



## Education Council

Ensuring that our students are provided with quality educational experiences



# Agenda

## REGULAR MEETING

Wed, Feb 22, 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	<b>Acknowledgement of Coast Salish Territory (1 min.)</b> <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. <a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a></i>	Tim Ayers
4:02	Round-Table Check-In (10 min.)	Tim Ayers
4:12	Acceptance of Agenda (1 min.)	Tim Ayers
4:13	Minutes for approval (1 min.) Jan 25, 2016	Tim Ayers
4:14	<b>Reports (6 min.)</b> <ol style="list-style-type: none"> <li>1. Education Council Acting Chair (2 min.)</li> <li>2. VP Academic (2 min.)</li> <li>3. Board Member (2 min.)</li> </ol>	Tim Ayers John Boraas Nigel Giuliany
4:20	<b>Committee Reports (nil.)</b> <ol style="list-style-type: none"> <li>1. Awards (nil)</li> <li>2. Education Council Policy and Standards Committee (nil).</li> </ol>	Dominic Bergeron Steven Rumpel

<b>4:20</b>	<b>Presentations and/or Discussions (15 min.)</b>		
4:20	<b>1</b>	<b>Education Policy (15 min.)</b> Involuntary Health and Safety Leave of Absence Policy	<b>Steven Rumpel &amp; Katie Shaw</b>
<b>4:35</b>	<b>Integrated Curriculum Committee Report (20 min.) – see attachments</b>		<b>Connie Klassen</b>
	<b>1</b>	<b>Curriculum for Presentation (10 min.)</b> Baccalaureate of Science in Nursing (10 min.), Presented by ??	<b>??</b>
	<b>2</b>	<b><a href="#">Curriculum For Approval</a>  Hyperlink (10 min.)</b>	<b>Connie Klassen</b>
<b>4:45</b>	<b>Election of Education Council Chair (20 min.)</b> See attached By-Laws.		<b>Connie Klassen</b>
<b>6:00</b>	<b>Meeting Adjourned</b>		<b>Tim Ayers</b>

Upcoming Meetings:

**Regular Meeting**

Wed., Mar 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. Steven Rumpel, Administration     |
| 6. Dominic Bergeron, Administration     | 16. Sukhdeep Kaur, Student            |
| 7. Emara Angus, Student                 | 17. Tim Ayers, Faculty (Acting Chair) |
| 8. John Boraas, Administration          | 18. Zachary Snow, Student             |
| 9. Leslie Martin, Support Staff         | 19. Faculty (Vacant)                  |
| 10. Mitch Auger-Langejan, Student       | 20. Faculty (Vacant)                  |

**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

??, Health and Human Services

**For Information:****Education Council Executive:**

**Acting Chair:** Tim Ayers, Trades & Technology, 370-4455, [ayers@camosun.bc.ca](mailto:ayers@camosun.bc.ca)

**Vice-Chair:**

**ICC Chair:** Connie Klassen, Sport & Exercise Education, 250-220-2568, [klassenc@camosun.bc.ca](mailto:klassenc@camosun.bc.ca)

**VP Education:** John Boraas, Office of VP Education, Interurban, 370-4543, [boraas@camosun.bc.ca](mailto:boraas@camosun.bc.ca)

**Registrar:** Scott Harris, Registrar's Office, Interurban, 370-3840, [harriss@camoun.bc.ca.ca](mailto:harriss@camoun.bc.ca.ca)

**Permanent Secretary:** Shelley Butler, Office of VP Education, Interurban, 370-4690, [edapprovals@camosun.bc.ca](mailto: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, Jan 25, 2017

4:00-6:00 pm

CC 321, Interurban

## Present

- |  |                                    |
|--|------------------------------------|
| Alison Bowe, Faculty                       | Nigel Giuliany, Board of Governors |
| Bijan Ahmadi, Faculty                      | Scott Harris, Administration       |
| Brent Wasserman, Faculty                   | Shelley Butler, Perm. Secretary    |
| Cindy Drover-Davidson, Support Staff       | Sherri Bell, President             |
| Corrine Michel, Indigenization Coordinator | Shohreh Hadian, Faculty            |
| Cynthia Wrate, Faculty                     | Steven Rumpel, Administration      |
| Dominic Bergeron, Administration           | Tim Ayers, Faculty (Vice-Chair)    |
| John Boraas, Administration                | Zachary Snow, Student              |
| Leslie Martin, Support Staff               |                                    |

