ACADEMIC COUNCIL MEETING
Academic Council - Public

AGENDA
Date: May 27, 2025
Time: 2:30 p.m. – 4:30 p.m.
Zoom Videoconference Link (registration required)

AC Meeting Schedule and Materials 2024-2025

No.		Topic	Lead	Suggested Start Time
1.		**Call to Order and Land Acknowledgement**	Chair	2:30 p.m.
2.		***Agenda*** **(M)**		
3.		**Chair's Remarks**		
4.		**Inquiries and Communications**	Chair	2:35 p.m.
	4.1	**COU Academic Colleague Report (I)**	R. Ruttenberg-Rozen	2:40 p.m.
5.		**Provost's Remarks**	L. Livingston	2:50 p.m.
	5.1	Senior Academic Administrator Search Update (I)		
6.		**Academic Programs Update**	L. Livingston	2:55 p.m.
	6.1	*2024-2025 Quality Assurance & Program Annual Report** (I)		
	6.2	*2024-2025 Continuous Learning Annual Report** (I)		

*Documents attached (C) Consultation (D) Discussion (I) Information (M) Motion

7.		***2025-26 Activity Based Budget Model** (I)**	L. Livingston B. MacIsaac S. Thrush	3:10 p.m.
8.		**Undergraduate Studies Committee**	M. Bluechardt	3:30 p.m.
	8.1	*New Program Proposal: Faculty of Health Sciences: Bachelor of Science in Nursing (Honours) Second Entry** (M)		
	8.2	*New Program Proposal: Frazer Faculty of Education and Faculty of Social Science and Humanities: Bachelor of Arts Educational Psychology** (M)		
9.		**Graduate Studies Committee**	J. Stokes	3:45 p.m.
10.		**Research Committee**	J. Freeman	3:50 p.m.
	10.1	*Strategic Research Plan** (I)		
11.		**Policy Consultation**	J. Freeman	4:00 p.m.
	11.1	*Research Involving Human Participants Policy & REB Terms of Reference** (C)		
12.		**Consent Agenda: (M)**	Chair	4:10 p.m.
	12.1	*Minutes of the Meeting of April 22, 2025** (M)		
	12.2	*Bachelor of Health Sciences – Kinesiology to Durham College – Massage Therapy Pathway Articulation Agreement Schedule** (I)		
	12.3	*Graduation Notwithstanding a Deficiency** (I)		
	12.4	*Exception to Residency Requirement – Faculty of Health Sciences** (I)		
	12.5	*2025-2026 – Graduate Academic Schedule - Amendment** (I)		

*Documents attached (C) Consultation (D) Discussion (I) Information (M) Motion

13.		**Other Business**	Chair	4:15 p.m.
	13.1	Land acknowledgement for June Academic Council meeting		
14.		**Termination**	Chair	4:20 p.m.

Nicola Crow, University Secretary

*Documents attached (C) Consultation (D) Discussion (I) Information (M) Motion

ACADEMIC COUNCIL REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	☒

TO: **Academic Council**

DATE: **May 27, 2025**

PRESENTED BY: **Dr. Lori Livingston, Provost and Vice-President, Academic**

SUBJECT: **2024-25 Quality Assurance Process & Program Annual Report**

BACKGROUND/CONTEXT & RATIONALE:
As part of the annual reporting process, the Centre for Institutional Quality Enhancement (CIQE) provides an annual report to Academic Council and the Board for information that provides a snapshot of quality assurance frameworks and enhancements, academic program development, and a summary of the status of Ministry Program approvals of Ontario Tech programs.

The attached Quality Assurance Process and Program Annual Report outlines the quality assurance process and activities that have occurred over the past year that align our internal Quality Assurance processes with the Province's Quality Assurance principles and Framework.

IMPLICATIONS:
This is an annual report that is reported to Academic Council and the Board for information.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:
Supporting program innovations, new programs, and cyclical program review processes ensures program quality at the University is in keeping with the priorities in the Integrated Academic and Research Plan.

SUPPORTING REFERENCE MATERIALS:
2024-25 Quality Assurance Process & Program Annual Report

Quality Assurance Process and Program Annual Report

April 2024 – March 2025

Centre for Institutional Quality Enhancement (CIQE)

Introduction

Oversight for the implementation and administration of the quality assurance processes resides within the office of the Provost. The day-to-day management of these processes rests with the Centre for Institutional Quality Enhancement (CIQE). The CIQE office along with the Deans and academic units implement the procedures that are outlined by the Quality Council's Quality Assurance Framework and Ontario Tech's Institutional Quality Assurance Process (IQAP) as approved by Academic Council.

The past year has seen significant development of new programs and changes to existing programs in support of the Differentiated Growth strategy of the University. CIQE continues to support this strategy and the work of Faculties and Units as they create innovative and flexible course offerings and programs. As part of our ongoing continuous improvement efforts, CIQE has worked collaboratively with other units to evolve existing processes and develop new tools and resources to support our partners. This year in particular saw significant collaboration with Teaching and Learning, the Library, Information Technology Services, the School of Graduate and Postdoctoral Studies, the Office of Institutional Research and Analysis, and the Office of the Registrar to complete and initiate a number of projects, including:

- The creation of a Cyclical Program Review Workflow tracking report
- Updates to how program learning outcomes are developed and reviewed
- The development of a new Google Classroom interface for Cyclical Program Review teams

These projects aim to make quality enhancement processes more efficient and transparent, and to provide innovative tools and reports to assist with program development and revision. CIQE also continues its advocacy work with the Quality Council to challenge administratively burdensome procedures and decrease the time to approval for new programs.

CIQE is pleased to submit to Academic Council and the Board of Governors its Quality Assurance Process and Program Annual Report which provides a snapshot of quality frameworks and enhancements, continuous improvement efforts, academic program development, and a summary of the status of Ministry approvals of Ontario Tech programs from 1 April 2024 to 31 March 2025.

Contents

1 Internal University Processes....3

1.1 Notice of Intent 3

1.2 Minor Curricular Changes 3

1.3 Minor Program Adjustments 4

2 External Approval Processes: The Ontario Universities Council on Quality Assurance (Quality Council) and the Ministry of Colleges, Universities, Research Excellence and Security (Ministry) 4

2.1 New Program Approvals 4

2.2 Expedited Reviews 5

2.3 Major Modifications (Program Renewal and Significant Change) 5

2.4 Submission to the Ministry 5

3 Continuous Improvement 6

3.1 Cyclical Program Reviews 6

3.2 Cyclical Audit 7

4 Follow-Up Processes....8

4.1 New Program Monitoring 8

4.2 CPR Follow-Up: 18-month Reports 8

5 Summary 9

1 Internal University Processes

1.1 Notice of Intent

All new diploma and degree programs require a Notice of Intent (NOI) to be submitted for approval by the Provost prior to development of a full program proposal. In 2025 a project initiation process was created to assist new program proponents with their project ideas and completion of the NOI. In addition to reducing administrative burden throughout the development of the new program, this new process has identified opportunities for efficiencies, such as the decision to offer new specializations and pathways in place of new degree programs, which dramatically reduces the time from ideation to launch.

The new project initiation process was completed for four programs, including a joint Bachelor of Arts/Bachelor of IT (BA/BIT) in Games, Creative Industries, and Society; Graduate programs in Gaming, and Translational and Computational Neuroscience; and the Bachelor of Engineering in AI Engineering. The BA/BIT conversation resulted in a decision to develop exciting new specializations in lieu of developing a new degree at this time.

This reporting year, there were five new Notices of Intent submitted, listed in Table 1.1. Submission of the full new program proposal to Academic Council must be completed within two years of the NOI approval. Further information about the new program development process is available here.

Table 1.1 Notice of Intent - Internal Progress

Program	Notice of Intent Approved
Bachelor of Science in Nursing – Second Entry	July 2024
Bachelor of Arts – Health Studies	October 2024
Bachelor of Business Analytics and AI	October 2024
MSc/PhD – Translational and Computational Neuroscience	Pending
Bachelor of Engineering in AI Engineering	Pending

1.2 Minor Curricular Changes

Minor curricular changes are changes at the course level only and do not impact overall program requirements. These include changes in elective offerings, course titles, descriptions, course delivery, or credit weighting of elective courses. For the reporting timeframe there were a total of 249 minor curricular changes, these are provided by Faculty in Table 1.2.

Table 1.2 Minor Curricular Changes by Faculty

Faculty	Minor Curricular Changes
Faculty of Business and Information Technology	16
Frazer Faculty of Education	24
Faculty of Engineering and Applied Science	28
Faculty of Health Sciences	121
Faculty of Science	15
Faculty of Social Science and Humanities	44
Ontario Tech University	1

Adjustments to course mode of delivery accounted for a significant portion of the changes submitted, to allow for greater flexibility in course offerings should the need arise. In early 2025 the University launched

an initiative to facilitate the approval of online and hybrid modes of delivery for all courses at the institution to remove the administrative burden associated with ongoing maintenance of the modes of delivery for individual courses. Faculty Councils are considering this proposal in April and May. The extent to which Faculties take advantage of the flexible formats for courses will continue to be determined through normal course planning processes and procedures within the Faculty's control and does not commit any course to being scheduled in an online or hybrid format.

1.3 Minor Program Adjustments

Minor program adjustments impact overall program requirements but do not greatly impact the program's learning outcomes. These include the introduction of new required courses, deletion of required courses, editorial changes to degree requirements or program learning outcomes, or changes or additions to academic requirements. For the reporting timeframe there were a total 18 minor program adjustments, shown in Table 1.3.

Table 1.3 Minor Program Adjustments by Faculty

Faculty	Minor Program Adjustments
Faculty of Business and Information Technology	1
Frazer Faculty of Education	2
Faculty of Engineering and Applied Science	4
Faculty of Health Sciences	1
Faculty of Science	4
Faculty of Social Sciences and Humanities	6

2 External Approval Processes: The Ontario Universities Council on Quality Assurance (Quality Council) and the Ministry of Colleges, Universities, Research Excellence and Security (Ministry)

2.1 New Program Approvals

The new program approval process applies to both new undergraduate and graduate degree programs and is used to secure the academic standards of new programs and to assure their ongoing improvement. The Quality Council reviews new programs and has the final authority to approve or decline new programs. During the reporting year there were three new degree programs submitted to the Quality Council.

