



Education Council

Ensuring that our students are provided with quality educational experiences



Agenda

REGULAR MEETING

Wed, Jan 25, 2017

4:00 - 6:00 pm – Regular Meeting

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.)	Tim Ayers
4:01	Acknowledgement of Coast Salish Territory (1 min.) <i>Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</i>	Tim Ayers
4:02	Round-Table Check-In (10 min.) Resolutions for 2017	Tim Ayers
4:12	Acceptance of Agenda (1 min.)	Tim Ayers
4:13	Minutes for approval (1 min.) Dec 14, 2016	Tim Ayers
4:19	Reports (6 min.) <ol style="list-style-type: none"> 1. VP Academic (2 min.) <ul style="list-style-type: none"> • Notice of Motion to elect Chair at Feb 22, 2017 meeting 2. Education Council Acting Chair (2 min.) 3. Board Member (2 min.) 	John Boraas Tim Ayers 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 (60 min.)	
4:25	1 Education Policy Update (60 min.) Update on Policies for consultation	Steven Rumpel & Katie Shaw

TIME	ITEM	PRESENTER
nil	Integrated Curriculum Committee Report (nil) – see attachments	Connie Klassen
1	Curriculum for Presentation (nil) Nil	
2	Curriculum For Approval  Hyperlink (nil)	Connie Klassen
5:25	Meeting Adjourned	Tim Ayers

Upcoming Meetings:

Regular Meeting

Wed., Feb 22, 2017
4:00-6:00 pm
CC 321, Interurban

Members (Quorum = 10)

Voting Council Members

- | | |
|---|---|
| 1. Alison Bowe, Faculty | 11. Patrick Jones, Faculty |
| 2. Bijan Ahmadi, Faculty | 12. Peter Ove, Faculty |
| 3. Brent Wasserman, Faculty | 13. Scott Harris, Administration |
| 4. Cindy Drover-Davidson, Support Staff | 14. Shohreh Hadian, Faculty |
| 5. Cynthia Wrate, Faculty | 15. Stephen Bishop , Faculty -Resigned |
| 6. Dominic Bergeron, Administration | 16. Steven Rumpel, Administration |
| 7. Emara Angus, Student | 17. Sukhdeep Kaur, Student |
| 8. John Boraas, Administration | 18. Tim Ayers, Faculty |
| 9. Leslie Martin, Support Staff | 19. Zachary Snow, Student |
| 10. Mitch Auger-Langejan, Student | 20. Faculty (Vacant) |

Non-Voting Council Members

Sherri Bell, President	Connie Klassen, ICC Chair - Regrets
Nigel Giuliani, Board of Governors	Corrine Michel, Indigenization Coordinator -
Shelley Butler, Permanent Secretary	

Guests

Katie Shaw, VP Education	Darlane Jantzen, Health & Human Services
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For Information:

Education Council Executive:

Acting Chair: Tim Ayers, Trades & Technology, 370-4455, ayers@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:

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



DRAFT Minutes

Wednesday, Dec 14, 2016

4:00-6:00 pm

CC 321, Interurban

Present

Alison Bowe, Faculty	Leslie Martin, Support Staff
Bijan Ahmadi, Faculty	Nigel Giuliani, Board of Governors
Connie Klassen, ICC Chair	Peter Ove, Faculty
Corrine Michel, Indigenization Coordinator	Shelley Butler, Perm. Secretary
Cynthia Wrate, Faculty	Shohreh Hadian, Faculty
Dominic Bergeron, Administration	Steven Rumpel, Administration
Emara Angus, Student	Tim Ayers, Faculty (Vice-Chair)
John Boraas, Administration	Zachary Snow, Student

Regrets/Absent

Brent Wasserman, Faculty	Sherri Bell, President
Cindy Drover-Davidson, Support Staff	Stephen Bishop, Faculty (Chair)
Mitch Auger-Langejan, Student	Sukhdeep Kaur, Student
Scott Harris, Administration	

Guests

Katie Shaw, Office of VP Education	Andy Bryce, Arts and Science
Robin Fast, Health and Human Services	Lois Fernyhough, Arts and Science