## Regrets/Absent

- |                               |                        |
|-------------------------------|------------------------|
| Connie Klassen, ICC Chair     | Peter Ove, Faculty     |
| Emara Angus, Student          | Sukhdeep Kaur, Student |
| Mitch Auger-Langejan, Student |                        |

## Guests

- |                                    |                           |
|------------------------------------|---------------------------|
| Katie Shaw, Office of VP Education | Chris Balmer, Counselling |
|------------------------------------|---------------------------|

ITEM	PRESENTER
<b>A. Call to order and Declaration of Quorum</b> The Regular Meeting was called to order at 4:05 by Tim Ayers, Acting Education Council Chair.	Tim Ayers
<b>B. Acknowledgement of Coast Salish Territory</b> <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. <a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a></i>	Tim Ayers
<b>C. Round-Table Check-In</b> Tim requested council members share their New Year’s resolutions.	Tim Ayers
<b>D. Acceptance of Agenda</b> The Jan 25, 2017 agenda was approved by unanimous consent.	Tim Ayers

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**E. Minutes for Approval**

**Tim Ayers**

The Dec 14, 2016 minutes were approved by unanimous consent with one correction. Patrick Jones should have been listed under Present.

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**F. Reports**

**1. VP Education**

**John Boraas**

John noted that Stephen Bishop is no longer on Education Council, and he acknowledged and thanked Stephen for his service. In addition, John stated there will be a by-election to elect a new Chair at the February meeting. As well, he expressed appreciation for Tim taking on the role of Acting Chair in the interim.

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**2. Education Council Acting Chair**

**Tim Ayers**

Tim noted that the Education Council Executive Committee approved two courses for expedited implementation for Sept 2017. They were IST 250, and ELD 073 & ELD 093. They will come forward for curriculum approval at the February Education Council Meeting.

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**3. Board Member**

**Nigel Giuliany**

Nigel stated he had no report as the Board has not met since the last Education Council meeting.

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**G. Committee Reports**

**1. Awards**

**Dominic Bergeron**

No update from Dominic as the committee has not met.

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**2. Education Council Policy and Standards Committee**

**Steven Rumpel**

See Presentation and discussion section.

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**H. Presentations and/or Discussions**

**1. Education Policy Update**

**Steven Rumpel and Katie Shaw**

Steven gave a brief overview of the draft Involuntary Health and Safety Policy Leave of Absence policy. Steven and Katie then requested council members participate in small group discussions. The council members were presented with four questions:

- Are students treated appropriately in this policy?
- Does the policy line up with the values and principles committed to in the College's strategic commitments?
- What are some of your questions, insights, or impressions with regards to the key aspects of the policy, including: the transition plan? The assessment and re-entry review committee?
- What communication and education considerations do you believe are critical to keep in mind to support effective policy and implementation?

At completion of the activity the small groups reported out their discussion to the Education Council as a whole. Steven and Katie recorded the feedback for consideration of inclusion in the policy.

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**I. Integrated Curriculum Committee Report**

There was no curriculum for approval from ICC for this Education Council meeting.

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**J. Adjournment**

The Meeting adjourned at 5:45 pm.

**Tim Ayers**

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## Education Council Briefing Note

**Submitted by:** Katie Shaw, Manager, Education Policy  
Steven Rumpel, Director, Education Policy & Planning

**Meeting Date:** Wednesday, February 22, 2017

**Topic:** Involuntary Health & Safety Leave of Absence Policy

### **Background:**

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, including potential accommodations and supports.