Table 2.1 New Programs Submitted to the Quality Council

Program	Academic Council Approval Date	Quality Council Submission Date	Quality Council Approval Date
BASC – Sustainability*	Mar-24	Apr-24	May-24
PhD – Cybersecurity	Nov-24	Nov-24	Jan-25
BA Sociology, Technology and Innovation	Oct-24	Oct-24	Nov-24

*Submitted during the 2023-2024 reporting year.

Brief descriptions of all previously approved programs from the Quality Council can be found on the

Quality Council's website.

2.2 Expedited Reviews

The expedited review process applies to new graduate diplomas and may apply to new undergraduate diplomas. The Quality Council can also request this type of review for a new field in a graduate program or for proposed major modifications of an existing program.

There were no programs submitted to the Quality Council for expedited review and approval during the annual reporting timeframe.

2.3 Major Modifications (Program Renewal and Significant Change)

Major program modifications result in substantive changes to the program's nomenclature, requirements, and/or learning outcomes including significant changes to the learning outcomes, faculty engaged in the delivery of the program, or the addition of a new field to an existing graduate program. Table 2.2 below presents by Faculty all major modifications completed during the reporting period. A report of all major modifications is provided to the Quality Council annually in July.

Table 2.2 Major Modifications Governance Progress

Faculty	Major Program Modifications
Faculty of Business and Information Technology	0
Faculty of Education	2
Faculty of Engineering and Applied Science	9
Faculty of Health Sciences	8
Faculty of Science	0
Faculty of Social Sciences and Humanities	11

Major modifications this cycle establish a significant number of new program offerings and other changes that are expected to have a positive impact on student enrollment and retention, including innovative specializations, minor programs, and pathways to and from community colleges and international universities. The introduction of Cooperative Education (Co-op) options in both the Mitch and Leslie Frazer Faculty of Education and the Faculty of Social Science and Humanities expand existing learning opportunities and make the impacted programs more attractive to prospective students, particularly given the system-wide interest in Co-op. Inter-Faculty collaboration has resulted in the development of new interdisciplinary opportunities for students. While the Faculties of Business and IT and Science did not submit major modifications during the reporting period, it should be noted that both have begun work or continue to develop innovative new programs and review existing programs as noted in other sections of this report.

2.4 Submission to the Ministry

While a program can be offered once it has received approval from the Quality Council, receiving Ministry approval allows for students taking these programs to be eligible for OSAP funding and allows the institution to report domestic students towards our enrolment grant corridor.

Three programs were submitted for Ministry approval during the 2024-2025 reporting year:

Program	MTCU Submission Date	MTCU Approval Date
BASC – Sustainability	May-24	Oct-24
PhD – Cybersecurity	Jan-25	Pending
BA Sociology, Technology and Innovation	Nov-24	Pending

3 Continuous Improvement

3.1 Cyclical Program Reviews

As set by the Quality Council, all existing undergraduate and graduate degree and diploma programs are subject to review once every eight years.

The cyclical program review allows for an in-depth, critical look at the program and follows an internal two-year timeframe. The review involves the following six components:

- Review and enhancement of program learning outcomes;
- Development of a self-study brief;
- External evaluation to provide recommendations on program quality improvement;
- Internal responses to the external review and recommendations;
- Preparation and approval of a Final Assessment Report (FAR) and implementation plan (IP); and
- Subsequent reporting on the implementation of recommendations (18-Month reports discussed under Follow-Up Process, Section 3.2 below).

Table 3.1 presents the number of programs at each significant step of the review process presented by Faculty and degree/diploma level. The program review schedule is posted on the CIQE website for reference at any time.

Table 3.1 Cyclical Program Review Process Stage Summary

Level/Faculty	Self-Study	External Review	Total
Undergraduate	**6**	**4**	**10**
Faculty of Business and Information Technology	1	2	1
Frazer Faculty of Education			
Faculty of Engineering and Applied Science	3		3
Faculty of Health Sciences	1		1
Faculty of Science	1		1
Faculty of Social Science and Humanities		2	2
Graduate	**8**	**1**	**9**
Faculty of Business and Information Technology	1		1
Faculty of Education			
Faculty of Engineering and Applied Science	5		5
Faculty of Health Sciences			
Faculty of Science		1	1
Faculty of Social Science and Humanities	2		2

Programs that have finalized their internal portions of the process and have now submitted their FAR and IP to University governance are listed below. Once all of the university governing bodies have been provided the report for information, an executive summary is then submitted to the Quality Council.

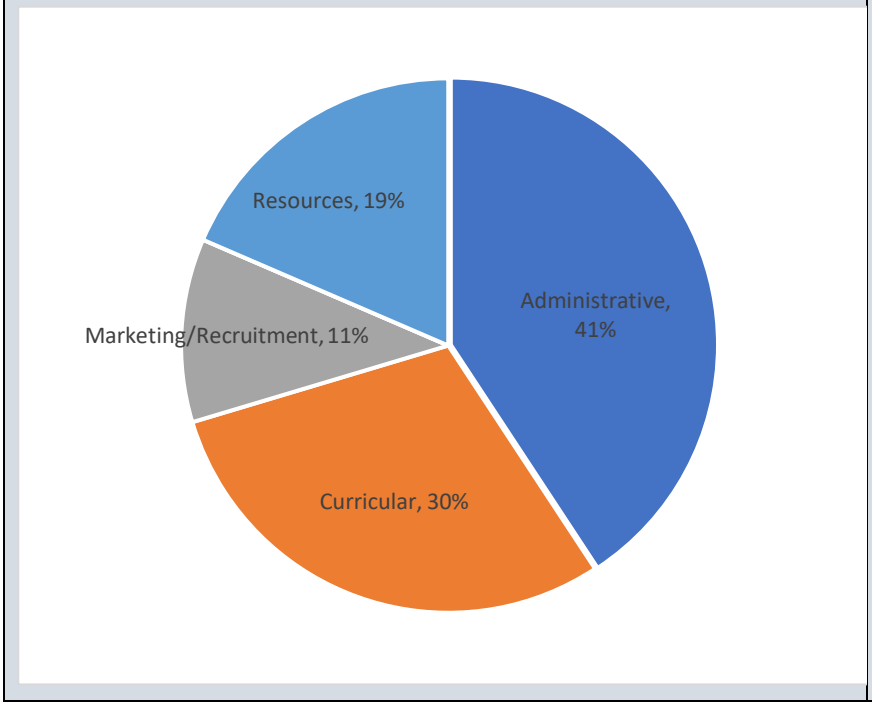
- Bachelor of Science (Hons), Biological Science
- Master of Information Technology
- MSc/PhD Modelling and Computational Science
- MSc/PhD Materials Science (collaborative program with Trent University)

The following programs are scheduled to undergo a Program Review in the 2025-2027 cycle:

- Bachelor of Commerce, Technology Management
- Bachelor of Information Technology, Technology Management
- Bachelor of Education
- Master of Arts in Education
- Master of Education
- Graduate Diploma, Education and Digital Technologies
- Master of Engineering Management
- Graduate Diploma, Engineering Management
- Bachelor of Science, Math for Science and Industry
- Bachelor of Arts, Political Science

A breakdown of the FAR thematic trends is outlined in Chart 3.1 below. The associated IPs include action items that require follow up by the Deans and programs.

Chart 3.1 Final Assessment Report Thematic Trends



Curricular: Action items involving the review and/or revision of program and/or course curriculum.

Administrative: Action items involving the assessment, planning, and/or development of strategic initiatives, processes, and/or proposals to support the program's management, direction, and experience.

Resources: Action items involving the examination and/or changes to resource allocation, including but not limited to, staff and faculty, space, and assets. May have a financial implication.

Marketing/Recruitment: Action items involving program recruitment/marketing efforts, including the assessment of target markets.

3.2 Cyclical Audit

While CIQE strives to continuously review quality assurance processes to implement ongoing improvements, the Quality Council approves each university's IQAP and conducts a periodic audit of how the IQAP is administered to ensure that the manner in which each university facilitates curricular change and its program reviews conforms both to the university's IQAP and the Quality Assurance Framework. Ontario Tech had its last audit in the winter of 2019-20, and we are scheduled to have our next audit in the winter of 2029-30.

4 Follow-Up Processes

4.1 New Program Monitoring

In addition to the cyclical program review every eight years, all new programs are monitored at program intake and one-year after launch. These reports are prepared for the Academic Resource Committee (ARC) to review enrolment data, admission averages, and other key metrics to assess the new program's effectiveness against planned targets in proposal submissions. If there are areas of concern raised at the one-year report, a subsequent report will be required to address key curricular and student data (e.g. GPA, retention data, etc.) as well as any recommendations from the ARC. As there were no new programs launching during the reporting period, no intake reports were received.

One-year follow-up reports were received for the following programs:

- Bachelor of Engineering – Energy Engineering
- Bachelor of Engineering – Industrial Engineering
- Master of Applied Science/Master of Engineering – Software Engineering
- Master of Arts – Social Practice and Innovation
- Master of Financial Data Analytics
- Graduate Diploma – Police Leadership
- Undergraduate Diploma - Public Policy

Additional follow-up reports were received for the Bachelor of Health Administration and BSc - Integrated Math and Computer Science programs.

4.2 CPR Follow-Up: 18-month Reports

Eighteen-month follow-up reports comment on the completion of action items outlined in the implementation plans resulting from the cyclical program reviews. ARC reviews these reports to monitor progress on and completion of action items, and to follow up as required.

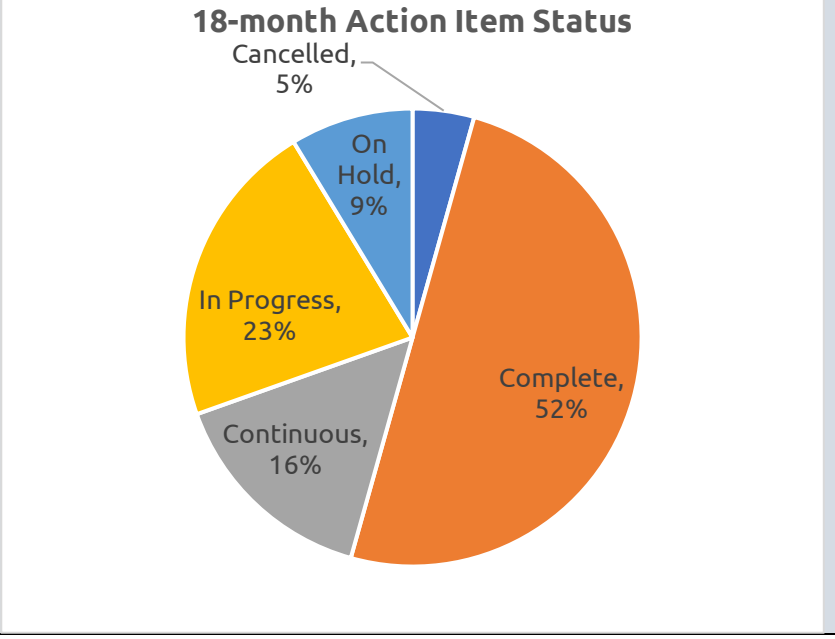
It falls to the Faculty to indicate when an action item has been completed. After the 18-month review the Faculty Dean and the Provost discuss any outstanding or in-progress items to be updated within the files monitored by CIQE.