ITEM	PRESENTER
<p>A. Call to order and Declaration of Quorum</p> <p>The Regular Meeting was called to order at 4:02 by Tim Ayers, Acting Education Council Chair.</p>	Tim Ayers
<p>B. Acknowledgement of Coast Salish Territory</p> <p><i>Tim acknowledged the territory. Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</i></p>	Tim Ayers
<p>C. Round-Table Check-In</p> <p>Tim requested council members wish each other a happy holiday season in the language of their forebearers.</p>	Tim Ayers
<p>D. Acceptance of Agenda</p>	Tim Ayers

ITEM	PRESENTER
<p>The Dec 14, 2016 agenda was approved by unanimous consent with one addition. Steven Rumpel will give a committee report on the Education Policy and Standards Committee.</p>	
E. Minutes for Approval	Tim Ayers
<p>The Nov 16, 2016 minutes were approved by unanimous consent.</p>	
F. Reports	
1. Education Council Chair	Nil
<p>There was no Chair's report as the Stephen Bishop sent his regrets for this meeting.</p>	
2. VP Education	John Boraas
<p>John noted that there is a financial aid eligibility issue with the Community, Support and Education Assistant program that is coming through approvals. The issue exists for the current program and the program with proposed revisions. We are exploring the issue more and will be holding further conversations with the program and Student Aid BC to identify our options.</p>	
3. Board Member	Nigel Giuliany
<p>Nigel gave a report. He noted that Barb Severyn, Executive Director Human Resources gave the Board an update on the Camosun College People Plan. In addition, Robert Bettauer, CEO of PISE gave a presentation to help the Board better understand the relationship between the College and PISE.</p>	
G. Committee Reports	
1. Awards	Dominic Bergeron
<p>Nil</p>	
2. Education Council Policy and Standards Committee	Steven Rumpel
<p>Steven reported that the committee has met and reviewed two policy drafts. There was a lot of discussion. Both policies will go forward for legal review and then be released in early January to the College community for feedback. Drafts will be brought to Education Council for review at the January meeting.</p>	
H. Presentations and/or Discussions	
1. Nil	
I. Integrated Curriculum Committee Report	Connie Klassen
PRESENTATION 1	
<p>Robin Fast presented the revisions to the Certificate in Community Support and Education Assistant. Questions and discussion followed.</p>	

ITEM

PRESENTER

Connie noted that revisions did achieve an 80% consensus by the ICC to move forward.

Motion: It was moved by Bijan Ahmadi and seconded by Zachary Snow that Education Council approves the following curriculum:

- Community Support and Education Assistant (IDS 2293) – description, admission requirements, participation requirements, learning outcomes, program content, completion requirements
- CSEA 111 (IDS 2294) , CSEA 112 (IDS 2295), CSEA 115 (IDS 2296), CSEA 120 (IDS 2297), CSEA 150 (IDS 2298), CSEA 160 (IDS 2299), CSEA 170 (IDS 2300), CSEA 175 (IDS 2301), CSEA 180 (IDS 2302) – short description, pre-requisites, co-requisites, pre/co-requisites, credits, learning outcomes; or new course; or course cancellation

Motion Carried

PRESENTATION 2

Andy Bryce and Lois Fernyhough presented the proposed Certificate in Live Event & Audio Technician – Internship Designation. Questions and discussion followed.

Connie noted that the proposed new program achieved 80% consensus by the ICC to move forward.

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

- Certificate in Live Event & Audio Visual Technician – Internship Designation (IDS 2311) – new program
- Coop Appendix – Certificate in Live Event & Audio Visual Technician (IDS 2310) – new appendix
- LEAV 102 (IDS 2312), LEAV 105 (IDS 2313), LEAV 106 (IDS 2314), LEAV 115 (IDS 2315), LEAV 125 (IDS 2316), LEAV 126 (IDS 2317), LEAV 135 (IDS 2318), LEAV 145 (IDS 2319), LEAV 155 (IDS 2320) –new courses

Motion Carried

REGULAR CURRICULUM

Connie noted the following curriculum achieved 80% consensus by the ICC to move forward.