Following significant consultation and engagement through the policy development process (see Appendix A), including dedicated consultation sessions with Education Council in October 2016 and January 2017, feedback received on the draft policy has been incorporated (see Appendix B). A final legal review of the policy draft was completed by Harris & Co. legal firm in February 2017.

### **Approval Authority:**

The College and Institute Act (Part 4, Section 24: Powers of the Education Council) outlines the powers and duties of the Education Council, including Section 24(2)(b), which highlights the power and duty to *set policies concerning student withdrawal from courses, programs and the institution*. Correspondingly, this policy is under the approval authority of Education Council.

### **Decision Being Sought: Motion for Approval**

A final summary of the incorporated consultation feedback is intended as well as a formal Motion for Approval from Education Council in February 2017.

### **Attachment:**

1. Involuntary Health & Safety Leave of Absence Policy

### **Appendices:**

- A. Policy Development Process Summary
- B. Changes to Draft Policy Resulting from Final Engagement Feedback

#### **APPENDIX A: 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
- 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
- posting the draft policy and inviting feedback from all members of the college community

#### **APPENDIX B: Changes to Draft Policy Resulting from Final Engagement Feedback**

The Education Policy Team, in collaboration with the Policy & Standards Committee, has completed incorporating, where appropriate, the consultation feedback. The policy has also been reviewed by Harris & Co. legal firm and is now ready to be considered for approval.

Highlighted adjustments to the draft policy post-consultation include the following:

- Identify specific roles and responsibilities where possible
  - The policy now clearly identifies the core functions of the Associate Director of Student Services, the Safety Net, and the Student Support Manager
- Removal of the requirement for the College to reach out to the student one year after an involuntary leave of absence is implemented
  - This statement has been removed from the policy and a revised re-entry engagement process to be initiated by the student has been incorporated

In addition to the above feedback that has resulted in changes within the policy itself, the consultation process heard many voices express the need for education and communication materials to accompany the release of this policy, specifically identifying the following:

- how this policy relates to other withdrawal policies;
- that this policy, which provides for a college-initiated withdrawal, is available only as a final option;
- profile and clarification of the non-punitive nature of this policy and the transition plan requirement;
- communication on where employees can seek support to understand the operations of the policy; and
- communication on where students can be informed of the tools and supports available at the college to support student mental health and well-being (including potential links to course descriptions).

Efforts will be undertaken to develop communication and educational materials about the policy to accompany its announcement to the College community. Student Services will seek to highlight key operational processes and will seek to establish measures to gauge the ongoing effectiveness of related procedures and inform subsequent policy evaluation and review.



## Policy Post Consultation & Legal Reviewed

UPDATED: FEBRUARY 20<sup>TH</sup>, 2017



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

## INVOLUNTARY HEALTH AND SAFETY LEAVE OF ABSENCE

### 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.

- 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 and will be administered by Student Services.

### **Key Definitions**

**Assessment & Re-Entry Review Committee:** This committee will be convened by Student Services' Student Support Manager 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.

**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:

*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.*

IHSLA Final Policy \_ Post consultation Legal reviewed

- 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 and/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
- any type of harassment (e.g. stalking)
- mental health conditions

**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 is non-disciplinary, and 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.

**Safety Net:** The College Safety Net is a committee that receives reports of disruptive and/or concerning behavior or misconduct and tracks patterns and trends relative to the Student Conduct Policy and matters of safety. Safety Net is responsible for information sharing, consulting, advising, guiding and making recommendations in order to promote a safe environment for all students, staff and faculty focused on student learning and development at Camosun College. Safety Net is not a decision making body. Safety Net is the responsibility of the Associate Director of Student Services, will be coordinated by the College's Student Support Manager, and includes relevant college stakeholders such as security, counselling and faculty where appropriate.

**Transition Plan:** The Transition Plan is a formal document to be developed by the Safety Net, with primary responsibility for assessing and supporting the student at-risk / of concern. 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;
- a detailed description of re-entry requirements and/or a re-entry plan; and
- information on appeals process and options.