For 2024-2025, there were six 18-month follow-up reports completed as part of the cyclical program review process:

- Bachelor of Arts (Hons), Legal Studies
- Bachelor of Health Science (Hons) with Kinesiology
- Bachelor of Science (Hons), Computer Science
- Bachelor of Science (Hons), Physics
- Master of Health Science
- MSc/PhD Computer Science

All 18-month reports are available on the CIQE website for reference. Chart 4.1 outlines the overall progress of the 44 action items found in these reports. No areas for concern were found after review by the Provost through ARC and the Faculties are to be commended for their progress.

Chart 4.1 Final Assessment Reports Action Items Status, 18-month follow-up



Complete: Accomplished action item; no further steps required.

Continuous: Initial action item complete but requires ongoing monitoring and/or enhancement.

In Progress: Progress on action item has been initiated but is not complete at this time.

On Hold: Unable to complete due to other dependent factor(s).

Cancelled: Item no longer relevant or resources unavailable.

5 Summary

Amidst the ongoing challenging financial climate for the post-secondary sector, the University continues to see a high volume of activity in the development of innovative new programs, program offerings, and strategic curricular change to support Ontario Tech's Differentiated Growth strategy. These initiatives overwhelmingly highlight a strong commitment to collaboration amongst Faculties and units, creating opportunities for students to diversify and enrich their academic experience.

With an enduring high volume of activity related to growth and continuous improvement and innovation, CIQE maintains its commitment to enhance supports and resources and create greater efficiencies within quality assurance processes to assist Faculties in meeting program goals.

ACADEMIC COUNCIL REPORT

SESSION:		ACTION REQUESTED:	
Public	☒	Decision	☐
Non-Public	☐	Discussion/Direction	
		Information	x

TO: Academic Council

DATE: May 27, 2005

PRESENTED BY: Mary Bluechardt, Deputy Provost

SUBJECT: 2024/2025 Continuous Learning Annual Report

BACKGROUND/CONTEXT & RATIONALE:
As part of the annual reporting process, Continuous Learning provides an annual report to Academic Council and the Board for information that provides a summary of the program offerings, enrolments in programs as well as major activities to expand professional development program offerings.

The Micro-credentials and Continuous Learning Committee annual report to Academic Council is included in this package.

IMPLICATIONS:
This is an annual report that is reported to Academic Council and the Board for information.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:
As Continuous Learning expands its program offerings and partnerships, we can provide the community with more flexible and accessible training options while also generating alternative sources of revenue for the University. Our programming and outreach specifically align with the Learning Re-imagined and Partnerships priorities of the IARP.

SUPPORTING REFERENCE MATERIALS:
Continuous Learning Annual Report 2024-2025

2025

Continuous Learning Annual Report 2024-2025

PREPARED BY: CONTINUOUS LEARNING

Contents

Background 1
2024-2025 Activity 1
Continuous Learning Growth 2022-2023 through 2024-2025 1
Open Enrolment 1
Corporate Training 2
New Agreement/Clients 2
Business Development - New Partnership Programs 2
Summer Camps 2
Continuous Learning Development Initiatives 3
Micro-Credentials 3
Alumni Outreach, Scholarships and Discounts 3
Continuous Learning Global Partnerships 4
Upskills Canada Palette Grant: Nuclear Career Accelerator Program 5
Industry Partners 5
Program details 5
Micro-credentials and Continuous Learning Committee (MCLC) Report 6
Committee Activity 6
New Program Approvals 6
Partner Course Approvals 6
New Course Approvals 6
New Micro-credential Approvals 6
Summary 7
APPENDIX A 8

Background

Established in 2019, Ontario Tech University's Continuous Learning Department is the hub for not-for-credit and non-degree programming. The Department works with Faculties across campus to build a growing suite of flexible learning options (e.g. certificate programs, micro-credentials, stackable credentials) and other learning opportunities that support lifelong learning

Continuous Learning promotes and facilitates flexible and dynamic non-degree learning initiatives independently and in collaboration with Faculties that align with the university's strategic priorities of re-imagining learning, developing partnerships, and differentiated growth.

In 2024-2025, Continuous Learning's open-enrollment and custom program offerings experienced ongoing growth through the purposeful development of new partnership initiatives and program offerings, with focus on expanding our reach with clients across Canada and Internationally, and with continued focus on collaboration with academic partners, government, community, and industry in the Durham Region. The following sections outline a summary of the 2024-25 continuous learning activities.

2024-2025 Activity

Continuous Learning Growth 2022-2023 through 2024-2025

Area	2022-2023	2023-2024	2024-2025
Open Enrollment Program Registrations	296	561	782
Corporate Training Program Contracts	8	8	12
Summer Camps Registrations	1281	1706	1912

Open Enrolment

From April 2024 to March 2025, Continuous Learning recorded 782 open enrollment registrations with 250 certificates issued[1], representing a 39% increase in program registrations over the previous year. [2]

[1] Not all registrations lead to a certificate.

Corporate Training

Ontario Tech's Continuous Learning unit continues to strengthen and expand current partnerships to make new industry, community, and government connections. Significant growth was achieved in corporate training with a total corporate training revenue increase of **55.6%** from the previous year. Continuous Learning initiatives included multiple new corporate agreements and programs, bringing the amount of corporate training courses delivered to 78 total. The Department issued 251 individual program certificates in corporate leadership development and other custom training programs. This was an increase of **62%** in overall corporate training courses, and an increase of **109%** in overall corporate training certificates issued.

New Agreement/Clients

- John Howard Society
- City of Oshawa (Three Cohorts; New Leadership Program)
- Municipality of Port Hope (Three-year agreement)
- Five Counties Children's Centre
- Durham Region – Generative AI for Leadership Program
- Ontario Shores
- Ontario Power Generation (Five additional custom courses)
- Grandview Leadership Development (two-year agreement)

Business Development - New Partnership Programs

- Generative AI for Leaders Program (Developed; Launched)
- Work from Anywhere: Managing in a Hybrid/Remote Workplace (Developed)

Efforts continue to establish a growing number of partnerships with local business and industry leaders, supporting relevant workplace learning and development opportunities in the region.

Summer Camps

The Summer Camps program, offered in partnership with the Fraser Faculty of Education and the Faculty of Engineering and Applied Sciences, provides fun, hands-on opportunities for kids ages six to seventeen to learn and explore their curiosity. This STEM-based program runs annually for eight consecutive weeks, from July to August. The program makes meaningful connections with many students, staff and alumni community members, and highlights Ontario Tech as a great place to study – and play. Our 2024 Summer Camps offerings were 78.23% full, a 9.74% increase from the previous summer with a total of 1912 camper registrations (non-unique).

2024 Summary Camp Offerings by Camp Type

Total Camps Offered	Unique Offerings	In-Person	Virtual
62	**48**[2]	**57**	**5**

The 2024 Summer Camps Scholarship Program made camp attendance possible for over 65 campers. Cybersecurity education was a key focus area, with 19% of scholarships allocated to the Cyber Girls camp program. Indigenous-focused scholarship partnerships continued with OPG and GM. Of the scholarships issued, 43% of scholarships were allocated to the Turtle Island summer camp program.

A listing of all Continuous Learning opportunities and the number of registrants during the year is provided in Appendix A.

Continuous Learning Development Initiatives

Micro-Credentials

Several new tools were put in place to support and guide the development and expansion of Micro-credentials at the university. A few examples of the tools are:

- Creation of the Micro-credential Template (MS Forms) aligned on Ontario Tech's Micro-credential Policy, used by subject matter specialists and course designers for review by the Micro-credential Committee.
- The development of the Badging Requirements Form (MS Forms) to collect essential badge information for issuing digital credentials to learners.
- The development of a Guide for Instructors/Assessors on how to award micro-credentials to participants.
- Presentations and PDFs defining micro-credentials, authentic assessments, and use cases—for internal reference, alignment to ministry guidelines and external pitching.

Continuous Learning also completed a comprehensive quality review and relaunch of the previous TD Micro-Credentials, including a review of course structure, quizzes, completion modules, and badge functionality. The TD micro-credentials were repackaged under the title *Leadership and Interpersonal Skills Micro-credential* and structured into a stackable learning pathway.

Alumni Outreach, Scholarships and Discounts

The Continuous Learning Department continues to seek alumni engagement through targeted advertising opportunities, scholarships, and discounts.

The Alumni Scholarship was launched to foster alumni engagement and interest in our professional development programming. Each semester, we offer three (3) scholarships to Ontario Tech graduates to take one of our professional development offerings. Three scholarships were awarded in 2024-2025.

The Alumni Discount (25%) for open enrollment programming enables Ontario Tech University graduates to continue their educational journeys beyond their degree programs. Offered for select programs, the discount recognizes the importance of continuous learning in today's fast-paced and dynamic world and aims to foster a culture of lifelong learning.

Continuous Learning Global Partnerships

Continuous Learning is exploring global partnership opportunities to pilot non-degree offerings through various agreement frameworks. All offerings must meet our established quality standards and be subject to rigorous review. Partnerships that have been developed over the 2024-25 year include: Royal Educate Canada (REC) for offerings in the Middle East; and Aseity Education Group (AEG) for offerings in Ghana.

Planned course offerings with REC:

a) International Entrepreneur License
b) Architecture and Data Preparation

The partnership with AEG aims to offer continuous learning post-graduate certificate programs to enhance the region's educational opportunities and professional training through a licensing agreement and build a presence for the university in Ghana for potential future growth opportunities.

