the Practice Education Guidelines of B.C. Recommended immunizations are found on the Health Sciences Placement Network of Canada website by searching for immunization guidelines. Failure to comply with immunization guidelines could result in the health care organization or the College barring the individual from the clinical/practicum setting until proof of immunity is provided and/or until a communicable disease outbreak is declared over. This could impact a student's ability to successfully complete the clinical/practicum placement course and/or a clinical/practicum.

Students must provide evidence of their immunization status. Students are highly recommended to maintain current immunizations as per the Practice Education Guidelines of B.C. Recommended immunizations are found on the Health Sciences Placement Network of Canada website by searching for immunization guidelines. Failure to comply with immunization guidelines could result in the health care organization or the College barring the individual from the clinical/practicum setting until proof of immunity is provided and/or until a communicable disease outbreak is declared over. This could impact a student's ability to successfully complete the clinical/practicum placement and/or a clinical/community rotation.

- Students are required to submit Standard First Aid with CPR-HCP prior to the first semester of the program. The CPR-HCP must be renewed yearly, while in the program.

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.

- Students are required to have 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 patient contact in a clinical setting and clinical experience and for any associated costs.

- **Criminal Record Check (Check If Applicable to the Program)**

- A criminal record check must be completed through Camosun College. A criminal record check completed outside of the Camosun process will not be acceptable. Details on the process will be provided. Any student found to be at risk by the Ministry of Justice will not be able to participate in a work integrated learning experience and may therefore be unable to complete the program.

For more information see the Camosun College Criminal Record Check Webpage at <http://camosun.ca/services/crc/>.

- Check the box if a criminal record check is required and should be included in the list of program participation requirements. Note that the primary source for the criminal check wording is maintained on the Camosun College website by Student Services (<http://camosun.ca/services/crc/>) and should not be included on this form to avoid duplication errors.

6. Program Learning Outcomes:

By the end of Term 5 of the BSN program, the learner will be able to:

- a) demonstrate a high-level of professionalism in diverse health care settings, including acute, residential, and specialty areas.
 - i. demonstrate accountability for their own actions, decision, and conduct as student nurse, within legislated scope of practice.
 - ii. consistently evaluates and makes decisions based on an understanding of the significance of fitness to practice in the context of nursing practice, self-regulation, and public protection.
 - iii. practices consistent with the Canadian Code of Ethics (2009), with compassionate and culturally safe care.
 - iv. uses professional judgment, ethical reasoning, and clinical reasoning, for decision making.
- b) utilize a knowledge base from nursing and other disciplines to provide nursing care (assessment, diagnosis, therapeutic interventions, and evaluation of patient response) in the context of physiological, emotional, and cognitive needs, across the lifespan from birth, care of neonate, to the end-of-life and palliative care.

PROGRAM OUTLINE
Nursing Department
(continued)

- i. recognize, prioritize, provide timely nursing care, and seek immediate assistance in rapidly changing or complex situations.
 - ii. consistently utilize knowledge base in the health sciences including pathophysiology, psychopathology, pharmacology and microbiology, genetics, immunology, and nutrition.
 - iii. develop patient/client care plans using an evidence-based, humanistic knowledge based while negotiating priorities of care with clients.
 - iv. Modify and individualize client care based on the emerging priorities of the health situation, in collaboration with clients and other members of the health care team.
- c) use principles of social justice, primary health care and the determinants of health to promote health and wellbeing in nursing practice.
 - d) apply quality improvement and patient safety principles in an evidence-informed practice to prevent harm to clients, self, health care team, other workers and the public.
 - e) use nursing informatics, information and communication technologies (ICTs) to support information collection and synthesis in accordance with professional and regulatory standards in the delivery of care.
 - f) promote collaborative interdisciplinary relationships within the health care team to provide high-quality, patient-centered care in a timely manner.
 - g) practice professionally appropriate, effective communication with clients, families, groups, and members of the health care team.

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 Healing 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 Healing 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 3	3.0
NURS 260 Relational Practice 2	3.0
NURS 280 Nursing Practice 3	7.0
Total Credits	19.0

PROGRAM OUTLINE
Nursing Department
(continued)

Academic Term 4 (Winter)		Credits
BIOL 253	Pathophysiology for Nursing 2	3.0
NURS 233	Health & Healing 4	3.0
NURS 243	Healing Workshop 4	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	Complex Health Challenges	3.0
NURS 342	Advanced Nursing Interventions	3.0
NURS 360	Advanced Relational Practice	3.0
NURS 380	Nursing in Crisis & Complexity	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 4th year nursing elective is required for BSN graduation, and it must be taken at the University of Victoria. 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. All courses (Nursing or Non-Nursing) used toward fulfilling the elective requirement must be designated university transferable and may be at a 100 level or higher. BIOL 103, BIOL 150, BIOL 151, BIOL 143, BIOL 144, HLTH 110, PNUR 101, and PSYC 154 are not accepted as non-nursing electives. This does not constitute a complete list of unacceptable courses; additional courses may be subsequently identified. Students are advised to discuss their elective choices with an Academic Advisor to determine courses to further their Nursing career interests or to support their academic success. Although not included in the program outline for Term 1 to term 5, one additional elective may be completed prior to entry to Year 3 at UVic.

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.

PROGRAM OUTLINE
Nursing Department
(continued)

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. The NCLEX-RN exam is required for licensing of registered nurses in Canada.

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.

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

Notes:

- a) NCLEX-RN preparation guides and tools are useful throughout the *BSN Program*. Recommendations may be made by the nursing department, based on recent information.