## Policy Statements

*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.*

## **Involuntary Health and Safety Leave of Absence**

- 5.1 When a student is exhibiting behaviour of concern, Student Services is responsible for coordinating and convening the college's Safety Net, 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 under the leadership of the Student Support Manager, in collaboration with Safety Net.
- 5.3 The College is responsible for clearly communicating to the student 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 through the Student Support Manager, or a student may identify a support person external to the College.
- 5.5 The College may request additional information, including medical or mental health professional assessments, where deemed necessary to enable 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 the review with or without this information, and therefore participation in medical assessments is strongly encouraged.
- 5.6 At the conclusion of a thorough review of all available relevant information, the Student Support Manager and the Associate Director of Student Services are responsible for making a recommendation regarding the involuntary health and safety leave of absence.
- 5.7 When an involuntary leave of absence assessment is recommended, the Student Support Manager is responsible for convening an Assessment and Re-Entry Review Committee to assess the recommendation.
- 5.8 The Transition Plan will be presented and discussed with the student prior to the involuntary leave of absence being implemented. The student may have a support person present at this meeting.
- 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 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 Transition Plan, prior to the assessment for re-admission.
- 5.11 When the student or their treating medical professional determines that they are ready to return to the College, the student may contact the College to discuss re-entry options where applicable. The Transition Plan will include contact options at the College for the student.

### **Management of Information**

- 5.12 Students have a right to their personal information in the possession of the College that was used to make decisions under this Policy 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
- 5.15 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.
- 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
  - <http://camosun.ca/about/policies/operations/o-6-information-management/o-6.2.pdf>



# Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences

EX-250-003-001-002

**Wed, Jan 11, 2017, 1:00-4:00, CC 321, Interurban**

**Present:** Connie Klassen (Chair), Shelley Butler, Mavis Smith, Debbie Hlady, Heather Del Villano, Steven Rumpel, Tim Ayers, Valerie Montague, Richard Stride, Halinka Szwender, Renee Carreiro

**Regrets/Absent:** Gillyan Haden

**Guests:** Todd Ormiston, Richard Spearman, Lori Warren, Rhonda Maguire, Glen Jim, Carl Everitt, Diana Shields, Christiaan Bernard, Darlaine Jantzen

**Wed, Jan 18, 2017, 1:00-4:00, Paul 216, Lansdowne**

**Present:** Connie Klassen (Chair), Shelley Butler, Mavis Smith, Debbie Hlady, Tim Ayers, Valerie Montague, Richard Stride, Halinka Szwender, Renee Carreiro

**Regrets/Absent:** Gillyan Haden, Todd Ormiston, Steven Rumpel, Heather Del Villano

**Guests:** Darlaine Jantzen

 [Curriculum Documents](#)

## PRESENTATION 1

Nursing presented the revised Joint Degree Program in Nursing with the University of Victoria.

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

- Joint Degree Program in Nursing (JDPN) (IDS 2389)
- NURS 110 (IDS 2366), NURS 111 (IDS 2367), NURS 132 (IDS 2368), NURS 133 (IDS 2369), NURS 142 (IDS 2370), NURS 143 (IDS 2371), NURS 160 (IDS 2372), NURS 190 (IDS 2373), NURS 180 (IDS 2374), NURS 181 (IDS 2375) – course title, short descriptions, pre-requisite, co-requisite, pre/co-requisites, course type, activity & hours, learning outcomes, credits
- NURS 232 (IDS 2376), NURS 233 (IDS 2377), NURS 242 (IDS 2378), NURS 243 (IDS 2379), NURS 260 (IDS 2380), NURS 290 (IDS 2381), NURS 280 (IDS 2382), NURS 281 (IDS 2383) – course title, short descriptions, pre-requisite, co-requisite, pre/co-requisite, course type, activity & hours, credits, learning outcomes
- NURS 332 (IDS 2384), NURS 342 (IDS 2385), NURS 360 (IDS 2386), NURS 380 (IDS 2387) – course title, short descriptions, co-requisite, pre/co-requisite, activity & hours, credits, learning outcomes