The following programs are part of AEG partnership to be delivered in Ghana:

International Business Post-Graduate Certificates

a) 1-year International Business (2 terms; 8 months)
b) 2-year International Business Management (3 terms + 1 term Co-op/Internship)

Healthcare Administration Post-Graduate Certificates

a) 1-year Healthcare Administration (2 terms; 8 months)
b) 2-year Healthcare Administration & Management (3 terms + 1 term Co-op/Internship)

Data Analytics and Artificial Intelligence Design and Implementation Post-Graduate Certificates

a) 1-year Data Analytics and Artificial Intelligence Design and Implementation (2 terms; 8 months)
b) 2-year Data Analytics and Artificial Intelligence Design and Implementation Management (3 terms + 1 term Co-op/Internship)

Dementia Studies Post-Graduate Certificate

a) 1-year Dementia Studies (2 terms; 8 months)
b) 2-year Dementia Students and Management (3 terms + 1 term Co-op/Internship)

Upskills Canada Palette Grant: Nuclear Career Accelerator Program

In December 2024, Continuous Learning and Advancement partnered to successfully submit a $2M funding proposal to Upskills Canada for the development and delivery of the Nuclear Career Accelerator (NCA) Program.

Continuous Learning, with the critical support of the Faculty of Engineering and Applied Science, the Advancement team, and Co-operative Education, Experiential Learning and Career Development, engaged extensively with individuals across the nuclear sector, including seven industry partners. Consultations with senior leaders and attendance at key industry events, industry hiring projections and workforce challenges informed key aspects of the Program's application.

Program materials developed in collaboration and consultation with leading industry experts will ensure the NCA program provides practical upskilling that imparts industry insights. Industry-integrated learning strategies will bridge the gap between academic theory and workplace application. Industry-focused projects and simulations will provide essential learning experiences, while job readiness initiatives will support seamless upskilling transitions.

Industry Partners

- Aecon
- AtkinsRealis
- Bruce Power
- BWXT Canada Ltd.
- Ontario Power Generation
- Westinghouse Electric Canada Inc.
- Worley Canada Services Limited

Job readiness is a core focus of the program with a comprehensive suite of career support services, including 1:1 coaching and job placement.

The Program will also promote workforce diversity by prioritizing the inclusion of underrepresented groups, such as women and Indigenous peoples, supporting the industry's goal of building an inclusive and innovative talent pipeline.

Program funding makes it possible to upgrade equipment in the **Faculty of Engineering and Applied Sciences Nuclear Simulation Lab**, allowing for secure broadcasting and recording of Nuclear training. Additionally, the grant is funding the development of a free module on Security Clearances in the Nuclear Sector. This module will provide critical information to both NCA learners and potential FEAS engineering students about their employability in the sector.

Program details

Learner base: Mid-career technical professionals and engineers from oil and gas, manufacturing, infrastructure, and other industries may utilize this upskilling program to transition seamlessly into high-demand nuclear roles.

Duration: This is a 12-week program, which requires 10 to 15 hours of engagement per week.

Format: Synchronous (September 2025); Asynchronous (January 2026) format.

Micro-credentials and Continuous Learning Committee (MCLC) Report

The Micro-credentials and Continuous Learning Committee (2023) supports the review and approval of a suite of increasingly diversified Continuous Learning offerings. The Committee continues to streamline review, revision and approvals processes for micro-credential and non-credit offering approvals. Several forward-moving steps have been taken to develop and streamline processes ensuring program development processes remain an efficient and effective pipeline to build on Continuous Learning offerings.

In August 2024, the Committee approved the "Quality Assurance Process Template" for the evaluation of new programs that is in line with the Micro-Credential and Continuous Learning Policy. The template serves to collect information relevant to the review and approval processes. Continuous Learning began using Curriculog to effectively digitize this information, manage and present key details for Committee review. Further process improvement initiatives, specifically the use of Curriculog for bulk submissions, will be explored in 2025-2026.

Committee Activity

The Micro-credentials and Continuous Learning Committee meets as needed, with three Committee meetings occurring between April 1, 2024, and March 31, 2025.

New Program Approvals

a) Statistics for Environmental Science Professionals (Launched)
b) Working and Managing from Anywhere
c) Dementia Studies Post-Graduate Certificate

Partner Course Approvals

a) International Entrepreneur License
b) Architecture and Data Preparation

New Course Approvals

a) AI for K-12

New Micro-credential Approvals

a) Forensic Entomology Technician (Launched)
b) AFRAC - Advanced Friction Ridge Analysis (Launched)
c) FELCO 2.0 (Launched)
d) Machine Learning and AI (Launched)
e) Full Stack Web Development (Launched)

Summary

The 2024-25 year marked significant capacity building in Continuous Learning as well as new program offerings and enrolment growth. Continuous Learning plays a critical role in addressing the needs of non-traditional learners to up-skill, re-skill or develop new skills to meet the evolving needs of the labour force. Continuous Learning looks forward to developing innovative programs in partnership with internal and external partners that will provide bridges for students to new career opportunities as well as pathways to degree programs in the future as part of the universities differentiated growth plans.

The following appendices provide a breakdown of the 2024-25 offerings and credentials awarded.

APPENDIX A

Summary of Continuous Learning activities April 2024 to March 2025.

Open-enrollment offerings 2024-25

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning Certificate Program	**University Preparatory Program:** A specialized certificate program designed to prepare high school graduates for the academic demands of university consisting of three (3) pillars: numeracy, literacy and academic success.	3 months; 1 Semester	51	29
Continuous Learning Certificate Program	**Leadership and Management Essentials:** A certificate program consisting of five (5) courses designed to develop essential leadership skills, master team management, and excel in negotiations and conflict resolution.	30 hours	14	12
Continuous Learning Certificate Program	**Not-for-Profit Leadership:** Consists of five (5) courses designed to meet the unique challenges faced in the Not-for-Profit sector.	30 hours	21	19

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning Certificate Program	**Strategic and Innovative Leadership:** Consists of five (5) courses designed to equip learners with advanced leadership skills essential for success in today's dynamic business world.	30 Hours	12	10
Continuous Learning Certificate Program	**Digital Marketing and Social Media Management:** A re-designed social media program. This four-course program is for those who need to action and launch a Social Media strategy they can implement right away so that they can obtain a successful return on investment for their organization.	24 hours	6	4
Continuous Learning Certificate Program	**Master's Certificate in Public Sector Management:** A certificate program consisting of fifteen (15) courses that requires application and approved admission. Designed for business owners, managers, and executives with diverse educational backgrounds who are experienced in a public sector/government or related organization.	90 hours	26	53* **27 from previous offering*
Continuous Learning Partnership	**Lean Certification Programs:** A certificate program offered in partnership with Leading Edge Group focused on the lean management approach.	N/A	N/A (courses taken with Leading Edge Group)	*12** **12 from previous year*
Continuous Learning Certificate Program	**Introduction to Higher Education Management:** Designed for anyone employed (or looking to be employed) with a	48 hours; 2-3 hours per module (16)	9	8

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	post-secondary educational facility looking to enhance their administrative skills.			
Continuous Learning Certificate Program	**Artificial Intelligence for Teaching and Learning:** Designed for educators and professionals who want to integrate artificial intelligence into educational settings. The 12-week online, synchronous program provides a comprehensive understanding of AI's role, ethical implications, and practical applications in education and training.	24 hours; 4 courses	35	22
Continuous Learning Partnership	**Healthcare Providers CPR Certification/Recertification:** In-class CPR certification and recertification for Healthcare Providers (HCP) for Nursing students and Healthcare practitioners.	4 hours	373	N/A *Certificate issued by partner.*
Continuous Learning Micro-credential (stackable)	**Interprofessional Education for Medical Laboratory Professionals:** This self-paced program aims to focus on Medical Lab Technologists and Medical Lab Technicians/Assistants, who are integral to patient care and work closely with other healthcare professionals. The micro-credentials can be used by CSMLS members for the following professional recognition programs: • Certificate of Continuing Professional Studies (CPS) • Professional Enhancement Program (PEP)	105 hours; 15 hours per micro-credential (7)	2	0* **A badge for each completed micro-credential is issued. Completion of all 7 micro-credentials, results in a University Certificate.*

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning Partnership	**NCLEX – RN Exam Review:** This program supports Nursing graduates who wish to prepare for their NCLEX certification exam. Self-paced and Instructor-led options available.	6-months given for completion	1	N/A
Continuous Learning Partnership	**Full-stack Developer Program:** Discover the technologies and design principles used by full stack developers to create mobile and web applications. The Program includes virtual instruction and practical hands-on lessons delivered using an interactive learning system powered by RoboGarden.	450 hours; 11 weeks full-time; 22 weeks part-time	4	1
Continuous Learning Micro-credentials (Certificate recorded by Ontario College of Teachers)	**AQ/ABQ Program:** AQ custom courses deepen the knowledge/skills needed to design, deliver, and assess programs in a specific discipline, field and/or division. Offered in one (1) to three (3) sessions, courses expand to offer a specific focus on leadership skills within the discipline or division. ABQ custom courses qualify Ontario College of Teachers (OCT) members to teach in specific divisions in addition to current division qualifications. At Intermediate and Senior levels, qualification is based on specific subjects: Math, Science, English, Philosophy and Social Sciences. AQ/AQB courses are available to OTC members only.	12 individual courses	176	64* **Micro-credentials issued by request only. Starting Fall 2024.*

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning Certificate Program	**Type 1 Diabetes Educator:** For regulated healthcare professionals, the self-paced asynchronous program is designed to increase knowledge about type 1 diabetes, treatment, care options and techniques specific to working with people living with type 1 diabetes. Modules provide a solid foundation of clinical and practical knowledge of type 1 diabetes.	Self-paced modules (11)	7	7
Continuous Learning Partnership	**Machine Learning Artificial Intelligence (NEW):** Learners gain in-demand programming skills that will allow you entry into the world of machine learning, AI and deep data analytics. This bootcamp is designed to increase learner knowledge and prepare individuals for full-time and freelance jobs in diverse industries that are adopting AI and machine learning.	450 hours; 11 weeks full-time; 22 weeks part-time	3	N/A *Spring/Summer 2025 END*
Continuous Learning Course	**Fingerprint Analysis, Distortion and Evaluation (NEW):** Designed to provide participants with a comprehensive understanding of friction ridge analysis, a key aspect of forensic investigations. The course covers fundamental concepts, techniques, and methodologies utilized by latent print examiners. Prerequisite for attendance at the in-person five (5) day practical lab component.	Modules (8)	16	N/A *Spring/Summer 2025 END*
Continuous Learning Micro-credential	**Forensic Entomology Technician Micro-credential (NEW):** This course provides comprehensive training in forensic entomology evidence collection and is designed	40 hours	9	9