Part A

Motion: It was moved by Zachary Snow and seconded by Dominic Bergeron that Education Council approves the following curriculum:

- ENGL 104 (IDS 2308) – pre-requisite, pre/co-requisite
- Bachelor of Business Administration, Accounting (IDS 2358) – program content

ITEM

PRESENTER

- Post-Degree Diploma in Business Administration – HRML Option (IDS 2357) and BBA-HRML Option (IDS 2399) program content and completion requirements
- Post-Degree Diploma in Business Administration – Accounting (IDS 2356), Marketing (IDS 2364), Applied Tourism & Hospitality Management (IDS 2365) - completion requirements
- HLTH 112 (IDS 2359) – short description, pre-requisite, learning outcomes
- ELD IETLS (IDS 2309) – short description, pre-requisites, hours
- BIOL 252 (IDS 2327) and BIOL 253 (IDS 2328) – short description, learning outcomes
- Medical Radiography (IDS 2304) – admission requirements, participation requirements, learning outcomes

Motion Carried

Part B

Motion: It was moved by Alison Bowe and seconded by Steven Rumpel that Education Council approves the following curriculum:

- ELD IETLS (IDS 2309) – short description, pre-requisites, hours
- BIOL 252 (IDS 2327) and BIOL 253 (IDS 2328) – short description, learning outcomes
- Medical Radiography (IDS 2304) – admission requirements, participation requirements, learning outcomes

Motion Carried

PROGRAM CREDENTIAL OPTION CANCELLATION

John Boraas presented the proposed cancellation of the Associate of Science – Pre-Medicine Option. Questions and discussion followed.

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

Associate Degree of Science – Pre-Medicine Option (IDS 2221) – Program Credential Option Cancellation

Motion Carried

J. Adjournment

Tim Ayers

The Meeting adjourned at 5:40 pm.



**Draft Policy Briefing Note
Education Council
January 2017
Draft version**

INVOLUNTARY HEALTH AND SAFETY LEAVE OF ABSENCE POLICY

Approval Body, Policy Holder & Operational Unit

College and Institute Act: Under Part 4, Section 24 – Powers of the Education Council, (2) identifies that Education Council has power to set policies concerning student withdrawal from courses, programs and the institution. Therefore this policy is under the approval authority of Education Council.

Administratively, this policy is the responsibility of the Vice President, Student Experience (as the Policy Holder). Operational oversight, implementation and procedural responsibilities are administered by the Operational Unit of Student Services.

Policy Overview

In alignment with the College's [Student Mental Health and Wellbeing Strategy](#), the Education Policy Initiative has worked in tandem with a variety of college stakeholders to develop a non-punitive, health and wellness-centered approach to supporting students in time of health and safety need.

The objective of this policy is to provide clear, consistent principles and commitments the College can apply when it is determined that a student requires a leave of absence from their course work and/or the college community due to health and/or safety issue(s).

This policy will be used as a final option for withdrawal, and only after all other avenues have been considered that may enable a student to remain in their coursework at the institution, including potential accommodations and supports.

The policy is intended to support students during a time of critical need and articulate principles that balance the rights of the student and the institution, including its faculty, staff, students and other members of the college community.

Acknowledgements: resources that supported policy development analysis included: University of Victoria Policy Development and Review Checklist, Institute for Intersectionality Research and Policy: An Intersectionality-Based Policy Analysis Framework, Humber College Policy and Procedure Development Framework, Office of the University Secretariat Writing Policy/Procedures Documents

Policy in Context

The College has a variety of withdrawal policies but currently no policy that is non-punitive and College initiated, as described below.

	Punitive	Non-Punitive
Student Initiated	<ul style="list-style-type: none"> Course Withdrawal 	<ul style="list-style-type: none"> Course Withdrawal Medical/Compassionate Withdrawal
College Initiated	<ul style="list-style-type: none"> Course Withdrawal Student Conduct Student Progression 	<ul style="list-style-type: none"> Involuntary Health and Safety Leave of Absence

Key Elements of this Policy:

- **A final option:** the College remains committed to supporting students to remain in their studies when challenges arise. This policy will be used as a final option when all other supports, accommodations and withdrawal opportunities have been assessed.
- **Non-punitive:** the policy commits to withdrawing students from courses and providing applicable tuition re-imbursement and supporting a plan for student re-entry to their studies.
- **Institution-initiated:** the College could initiate and implement the leave of absence as a last resort, where voluntary leave options have been reviewed and exhausted.
- **Transition Plan:** the creation and maintenance of a transition plan (applicable up to one year after the student is withdrawn) is critical to the policy. This plan will clearly outline processes and information leading to the involuntary withdrawal and the pathway to re-entry.