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

- Joint Degree Program in Nursing (JDPN) (IDS 2389)
- NURS 110 (IDS 2366), NURS 111 (IDS 2367), NURS 132 (IDS 2368), NURS 133 (IDS 2369), NURS 142 (IDS 2370), NURS 143 (IDS 2371), NURS 160 (IDS 2372), NURS 190 (IDS 2373), NURS 180 (IDS 2374), NURS 181 (IDS 2375) – course title, short descriptions, pre-requisite, co-requisite, pre/co-requisites, course type, activity & hours, learning outcomes, credits

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- NURS 232 (IDS 2376), NURS 233 (IDS 2377), NURS 242 (IDS 2378), NURS 243 (IDS 2379), NURS 260 (IDS 2380), NURS 290 (IDS 2381), NURS 280 (IDS 2382), NURS 281 (IDS 2383) – course title, short descriptions, pre-requisite, co-requisite, pre/co-requisite, course type, activity & hours, credits, learning outcomes
- NURS 332 (IDS 2384), NURS 342 (IDS 2385), NURS 360 (IDS 2386), NURS 380 (IDS 2387) – course title, short descriptions, co-requisite, pre/co-requisite, activity & hours, credits, learning outcomes

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

**Moved by:**

**Seconded by:**

### REGULAR CURRICULUM

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

- Diploma in Hospitality Management Coop Appendix (IDS 2354) – eligibility
- HMGT 101 (IDS 2354) – pre-requisite
- ELD 073 (IDS 2416) – new course
- ELD 093 (IDS 2417) – new course
- IST 250 (IDS 2411) – new course

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

- Diploma in Hospitality Management Coop Appendix (IDS 2354) – eligibility
- HMGT 101 (IDS 2354) – pre-requisite
- ELD 073 (IDS 2416) – new course
- ELD 093 (IDS 2417) – new course
- IST 250 (IDS 2411) – new course

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

**Moved by:**

**Seconded by:**



To: Camosun College Education Council

From: Darlaine Jantzen, on behalf of Nursing Department

Date: Feb 2, 2107

Re: BSN Curriculum Submissions and Course Numbering

Based on our recent submissions to ICC, ICC recommends that some of our courses be re-numbered, based on the weight of changes evident since the most recent submissions through ICC and EdCo.

We are asking that EdCo consider *not requiring* renumbering. We believe that renumbering our courses will result in a flag to our regulatory body (CRNBC) and our accreditation body (Canadian Association Schools of Nursing), and our partners (UVic, partner colleges) that we have implemented a new curriculum. The implications are profound, which may result in regulatory disapproval, fees, fines, and a requirement that UVic and Camosun College undergo recognition review process. This is costly in terms of money, time, and energy. I have copied the documentation from CRNBC below, as a point of reference.

As a way of explanation for why the course documents appear to be significantly altered, we acknowledge the following. The changes to our courses have been made in numerous iterations, over several years. The changes have been driven by external forces and internal course evaluation. External forces include NCLEX (licensing exam requirements) and practice evolution, and partner requirements.

We believe approaches to documenting course descriptions and learning outcomes that have evolved over 5-10 years have significantly contributed to the perception. Of note, the four points may explain the status of previous curriculum documents.

1. Previous course descriptions (e.g. 2008) were developed in collaboration with 10 PSI partners. The course descriptions were written with a team of 10 partner representatives, with consideration given to 10 institutional requirements, and therefore were very generic.
2. Current changes to our course descriptions are aimed at being student centered, promote marketing, and to offer prospective and current students explicit information regarding the course content. The language is therefore accessible, and pertinent to current health care.
3. Current changes to our learning outcomes are aimed at being explicit, student centered, and measurable for fair, equitable, and ethical student evaluation. This contrasts with previous approaches to institutional curriculum documents within the BSN partnership.
4. Previously, theoretical and conceptual content was identified broadly, rather than labelled by the theoretical orientated (e.g. health promotion, growth and development theory) and explicit communication regarding the key concepts (e.g. person-centeredness, vulnerability).