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	specifically for professionals involved in crime scene investigation or in medical examiner offices. Certification as a Forensic Entomology Technician by the American Board of Forensic Entomology (ABFE) will be possible after this course.			
Continuous Learning Course	**AI in K12 Education: Transforming Teaching and Learning in the Classroom (Course): (NEW):** Learners explore the frontiers of Generative AI in education. Designed for K-12 teachers eager to enhance their teaching toolkit with the latest in AI technology in the following topics: Discovering Generative AI, innovative teaching tools, practical application and advanced technologies behind Generative AI.	16 hours; 2 hours per session (8)	14	N/A *Certificate of completion.*
Continuous Learning Course	**Teaching Math and Coding – Elementary (NEW):** This course provides those with limited or no coding experience the knowledge and the confidence to teach mathematics through coding. Attendees acquire essential knowledge and gain experience related to teaching coding elements of the 2020 Ontario Elementary Mathematics Curriculum.	16 hours; 2 hours per session (8)	3	N/A *Certificate of completion.*

Custom Corporate Offerings 2024-25

Corporate Client	Offering	Number of registrants**	Certificates Issued/ Term
Five Counties	**Leadership of Excellence Program**	20	5 Spring/Summer 2024 START Winter 2025 END
Municipality of Port Hope	**Master's Certificate in Public Sector Management** **Part B** *(Part A - 2023/24; Part C - 2025/26)*	25	25 (Part B) Spring/Summer 2024 START Fall 2024 END
Regional Municipality of Durham	**Generative AI for Leaders Program**	49	41 Spring/Summer 2024
Municipality of Port Hope	**Leadership of Excellence Program**	25	25 Spring/Summer 2024 START Fall 2024 END
City of Oshawa	**Leadership of Excellence Program**	60 *3 cohorts of 20	N/A* Fall 2024 START *Winter 2026 END
Regional Municipality of Durham	**Leadership of Excellence Program**	25	0* Fall 2024 START *Spring/Summer 2025 END
OPG Custom Courses	**Custom Course:** Effective Written Communication (May 7, 2024)	25	N/A Spring/Summer 2024

Corporate Client	Offering	Number of registrants**	Certificates Issued/ Term
	Custom Course: Conflict Resolution, Negotiation and Communication (June 21, 2024)	25	N/A Spring/Summer 2024
	Custom Course: Conflict Resolution, Negotiation and Communication (September 27, 2024)	25	N/A Fall 2024
	Custom Course: Effective Written Communication (October 1, 2024)	25	N/A Fall 2024
	Custom Course: Advanced Stakeholder & Change Management (October 3/4, 2024)	25	N/A Fall 2024
	Custom Course: Effective Written Communication (November 4, 2024)	25	N/A Fall 2024
	Custom Course: Advanced Organizational Development (November 5, 2024)	25	N/A Fall 2024
	Custom Course: Advanced Stakeholder & Change Management (November 7/8, 2024)	25	N/A Fall 2024
	Custom Course: Conflict Resolution, Negotiation and Communication (November 12, 2024)	25	N/A Fall 2024
	Custom Course: Effective Written Communication (November 29, 2024)	25	N/A Fall 2024

Corporate Client	Offering	Number of registrants**	Certificates Issued/ Term
	Custom Course: Advanced Stakeholder & Change Management (December 5/6, 2024)	25	N/A Fall 2024
	Custom Course: Conflict Resolution, Negotiation and Communication (Feb 4, 2025)	25	N/A Winter 2025
	Custom Course: Effective Written Communication (March 20, 2025)	12	N/A Winter 2025
	Custom Course: Conflict Resolution, Negotiation and Communication (March 18, 2025)	25	N/A Winter 2025
	Custom Course: PEL 77897 - Advanced Stakeholder and Change Management (February 11/12, 2025)	25	N/A Winter 2025

**Some Continuous Learning certificate programs allow individuals to sign up for courses individually without completing the full certificate program. The number of registrants refers to the number of individuals who registered for the full program offering. All certificates were counted once, regardless of the number of individual course registrations in the certificate program they registered for. An "N/A" in this appendix means that the listed offering did not result in a University Certificate, either because the offering is a stand-alone course without certification, a partner program, or receives a Certificate of Completion.

ACADEMIC COUNCIL REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	**x**

TO: **Academic Council**

DATE: **May 27, 2025**

PRESENTED BY: **Dr. Lori Livingston, Provost and Vice-President Academic**
Brad MacIsaac, Vice-President Administration
Sarah Thrush, AVP Planning and Strategic Analysis

SUBJECT: **2025-26 Activity Based Budget Model: Program Level**

BACKGROUND/CONTEXT & RATIONALE:

Activity Based-Budgeting (ABB) is a budget model that provides transparency around the key drivers of the operating budget through attribution of direct and indirect revenue and costs of Faculties and units that generate the activity. As part of supporting the differentiated growth strategy, the university is using the ABB methodology to help inform budget allocation decisions at the university while at the same time increasing the broader campus community's knowledge of the revenue and cost drivers linked to activity.

The university has not implemented the ABB model, rather uses the ABB model to:

1) Inform budget allocation decisions;
2) Provide greater understanding of the impact of revenue and cost drivers at the Faculty and program levels;
3) Highlight the relationship between enrolment increases and declines on budget health;
4) Inform discussions on how to manage budgets in a sustainable way;
5) Create a better understanding of subsidizations within the university; and
6) Understand the impact of the broader higher education context on our budget e.g. tuition fee policy, international caps, provincial funding formula etc..

Last March marked the beginning of an annual process of providing the ABB model to Academic Council for discussion. The purpose of providing details of the ABB model to Academic Council is to illustrate the main components of the model on the revenue and cost sides as well as highlight underlying methodology of the various elements of the model. In response to the Ontario Auditor General's recommendations, the ABB model now shows how revenue and costs are attributed to the Faculty **and** program levels. The model illustrates how the revenue flows in

from specific fees and operating grants and how service teaching is credited as well as the internal subsidizations/adjustments needed to cover current Faculty costs.
The transparency provided by the ABB model addresses the 2022 Auditor General report recommendation to bring greater transparency of revenue and costs by unit to Academic Council and the Board.

Supporting Reference Note:
The material for this item can be accessed by members of Academic Council through the link below. Members will need to sign in with their Banner credentials to access the document. The information contained in the material is considered sensitive and should be treated as confidential and used for internal purposes only. We respectfully request that AC members do not distribute the information to non-Ontario Tech community members.

Supporting Reference Material link:
https://sites.ontariotechu.ca/university-planning-office/consultation-documents-and-information-sessions/information-sessions/index.php

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☒
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: **27 May 2025**

FROM: **Undergraduate Studies Committee**

SUBJECT: **New Program Proposal – Bachelor of Science in Nursing (Honours) Second Entry**

COMMITTEE MANDATE:
In accordance with the Act and By-Law Number 2 the Academic Council (AC) has the delegated authority "to establish the academic standards and curricular policies and procedures of the University, and to regulate such standards, policies and procedures, including…determining the contents and curricula of all programs and courses of study" and, further, to "make recommendations to the Board on matters including…the establishment or termination of degree programs".

In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to examine proposals for new undergraduate degree and diploma programs" and "to recommend their approval, as appropriate, to the Academic Council". USC reviewed the New Program Proposal and recommends approval of the Bachelor of Science in Nursing (Honours) Second Entry.

MOTION FOR CONSIDERATION:
That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Bachelor of Science in Nursing (Honours) Second Entry program and recommends approval of the program to the Board of Governors.

BACKGROUND/CONTEXT & RATIONALE:
The Second Entry Nursing Program enables learners to complete a BScN in two years. Entering with a minimum of 60 earned university credit hours and defined pre-requisites, students will earn an additional 90 credit hours over six consecutive terms. Learning will take place in hybrid format for theory courses, with lab, simulation, and practicum experiences throughout the Program.

A significant number of applicants to nursing programs have past university experience that is relevant to their nursing studies. By leveraging this past learning, a Second Entry nursing

program is designed to enable learners to meet established Program Learning Outcomes while progressing through their program of study by a more expedited route.

With a Strengths Based (Gottlieb, 2017) program philosophy, and a curriculum that is concept-based, competency-driven, and technology focused, this degree will prepare graduates to meet the challenges of current and future Registered Nursing practice requirements. Focusing on practice-ready graduates, learners will have the opportunity to earn micro-credentials in specialized nursing knowledge and skills as they progress through the program of study.

The program re-imagines the collaborative nature of nursing education by revitalizing the critical partnership foundation between post-secondary education and practice.

RESOURCES REQUIRED:
The Faculty of Health Sciences has the expertise and capability to deliver this program with no additional full-time faculty hires, as such, the program will be taught by existing FHSc full-time faculty. The program will use full-time faculty to fully develop all course syllabi for the first offering and it is anticipated that these same full-time faculty will be assigned to teach the courses. As the Program grows, it is anticipated that part-time and sessional faculty will be used to support delivery of courses when multiple sections are offered, with leadership and mentorship from full-time faculty.

Existing lab spaces, including two newer labs, are adequate to accommodate this program from launch. The Faculty is also actively exploring additional longer-term opportunities for space at Durham College. The program presents no new or unique challenge in procuring clinical placements as there is an intentional focus on different types of clinical placements than those in existing programs, and the new placements have been balanced with high-quality simulation-based learning experiences. A simulation coordinator is already in place.

CONSULTATION AND APPROVAL:
- ✓ Academic Resource Committee: 10 December 2024
- ✓ FHSc Faculty Council: 2 April 2025
- ✓ Undergraduate Studies Committee: 15 April 2025
- Academic Council (Approval and Recommendation): 27 May 2025
- Board of Governors (Approval): 26 June 2025

NEXT STEPS:
- Pending the approval and recommendation of Academic Council, the new program will be presented to the Board for final internal approval.
- The proposal must also proceed through the following external approval steps:
    - Ontario Universities Council on Quality Assurance
    - Ontario Ministry of Colleges and Universities

The preferred date of implementation is in the Fall of 2026.