Policy Development Process Summary

Significant research, review and cross-college engagement has been undertaken to support development of this policy, including but not limited to:

- completed an initial best practice review resulting in the identification of emerging trends
- analyzing approaches for application in the Camosun College context
- reviewing relevant case law
- review of policy draft by Harris & Co. (legal firm) prior to consultation
- convening and engaging with a Camosun College working group, including representation from: Student Services (Counselling), Campus Security, Camosun International, Human Resources, Office of the Ombudsman and the Office of the Registrar
- engaging key stakeholders across the college community, including: college executive, Education Council, the Education Council Sub-Committee on Policy and Standards and the Student Policy Advisory

Acknowledgements: resources that supported policy development analysis included: University of Victoria Policy Development and Review Checklist, Institute for Intersectionality Research and Policy: An Intersectionality-Based Policy Analysis Framework, Humber College Policy and Procedure Development Framework, Office of the University Secretariat Writing Policy/Procedures Documents

Draft Policy Consultation Overview

The following highlights key consultation strategies for this policy between January 16th and February 10th, 2017.

- Draft policy posted online to the College Community – staff, faculty, students and administration
- Online Survey
- Student Feedback Sessions
- College Employee Feedback Session
- Policy & Standards Committee Feedback
- EDCO Focus Group

Draft Policy EDCO Pre-Discussion Questions

The Education Policy Team, in collaboration with the Policy & Standards Committee, have developed pre-discussion questions to help members orient themselves more fully to the policy's purpose, principles and commitments.

Pre-Discussion Questions

1. Is the purpose of the policy clearly established in the document?
2. Is it clear to whom and what the policy applies?
3. Is the policy written in a manner that can be understood by a wide audience?
4. Are the key terms in the policy adequately defined?
5. Does the document employ gender neutral and inclusive language?
6. Are the policy's draft principles in line with the strategic priorities of the College? i.e.
 - Have related College policies, procedures and other governing documents (e.g. the Strategic Plan, Mental Health and Wellbeing Strategy) been reviewed to ensure the draft policy aligns with existing documents and college directions?
 - How are students treated in this policy? Is this in line with the commitments of our strategic plans and priorities?
7. What inter-related policies have been considered during the policy drafting and have implications for potential changes in these been discussed with appropriate stakeholders?

Acknowledgements: resources that supported policy development analysis included: University of Victoria Policy Development and Review Checklist, Institute for Intersectionality Research and Policy: An Intersectionality-Based Policy Analysis Framework, Humber College Policy and Procedure Development Framework, Office of the University Secretariat Writing Policy/Procedures Documents

DRAFT POLICY FOR CONSULTATION

Policy	INSERT NUMBER
Approved by:	Education Council
Approval date:	TBC
Review date:	2 Years
Policy Holder:	Vice President Student Experience
Operational Unit:	Student Services

INVOLUNTARY HEALTH AND SAFETY LEAVE OF ABSENCE POLICY

Purpose

- 1.1 This policy enables Camosun College (the “College”) to institute a non-punitive involuntary leave of absence when an individual student presents significant medical and/or mental health challenge(s) preventing or limiting their ability to function safely within the College community.
- 1.2 This policy provides for an involuntary leave of absence to be the final option identified and implemented by the College after all other supports, accommodations and withdrawal opportunities have been assessed.

Scope

- 2.1 This policy is applicable to all Camosun College students.

Principles

- 3.1 Camosun College is committed to the mental health and wellbeing of its College community, including students, faculty and employees, and to providing a safe and positive learning and working environment for all members within.
- 3.2 The College recognizes that students may experience significant emotional, psychological or other health-related difficulties during their pursuit of study with the institution. These challenges can impact a student’s ability to achieve their academic goals.