Because of the seven-year limit for students in the BSN program we are confident that the changes that have occurred will not impact any re-entry students significantly. It is critical that curricular changes occur constantly to maintain relevancy, which is key rationale for the 7-year time limit.

The Nursing Department acknowledges that over time these documents should have been updated. Our intent is to address issues related to current lapses with timely submissions, with an improved internal process, and engagement with external processes to enhance flexibility in program delivery.

Please be aware that the nursing department is currently working with our curriculum partners (UVic, Selkirk, COTR, and Aurora) to integrate InterProfessional Education (IPE) explicitly into our curriculum to meet our CASN accreditation standards. The implementation of Medical Assistance in Dying (Death) and the current fentanyl crisis, rooted in issues related to mental health and addictions warrants a prompt response by the BSN program, as well. The current lack of explicit mental health and addictions related learning outcomes will be reviewed. We anticipate this will involve further submission of additional learning outcomes (similar to the indigenization process and related learning outcomes).

Sincerely, Darlaine Jantzen (PhD, RN)

Reference CRNBC “Curriculum Review”

7. NEW OR SUBSTANTIALLY CHANGED NURSING EDUCATION PROGRAM/COURSE

7.1 Substantial change means the revision of a recognized nursing education program/course which includes a major change, rather than a formative modification, in one or more of the following:

- how the curriculum addresses the competencies and Standards of Practice, including changes in the nature and extent of learning opportunities in the curriculum;
- learning resources to support student achievement of the competencies and Standards of Practice, including laboratory and program learning experiences with clients;
- expectations about overall student academic performance, including evaluation of student practice and policies about safe student performance; or
- any other significant change that will impact on the ability of the students to achieve the requirements to proceed in the registration process with CRNBC following graduation from the program/course

7.2 An institution proposing to offer a new nursing education program/course, or to make substantial changes to an existing recognized one, is expected to submit a letter of intent to the committee and obtain Board recognition of the program/course prior to offering the new program/course or implementing the change.

7.3 If an educational institution offers a new or substantially changed nursing education program/course before it is reviewed by the committee and recognized by the Board, the educational institution cannot assume that the graduates of the new or substantially changed program/course will be eligible for registration with CRNBC.

7.4 Upon receipt of a letter of intent about a substantial change, the committee determines what evidence it requires to assess the change and whether any further review is required before the next scheduled review.

7.5 Upon receipt of a letter of intent about a new nursing education program/course, the committee determines the appropriate form of review and the extent to which the nursing education standards can be applied to the program/course and

- a) determines if the review should be conducted in phases over a period of years with reports and recommendations to the Board after each phase;
- b) determines that any step in the review process is unnecessary or may be modified to suit the circumstances; and
- c) conducts the review as so determined and sends to the Board its report and recommendations with respect to the recognition of the new program/course

7.6 Although a full review addresses all of the three nursing education standards comprehensively, a new program/course review is normally conducted in three phases:

- a) a phase one review is conducted before the new program/course begins. The review focuses on the nursing education standard and indicators about curriculum and preliminary plans for the nursing education standard and indicators about students
- b) a phase two review focuses on evidence of student progress toward achievement of the competencies and Standards of Practice after students are enrolled and have completed part of the program. Detailed plans for addressing follow-up evaluation of graduate performance are also expected;
- c) a phase three review focuses on evidence about the nursing practice of graduates. Evidence about all three nursing education standards is required.
- d) The length of recognition recommended as a result of a phased-in review will be less than the maximum provided for in Policy 4. The maximum length of recognition may be recommended only after a subsequent full review.

7.7 Modified self-evaluation reports are submitted for programs/courses being discontinued. A review may be required to extend the length of recognition needed to enable students currently enrolled and/or the last intake of students to graduate from a recognized program.

a) A discontinuing program/course is one in which the last class of students has been admitted or the date for the last student intake has been established.

b) The purpose of the discontinuing program review is to ascertain that plans are in place to maintain the integrity of the existing curriculum and to support students to meet CRNBC competencies and Standards of Practice until the program is phased out.