SUPPORTING REFERENCE MATERIALS:
- New Program Proposal with Appendices
- Reports from External Review

New Undergraduate Program Proposal

Name of proposed program (as it will appear on the student's transcript):	Bachelor of Science in Nursing (Honours) (Second Entry Program)
DegreeDesignation/Credential (e.g. BA, BSc, BEng, etc.):	BScN
Cost Recovery Program?	**X** Yes ☐ No
Professional Program?	**X** Yes ☐ No
Faculty (where the program will be housed):	Faculty of Health Sciences
Collaborating Faculty (if applicable):	n/a
Program Delivery Location:	North Campus Oshawa
Collaborating Institution(s) (if applicable):	n/a
Proposed Program Start Date:	Fall 2026
Proposal Contact:	Sue Coffey
Submission Date:	March 2025
Approved by Dean: (signature and date)	

For CIQE Use Only:

Date of Academic Council Approval:	
QAF Version Used:	2021 QAF
☐External reviewers' report ☐Program's and Dean's response (with date)* ☐Summary of changes	☐Final, revised proposal ☐CVs, course outlines, and other supporting material (as appendices)

Table of Contents

1 Introduction 3

2 Program Requirements 15

3 Consultation 34

4 Resource Requirement (QAF 2.1.2.6, 2.1.2.8 a) 35

5 Closing Statements Regarding Program Quality (QAF 2.1.2.8) 45

6. List of Appendices 46

1 Introduction

a) Program Abstract

Please provide a brief overview of the proposed program, to be shared with the public, in 1000 characters or less (including spaces), including:

- *A clear statement of the purpose of the program*
- *Any program components, such as specializations, pathways, micro-credentials, or other offerings in addition to the major*
- *Any distinctive elements, including alternative modes of delivery (including online)*
- *Note that this statement is for external purposes; what do you want potential students/advisors to know about this program?*

The Second Entry Nursing Program enables learners to complete a BScN in 2 years. Entering with a minimum of 60 earned university credit hours and defined pre-requisites, students will earn an additional 90 credit hours over 6 consecutive terms. Learning will take place in hybrid format for theory courses, with lab, simulation, and practicum experiences throughout the Program. With a Strengths Based (Gottlieb, 2017) program philosophy, and a curriculum that is concept-based, competency-driven, and technology focused, this degree will prepare graduates to meet the challenges of current and future Registered Nursing practice requirements. Focusing on practice-ready graduates, learners will have the opportunity to earn microcredentials in specialized nursing knowledge and skills as they progress through the program of study.

b) Background and Rationale

- *Identify what is being proposed, what are the program objectives, and provide an academic rationale for the proposed program*
- *Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc.* ***(QAF 2.1.2.1a/b)***
- *Describe the mode of delivery (in-class, hybrid, online) and how it will support students in achieving the Degree Level Expectations and learning objectives of the program* ***(QAF 2.1.2.2c)***
- *Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University*
- *Describe any unique curriculum or program innovations, creative components, or significant high impact practice*

Overview

This proposal describes a new Second Entry BScN Program to be offered by Ontario Tech University. Learners will be admitted having previously earned a minimum of 60 university credit hours, with specified prerequisites. Through the program of study, students will earn an additional 90 credit hours over 6 consecutive terms, enabling them to write the Registered Nursing registration exam (NCLEX) and become an RN in just 2 years.

Program Objectives

- To provide learners with state of the discipline nursing education through theory-based, practicum-based, and simulation-based learning that builds on the knowledge and skill they bring through previous university education.
- To contribute to the health and wellness of Ontarians through revisioning nursing and healthcare using a strengths-based approach rooted in health equity.
- To prepare graduates able to thrive amidst both the challenges and rewards of modern nursing practice, transitioning into practice in a wide variety of settings and/or into graduate education.
- To lead innovation in nursing education, research, and practice, harnessing shared faculty strengths and interests.
- To re-imagine the collaborative nature of nursing education by revitalizing the critical partnership foundation between post-secondary education and practice.
- To educate exemplary Registered Nurses who demonstrate awareness of self, others, and the world around them, committed to engaging in a range of activities with individuals, families, groups, and communities and at all levels from local to global in order to make the world better.

Academic Rationale

A significant number of applicants to nursing programs have past university experience that is relevant to their nursing studies. By leveraging this past learning, a Second Entry nursing program is designed to enable learners to meet established PLOs while progressing through their program of study by a more expedited route. There is strong evidence to support the efficacy and quality of Second entry nursing programs, which have been in existence for more than 2 decades in Ontario and longer across North America. The proposed Second Entry BScN Program relies on established standards in relation to admission and progression requirements and utilizes a program map that ensures learners have ample opportunity for theoretical instruction, simulation-based learning, and practicum experiences in order to prepare them not only to meet all of the PLOs, but to successfully practice as RNs.

Program Name

The terminal credential awarded upon completion of this program of study is a Bachelor of Science in Nursing (BScN). The PLOs, program of study, practicum experiences and simulation-based learning are all designed to meet the requirements of an Honours Bachelor of Science in Nursing Degree.

Mode of Delivery

Classes in this program will be offered via modes consistent with meeting course and program learning outcomes. Labs will occur in person for the three lab courses (terms 1 and 2). Simulation-based learning will occur in person and virtually for the three theory- simulation courses (terms 3, 4, and 5). The five theory-practicum courses (terms 2, 3, 4, 5, 6) will have theory offered in class and via synchronous and asynchronous virtual
meetings and off-site practicum experiences in a variety of settings. The remaining 13 theory courses are taught through a variety of delivery modes, including in class, virtually, or in hybrid fashion. Decisions about mode of delivery are made based on the best pedagogical approach for each course, supporting learners to meet course goals and ultimately PLOs.

Program Offerings at Ontario Tech and in the Faculty of Health Sciences

Ontario Tech University houses 6 Faculties:

- Business and Information Technology;
- Education;
- Engineering and Applied Science;
- Health Sciences;
- Science; and
- Social Science and Humanities.

The Second Entry BScN Program will reside in the Faculty of Health Sciences (FHSc). Within the FHSc, students acquire the foundations for excellence in theory and practice along with the lifelong learning, research, teamwork and leadership skills essential for a successful career in a health field. The degree programs in the Faculty of Health Sciences are designed to prepare graduates for rewarding careers in the 21st century. Our programs address the broad determinants of human health including clinical factors and predisposition to health conditions, social, political, and economic environments, and the individual's characteristics and behaviours. The Faculty is committed to promoting the health of individuals, their families and communities at local, provincial, national, and international levels.

The University provides state-of-the-art, technologically enhanced laboratories and facilities. Students in the Faculty of Health Sciences benefit from the University's technology-enriched learning environment. Our technology-enriched learning environment allows students to connect with their professors and peers at any time and from anywhere. Technology is changing the face of health care, but for the professionals providing health care, it is always about people. Within the Faculty of Health Sciences, students learn how to effectively combine the technology and interpersonal skills required to lead and succeed as a 21st century health-care practitioner.

There is a strong research focus on community health issues which is enhanced through partnerships with local hospitals, public health organizations and social service agencies. At the undergraduate level, clinical placements, and health-related practicum experiences offer students a practical and guided experience that exemplifies aspects of the collaborative research process.

Faculty of Health Sciences Vision

Graduates are leaders and innovators in promoting health and well-being in local and global communities.

Faculty of Health Sciences Mission

The Faculty of Health Sciences integrates advanced technologies, learning methodologies and research in an interprofessional environment to inspire students who are committed to health, inquiry and social responsibility.

Faculty of Health Sciences Programs at Ontario Tech University
Undergraduate programs

- Bachelor of Allied Health Sciences (Honours)
- Bachelor of Health Administration (Honours)
- Bachelor of Health Sciences (Honours)
    - Health Sciences – Human Health Science specialization
    - Health Sciences – Kinesiology Major
    - Health Sciences – Public Health specialization
- Bachelor of Health Sciences (Honours) - Medical Laboratory Science
- Bachelor of Science in Nursing (Honours)
- RPN to BScN – Bridge
- Kinesiology – Advanced Entry for Fitness and Health Promotion graduates
- Kinesiology – Advanced Entry for OTA/PTA graduates
- Medical Laboratory Science – Bridge – Advanced Diploma in Biotechnology

Graduate programs

- Master of Health Sciences
    - Community, Public and Population Health
    - Health Informatics
    - Kinesiology
- Master of Science in Nursing
- Doctor of Philosophy
    - Community, Public and Population Health
    - Health Informatics
    - Kinesiology
- Graduate Diploma, Work Disability Prevention

Curricular and Program Innovations, High Impact Practice

In addition to the nature of the accelerated program of study (90 new credit hours earned over 6 consecutive terms), the curriculum itself is designed to be innovative and forward facing.

Strengths-based Nursing and Healthcare Approach

The philosophical underpinning for the Program is a Strengths-based Nursing and Healthcare approach. Developed by Gottlieb (2013), this approach is "both a philosophy and a value-driven approach to guide clinicians, leaders, and educators… designed to transform the healthcare system by humanizing healthcare through knowledgeable and compassionate care". It is based on four foundational pillars (person-centred, empowerment, relational, innate capacities) and eight values (health & healing; uniqueness; holism & embodiment; subjective reality and created meaning; self-determination; person-environment are integral; Learning, readiness, & timing; and collaborative partnership). In fundamentally broadening the healthcare conversation from "what's wrong" or "what are the deficits" to "what's right" and "what are the strengths", this approach holds the potential to transform nursing from a deficit driven practice to a capacity building one.

Health Equity Focus
Aligned with our philosophical approach, the Program brings into focus the concept of health equity, applied across the theory and practicum courses. The intent is to promote greater awareness of fundamental issues of justice, social justice, social determinants of health, and equity/inequity as they relate to health and more broadly society. This focus is broadly represented in teaching, research, and service activities of faculty members across the Faculty of Health Sciences, further aligning this focus not only within the curriculum, but within all aspects of scholarly activity.

Disability/Rehabilitation as a Required Theory-Practicum Focus
Findings from the 2022 Canadian Survey on Disability showed that 27% of Canadians aged 15 years and older (8.0 million people) had one or more disabilities that limited them in their daily activities. This number has grown by 5% (1.8 million people) in the last 5 years alone. It is critical that nurses be able to support health and provide care across the entire continuum for persons with disabilities, and yet this very focus (nursing care of persons with disabilities) has consistently been identified as a gap in nursing curricula across North America. All learners in this program complete a nursing theory-practicum course that focuses on strengths-based nursing in the context of disability/rehabilitation. As the foundational theory-practicum course, learners are introduced to disability and rehabilitation in such a way that ongoing learning is scaffolded on these concepts.