Acknowledgements: This policy was influenced by the work of other post-secondary institutions including: Emily Carr University of Arts & Design, Humber College, Langara College, University of Lethbridge and Centennial College.

- 3.3 The College is committed to exploring appropriate supports and reasonable accommodations to enable a student who is experiencing medical and/or mental health challenges to continue their studies at the College.
- 3.4 The College has a responsibility to respond pro-actively and appropriately to situations where a student's behaviour may have a negative impact on themselves, other members of the College community or the learning environment – up to and including enacting an involuntary leave of absence.
- 3.5 The College is committed to working with any student on involuntary leave, and with other support team members, to ensure that transition and support plan options are available when the student is safely able to return to the College learning community, with or without support.
- 3.6 The College is committed to ensuring a fair and transparent process that maintains, to the extent possible, the non-punitive intents of this policy and involves an individualized assessment in each case.
- 3.7 The College abides by applicable privacy legislation and, accordingly, acknowledges the personal and sometimes sensitive nature of student personal information. The College will respect the confidentiality of student personal information in accordance with applicable legislation.

Policy Holder & Operational Unit

4. 1 This policy is the responsibility of the Vice President, Student Experience. Operational oversight, implementation and procedural responsibilities are administered by the Operational Unit of Student Services.

Key Definitions

Involuntary Leave of Absence: A non-punitive, temporary separation/withdrawal of the student from the learning environment imposed by Camosun College following the process set out in this Policy. An Involuntary Leave of Absence does not constitute an expulsion or suspension from the College. The length of the Involuntary Leave of Absence will be dependent upon the individual circumstances of the student.

Risk / Need Assessment: A process of gathering and evaluating information from multiple, appropriate sources in order to understand, review and assess the situation and determine the appropriate intervention to ensure the safety of students and the rest of the College community.

Acknowledgements: This policy was influenced by the work of other post-secondary institutions including: Emily Carr University of Arts & Design, Humber College, Langara College, University of Lethbridge and Centennial College.

Behaviour of Concern: Behaviour of concern is any type of behaviour (either direct or indirect) that is impeding the ability of a student to be a safe, contributing member of the College community. Examples of concerning behaviour include but are not limited to:

- physical aggression (e.g. hitting, kicking, spitting, pushing, biting)
- object aggression (e.g. throwing and breaking objects)
- verbal aggression (e.g. language profanity or obscene gestures)
- disruptive behaviour (e.g. behaviours which a reasonable person would consider to substantially or repeatedly interfere with the classroom teaching or learning environment)
- self-injurious behaviours (e.g. deliberate self-harm, suicidal intent)
- inappropriate sexual behaviour towards self or others
- bullying and/or intimidation
- substance misuse
- any type of harassment (e.g. stalking)
- instability of mental health

Transition Plan: The Transition Plan is a formal document to be developed by the appropriate College team with primary responsibility for assessing and supporting the student at-risk / of concern. The College team will be coordinated by the College's Case Manager and include relevant college stakeholders such as security, counselling and faculty where appropriate. This document will clearly communicate to a respective student, in a context-appropriate manner, all elements surrounding an involuntary withdrawal decision, including but not limited to:

- identification of the behaviour(s) or circumstance(s) leading to consideration of involuntary withdrawal;
- a summary of the procedures engaged in to reach the decision to involuntarily withdraw;
- decision making criteria employed by the College in reaching the decision;
- relevant timelines of events, meetings and communications;
- recommendations for medical / mental health support; and
- a detailed description of re-entry requirements and/or a re-entry plan.

Assessment & Re-Entry Review Committee: This committee will be convened by Student Services when an involuntary leave of absence decision is being recommended and a Transition Plan is complete. This is intended to be an independent review. Committee members will represent academic and non-academic divisions of the College and will be selected consistent with the unique circumstances of each student's situation. Committee members cannot be (or have been) directly involved in the original assessment process or the creation of the Transition Plan.

Acknowledgements: This policy was influenced by the work of other post-secondary institutions including: Emily Carr University of Arts & Design, Humber College, Langara College, University of Lethbridge and Centennial College.