Simulation-based Learning
Building on Faculty expertise in simulation-based learning methodologies, the program includes thoughtful integration of simulation in three courses (Strengths-based Nursing in the Context of Families, Strengths-based Nursing in the Context of Aging, and Strengths-based Nursing in the Context of Mental Health and Addictions). Additionally, several of the theory courses utilize virtual simulation as application opportunities to reinforce course concepts (e.g., Communication, Interprofessional Healthcare Teams). Within the Nursing Programs at Ontario Tech, a formalized Simulation Program has been adopted, supporting evidence-based, consistent integration of best practices in simulation-based learning. Faculty are also involved in research and innovation related to simulation pedagogy.

Micro-credentials
Building on strengths at Ontario Tech University and in the Nursing Program, the curriculum for this proposed degree includes the opportunity for learners to earn microcredentials in all theory-laboratory and theory-practicum courses. This will provide opportunities for graduates to highlight the strengths and skills they bring to potential employers.

c) Consistency of Program Objectives with University Mission, Vision, Integrated Plan, and Strategic Mandate Agreement (QAF 2.1.2.1c)

- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Integrated Plan*
- *Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's Strategic Mandate Agreement*

Ontario Tech Mission and Vision

This program contributes to the University's vision, mission, goals, and priorities by:

- *Tech with a conscience:* Intentionally focusing on technological innovation in nursing and healthcare in such a way that our graduates are able to meet the demands of technology-driven healthcare environments of today and the future.
- *Learning re-imagined: Intentionally* developed with a hybrid format and providing the opportunity to fast-track degree completion in 2 years (completing the program in 6 consecutive terms), learners are able to leverage what they know, receive credit for previous educational experience, and move quickly into the nursing workforce or graduate education. While also recognizing the demands that experienced learners may experience.
- *Creating a sticky campus:* The proposed program is designed with health equity as a central focus. Creating an inclusive culture for Nursing students and the broader University community is inherent in the values that underlie this program. Creating virtual, in-person, and practicum learning opportunities that promote equity, diversity, and inclusion as core values and intentionally developing a community of learning focus will foster engagement.
- *Partnerships:* Collaboration with our community and healthcare agency partners is a longstanding, highly valued, practice within the Nursing Program. This proposed degree program will support Ontario Tech University in expanding collaborations and identifying the University as a leader in Nursing education and research, outside of our collaborative Nursing Degree offerings.

Integrated Plan

This proposed degree offering is highly aligned with a number of indicators for attainment of goals by 2028 as outlined in the Integrated Plan:

Tech with a Conscience:

- Foster societal awareness amongst our students by providing in-program opportunities to study the real-world impacts and ethics of their field.

Specifically, this program, with a focus on health equity, disability, and strengths will position graduates to understand current contexts in nursing and health care by working directly with emerging and current issues and ideas.

Learning re-imagined:

- Achieve at least a quarter of all undergraduate students participating in work integrated-learning opportunities, including co-operative education, internships, and practicums and entrepreneurial activities.
- Develop and offer a greater number of newly emerging for credit offerings (e.g., micro-credentials, stackable credentials).
- Develop and implement new methods of assessment that clearly align with defined learning outcomes and desired learner competencies while at the same

time building resilience against emerging technologies and the challenges, they create related to academic integrity.
- Increase usage of existing (i.e., simulation, gaming, AR/VR/XR) and evolving (i.e., artificial intelligence) capabilities, technological platforms and assets to support student learning, engagement, and success.

Work integrated learning in the context of Nursing Practicums, is an essential element to nursing, unique to this program will be the in-course microcredentials which will be embedded for students. The increased and intentional integration of simulation within courses will provide additional opportunities for students to apply their knowledge, and problem solve in real time, adding to their ability to provide competent and safe nursing care.

Creating a Sticky Campus:
- • Support the mental and physical health needs of our students, staff, and faculty via the provision of enhanced health and well-being programmatic supports.
- • Act on the Truth and Reconciliation Commission's Calls to Action.

The program has purposefully implemented a response to the TRC calls to action that are specific to nursing - and the intentional hybrid development is there to respond (pre-emptively to the needs of learners).

Partnerships:
• Leverage our career-oriented programs to establish a growing number of partnerships with small- and medium-sized local businesses and industries to support experiential and work-integrated learning opportunities.

Given the University's long-standing relationship with local and regional health care providers, the program will continue to expand partnerships in this area to support the learner experience.

Strategic Mandate
The proposed Second Entry Nursing Degree contributes to meeting the targets in the Ontario Tech University Strategic Mandate Agreement (2020-2025) in the following ways:

Skills & Job Outcomes
This priority area seeks to measure and evaluate the role of Ontario Tech in supporting student and graduate outcomes and alignment with Ontario's economy. The creation of a new standalone nursing program with an ultimate aim of 120 students will significantly contribute to the development of skilled BScN graduates who are prepared to take on roles in an evolving health care system – one that will increasingly need to focus on disability and rehabilitation, an aging population, and nursing care that appropriately integrates and utilizes current and emerging technology. The program aims to equip graduates with the skills needed to provide care in an ever changing world.

Economic & Community Impact
This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy by examining community and local impact of student enrolment.

The enrolment of students within Durham region will provide increased economic opportunities to the surrounding community, and more importantly continue to provide an impact in the health of Durham region – through innovative placements and community engagement.

d) Student Demand

- *Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs; results from surveys/focus groups of existing students, graduates, or professionals in the field*
- *Include information about domestic vs. international student interest*

Second Entry Nursing Programs are a highly sought out educational opportunity for learners with previous university experience, to earn a BScN in a shorter period of time than a traditional program with credit for previous learning. They are the fastest growing type of university nursing program in North America. Informal consultation with the Council of Ontario University Programs in Nursing (COUPN) revealed that Second Entry Nursing Programs are widely popular, with applications well beyond learners and graduates of the home institution. Applicants will be required to have completed a minimum of 60 university credit hours, with required courses including: Human Anatomy & Physiology (6 credit hours), Statistics, Social sciences (6 credit hours), Humanities (6 credit hours), and Microbiology. In meeting this prerequisite profile, typically, applicants are graduates of or learners in health-related programs (e.g., Kinesiology, Health Sciences) and science-based programs.

A review of the applications to our Collaborative BScN Program over the past 5 years indicates that 8-11% of our total applicants have some university or a completed university degree at time of application. When considering just the 105 category applicants (not directly from high school), that percentage increased to 15-20%. Currently, with no special advantage in terms of accelerating the length of their program of study and no marketing to potential applicants who may be eligible for a Second Entry Nursing Program, annually over the last 5 years between 109 – 174 applicants to our BScN program had completed at least some university at time of their application.

Term	Total 101	Total 105	Total Applicants
202409	733	718	1431
202309	625	678	1303
202209	661	895	1556
202109	576	764	1335
202009	529	684	1208

BScN Applicants with Previous University degree or some University completed

Term	Applicants with Previous University	% of 105 Applicants	% of Total Applicants
202409	111	15%	8%
202309	136	20%	10%
202209	174	19%	11%
202109	124	16%	9%
202009	109	16%	9%

Enrolment Information

- *Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections*
- *Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (*) in the corresponding box beside the number*

The projected enrolments begin with a cohort of 60 admitted students in the inaugural year of the program (2026-27), with a modest increase of 20 students per year from 2027-28 onward to a maximum enrolment of 140 students starting in 2030-2031. These enrolment targets take into account any possible limitations to enrolment related to current laboratory space and clinical practicum placement availability.

Table 1: Projected Enrollment by Academic and Program Year

	Academic Year					
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32*
Level of Study	# of students	# of students	# of students	# of students	# of students	# of students
1st year	60	80	100	120	140	140
Second year	n/a	60	80	100	120	140
Total Enrolment	60	140	180	220	260	280*

e) Societal Need

- *Evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)*
- *Please indicate up to three occupations in which graduates from this proposed program may be employed using the Ontario Job Futures website; you may also wish to review the Durham Workforce Authority website and provide any relevant sector portfolio or local/community impact information*
- *For professional programs, a description of the program's congruence with current regulatory requirements*
- *Mention if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix*

Both the profile of and demand for Registered Nurses in Ontario rose significant during the Covid-19 pandemic and beyond. At the same time, the aging nursing workforce and the extreme work conditions nurses experienced during the pandemic have led to an unprecedented exodus from the profession.

As a result, Ontario is currently experiencing an historic nursing shortage. For the ninth year in a row, Ontario has the worst nurse-to-patient ratio in Canada, with a deficit of more than 26,000 nurses to just catch up to the rest of the country. This number is expected to climb as nurses currently in practice continue to retire and leave the profession. The Government of Ontario is actively engaging in strategies to increase enrolment in nursing programs across the Province.

Employment Projections

The nursing shortage is projected to continue into the foreseeable future. Nursing Program graduates are readily able to secure employment as RNs in a wide range of settings, including hospital-based acute care, community settings, and rehabilitation. The Job Futures analysis of occupational outlook for Registered Nurses in Ontario compared to other professions is very good, reflecting ongoing very high demand, very high projected growth rates, and concurrent high rates of retirement and exit from the profession.

cyclical CNO Program Approval taking place approximately every 5 years. The Program will also undergo Canadian Association of Schools of Nursing (CASN) accreditation. Once the Program has been initiated, but prior to graduation of the first class of learners, a Path A, Stage I Accreditation Review will take place, followed by cyclical reviews depending on the term of accreditation that is granted for each review.

Program Need
Our Nursing Program Advisory Committee consists of employers and practicum placement sites for the Nursing Program. At our September 2024 meeting, the PAC was advised of plans to develop a Second Entry Nursing Program, with tremendous support. Examples of employer support can be found in letters of support provided by:

- Lakeridge Health Corporation
- Ontario Shores Centre for Mental Health and Addictions
- Sunnybrook Health Sciences Centre

f) Duplication

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*

Ontario Tech University currently offers a BScN Program and an RPN-to-BScN Program, both in collaboration with Durham College. There is no anticipated conflict in terms of applicants as only a handful of applicants to these programs possess the necessary educational background to be eligible for the Second Entry Nursing Program. Care and planning will be necessary to avoid competition between the Nursing Programs in securing practicum placements. This will be accomplished by expanding practicum foci to include disability/rehabilitation as a specific placement, by scheduling practicum experiences on alternate days of the week, and by intentionally placing practicum experiences in terms [e.g. spring/summer], where possible, such that there will be limited conflict with the existing nursing programs.