Policy Statements

Involuntary Health and Safety Leave of Absence

- 5.1 When a student is exhibiting behaviour of concern, Student Services will be notified and responsible for establishing and coordinating an appropriate multi-disciplinary team to review the situation for a potential involuntary leave of absence by conducting a Risk/Need Assessment, and to establish a plan for moving forward.
- 5.2 A Transition Plan will be developed, coordinated and implemented by this team, under the leadership of Student Services.
- 5.3 The College will clearly communicate to the student to identify a contact person from whom the student: will receive information; may pose questions to or seek supporting information about the process or available College services; and will receive information about decisions and next steps throughout the process.
- 5.4 Every student has the right to support during the Risk/Need Assessment process, support planning processes and/or the involuntary health and safety leave of absence. This support can be organized by the College for the student, or a student may identify a support person external to the College.
- 5.5 The team may request additional information, including medical or mental health professional assessments, where deemed necessary to enable them to make a decision regarding an involuntary leave of absence. Students are not required to comply with any requests for additional medical information, including assessments. However, the College will continue to complete their review with or without this information, and so the participation in medical assessments is strongly encouraged.
- 5.6 At the conclusion of a thorough review of all available relevant information, the team will make a recommendation regarding the involuntary health and safety leave of absence.
- 5.7 When an involuntary leave of absence assessment is recommended, Student Services will be required to convene an Assessment and Re-Entry Review Committee to assess the recommendation.
- 5.8 The Transition Plan must be presented and discussed with the student prior to the involuntary leave of absence being implemented.
- 5.9 When an involuntary leave of absence is applied, the student's registration will be cancelled for the semester with no academic penalty and a tuition credit or refund will be granted.

Acknowledgements: This policy was influenced by the work of other post-secondary institutions including: Emily Carr University of Arts & Design, Humber College, Langara College, University of Lethbridge and Centennial College.

5.10 The Transition Plan will include an identified contact person at the College who will continue to monitor and communicate with the student for a period no less than six months and no longer than one year to assess if enacting the re-entry plan is possible. This may be the same contact person identified for the student at the start of the process. After one year, a review of the Transition Plan for involuntary leave of absence is required, and an assessment will be made by the Assessment & Re-Entry Review Committee to determine whether the leave should continue, or whether a re-entry plan should be formulated.

5.11 The assessment for re-entry or re-admission may involve evaluation of supporting documentation, including medical evidence. Re-admission may be granted on the basis of conditions, including but not limited to proof of ongoing treatment or access to support. The College may require a medical assessment as part of the Treatment Plan, prior to the assessment for re-admission.

Management of Information

5.12 Students have a right to information about decisions that affect them and can request, at any time, a copy of their Transition Plan.

5.13 Student information will be stored and retained in compliance with the requirements of the Freedom of Information and Protection of Privacy Act and any other applicable legislation.

Confidentiality

5.14 In alignment with the principles outlined herein, there are limits to confidentiality.

Circumstances that may require the College to disclose student personal information include but are not limited to:

5.14.1 When an individual is identified as being at imminent risk of harming themselves and/or others

5.14.2 When there are reasonable grounds to believe that members of the College community or wider community may be at risk of harm

5.14.3 When notification and/or action is required by law, or other College policies

5.14.4 A student will be notified by the student's identified College contact person if their personal information is going to be disclosed pursuant to this Policy.

Appeal Process

6.1 A student has the right to appeal a decision made under this policy.

Acknowledgements: This policy was influenced by the work of other post-secondary institutions including: Emily Carr University of Arts & Design, Humber College, Langara College, University of Lethbridge and Centennial College.

6.2 To appeal a decision under this policy, appeals can be directed in writing or in person to the VP Student Experience.

Related Camosun College Policies

- Student Conduct Policy
 - <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>
- Course Withdrawal
 - <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf>
- Medical/Compassionate Withdrawals
 - <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf>
- Freedom of Information and Protection of Privacy
 - <http://camosun.ca/about/policies/operations/o-6-information-management/o-6.1.pdf>
- Records Management Policy

Acknowledgements: This policy was influenced by the work of other post-secondary institutions including: Emily Carr University of Arts & Design, Humber College, Langara College, University of Lethbridge and Centennial College.