There is the potential for impact on other Health Sciences and Science programs in that learners may be eligible to apply for the Second Entry Nursing Program once 60 credit hours have been completed. However, informal consultation with COUPN reveals that most students who transfer into Second Entry Nursing Programs indicate that they would not have continued with their original degree and would have been lost to their original program or university regardless. While there may be a few instances when students in current programs transfer to the Second Entry Nursing Program, the University will still benefit by retaining these students, and the overall net increase in enrolment as a result of the new program will still be significant.

Table 2: List of Similar Programs in Ontario

Institution Name	Credential Level and Program Name
McMaster University	Bachelor of Science in Nursing Accelerated (F) Stream
Link to Program Web Page: Nursing McMaster	
Brief Program Description: The Accelerated (F) Stream is designed for students who have already completed at least 2 years or 54 units of university study. This is primarily in a science program. There are a number of pre-requisites which must be completed before applying to the program. These are listed in the admission requirements. After successful completion of the BScN program, graduates may apply to the College of Nurses of Ontario to write a licensing exam and become a Registered Nurse. Note: All students must demonstrate the capacity to meet the CNO's Requisite Skills and Abilities for Nursing Practice in Ontario and Ontario Requirements for BScN Study.	
What differentiates the new program from this existing program: Our program philosophy (strengths-based nursing), integration of simulation-based learning and micro-credentials, focus on health equity and mandatory theory-practicum in disability/rehabilitation differentiate our program from this program.	
Institution Name	**Credential Level and Program Name**
Queen's University	Bachelor of Nursing Science Accelerated Standing Track
Link to Program Web Page: Queen's Nursing AST	
Brief Program Description: Queen's Nursing gives you the tools needed to become an experienced health professional. This baccalaureate degree program prepares you to take the NCLEX-RN exam, to secure registration to practice with the title 'Registered Nurse (RN)'. Our commitment to nursing science includes evidence-based teaching and rapid translation of research to nursing education and practice. Get a head start on your nursing career. This is a two-year accelerated program (includes courses during the summer terms). Clinical placements begin in the winter term of your first year. You will complete rotating placements in a variety of community and clinical settings. These include hospitals, public health, clinics and community agencies. By 2025, 20% of Queen's health sciences courses will be interprofessional; nursing, rehab, and medical students will learn together, reflecting the realities of our health systems.	
What differentiates the new program from this existing program: Our program philosophy (strengths-based nursing), integration of simulation-based learning and micro-credentials, focus on health equity and mandatory theory-practicum in disability/rehabilitation differentiate our program from this program.	
Institution Name	**Credential Level and Program Name**
Trent University	Bachelor of Science in Nursing Compressed Program

Link to Program Web Page: Trent Nursing Compressed Program

Brief Program Description:
The compressed program leading to an Honours degree in Nursing (BScN) consists of 20 credit hours with at least 12 nursing credit hours. Additionally, 1.0 credit consisting of PSYC 1020H and 1030H or approved equivalent is required (minimum grade of 60%). Students will normally have a minimum of 2.0 1000-level elective credit hours and 1.0 2000-level elective credit previously completed.

What differentiates the new program from this existing program: Our program philosophy (strengths-based nursing), integration of simulation-based learning and micro-credentials, focus on health equity and mandatory theory-practicum in disability/rehabilitation differentiate our program from this program.

Institution Name	**Credential Level and Program Name**
University of Western Ontario	Bachelor of Science in Nursing Compressed Time Frame BScN Program

Link to Program Web Page: UWO Compressed Nursing

Brief Program Description:
This stream of our Compressed Time Frame Bachelor of Science in Nursing (BScN) is a 19-month course of study that prepares students with previous university experience for careers as Registered Nurses (RN) and qualifies graduates to apply for registration with the College of Nurses of Ontario.
Program Highlights:

- Students study for 5 consecutive terms
- The program commences in September (year 1) and concludes in April (year 2)
- Only full-time registration is offered
- Program is eligible for the Ontario government's Learn & Stay Grant (pending renewal of the grant program)

What differentiates the new program from this existing program: Our program philosophy (strengths-based nursing), integration of simulation-based learning and micro-credentials, focus on health equity and mandatory theory-practicum in disability/rehabilitation differentiate our program from this program.

Institution Name	**Credential Level and Program Name**
York University	Bachelor of Science in Nursing Second Entry BScN

Link to Program Web Page: York 2nd Entry Nursing

Brief Program Description:
The School of Nursing's Second Entry Program, which is approved by the College of Nurses of Ontario, builds on prior university learning and is available to students who have completed a university degree in any discipline or have 60 credit hours or more toward a university degree. The program builds on this prior university learning thus enabling students to complete the program in two calendar years through concentrated and continuous learning in six-semester.

The program uses transformative teaching/learning strategies that blend theory and practice to develop intentional, reflective and socially responsive practitioners to ensure health for all through nursing excellence. Interprofessional thinking and collaboration are integrated throughout the program, culminating in a nursing capstone course which aligns with a final practicum experience. Students learn to partner, advocate and lead in the provision of care

through opportunities that foster in-depth knowledge, critical thinking, lifelong scholarship, and professional development.

Length of Program
The Second-Entry Program is a 2-year full-time program and there is no part-time option. Students complete the program in two calendar years which includes the summer semesters and celebrate their achievement at the Fall convocation ceremony. Information relevant to each term (e.g., classes and exams start/end dates, reading week, holidays, etc.) are listed on the Registrar's Office important dates webpage.

What differentiates the new program from this existing program: Our program philosophy (strengths-based nursing), integration of simulation-based learning and micro-credentials, focus on health equity and mandatory theory-practicum in disability/rehabilitation differentiate our program from this program.

Institution Name	**Credential Level and Program Name**
University of Toronto	Bachelor of Science in Nursing Accelerated BScN

Link to Program Web Page: UofT BScN

Brief Program Description:
The University of Toronto, Lawrence Bloomberg Faculty of Nursing's full time 2-year Bachelor of Science in Nursing (BScN) program opens the door to a long and rewarding career in health care. Bloomberg Nursing has a long history of educating nurses at the baccalaureate level and is renowned internationally for its educational programs and the quality of nursing research conducted by its faculty members.

The overall objective of the 2-year BScN program is to prepare students with both university and life experience to meet the challenges of the health care system of the future. Students enrolled in the program benefit from opportunities to work with diverse populations and to practice under the supervision of highly qualified professionals in some of the best health care agencies in Canada.

What differentiates the new program from this existing program: Our program philosophy (strengths-based nursing), integration of simulation-based learning and micro-credentials, focus on health equity and mandatory theory-practicum in disability/rehabilitation differentiate our program from this program.

- *Provide additional overall comment on the justification for this duplication*

Most recent CIHI analyses reveal that Ontario continues to have the lowest nurse to patient ratio in the country, with at minimum a gap of 26,000 nurses required to bring the Province into line with the rest of the country. Post-covid, the health human resource challenges have grown exponentially, with up to 30% of currently practicing nurses considering retiring in the "near future". Ontario desperately needs a stable RN workforce and this Second Entry Program offers not only the potential to add to the workforce, but to do so through an expedited program of study allowing learners who are admitted with previous university education to complete the BScN and enter the workforce in just 24 months. Additionally, the focus of our program, on health equity with an underlying strengths-based nursing philosophy, not only meets the needs of healthcare recipients today, but is forward facing in terms of capacity building amongst healthcare providers and healthcare recipients.

2 Program Requirements

a) Admission Requirements (QAF 2.1.2.5)

- *Outline the formal admission requirements; explain how these are appropriate for the program objectives and the program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *If this is not a direct-entry from high-school program, please explain*

Admission Requirements

- Successful completion of at least 60 credit hours at a recognized university prior to admission
- Overall average of 3.0 (B) or better on a 4-point scale (or equivalent) and a 3.3 (B+) or better on a 4-point scale (or equivalent) in the last year of study (or last 30 credit hours)
- The 60 credit hours must include the following:
    - 6.0 credit hours in Psychology* (Psychology Statistics and Research Methods do not fulfill this requirement)
    - 6.0 credit hours in Human Anatomy and Physiology, **OR** 3.0 credit hours in Human Anatomy and 3.0 credit hours in Human Physiology
    - 3.0 credit hours in Statistics
    - 3.0 credit hours in Microbiology
    - Note: Each prerequisite course must be completed with a grade of B or better
    - Note: Prerequisite courses must be taken within 10 years of the year seeking admission.

For applicants applying with only 60 credit hours, no more than 30 credit hours may be at the introductory level (equivalent to courses numbered 1000 to 1999 at Ontario Tech University).

Applicants with university preparation outside of North America must submit a course-by-course evaluation through the World Education Services (WES). For more information, please consult the following: **International documents**.

Transfer Credits: Transfer credits are not awarded for any nursing courses.

EXCEPTIONS to Applying:

- Applicants who have already completed a nursing program (diploma RN or PN) will not be considered due to curriculum requirements. All education must be disclosed at the time of application.

Note: Meeting the minimum requirements outlined above, does not ensure admission to the program

These requirements reflect foundational learning from which the 6 terms of the Second Entry BScN are then scaffolded. The required GPA and currency of course completion reflect the need to admit learners who possess up to date foundational knowledge and who are positioned to be academically successful through the Program. The admission criteria for this Program reflect an alternate route by which learners who already possess relevant university experience are able to complete their BScN degree through an expedited program map. Learners coming from high school have more than 30 university and college degree nursing programs from which to choose, including at Ontario Tech University.

b) Program Structure, Learning Outcomes, and Assessment of Student Knowledge (QAF 2.1.2.2 a/b/d, 2.1.2.4)

Table 3: Program Learning Outcomes

Program Learning Outcomes By the end of the program, students graduating will be able t o …	Degree Level Expectations	Relevant courses	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
1. Apply a strengths-based nursing approach in providing safe, competent, compassionate, and ethical care to diverse clients in accordance with College of Nurses of Ontario (CNO) standards.	**1. Depth and breadth of knowledge** *1a - Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline.* **3. Application of knowledge** *3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:* *b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;* *c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;* *3.ii- The ability to use a range of established techniques to:* *a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;* *b) propose solutions;* *c) frame appropriate questions for the purpose of solving a problem;* **5. Awareness of limitations** *An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.* **6. Autonomy and Professional Capacity** *Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:* *a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;* *d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and* *e) behaviour consistent with academic integrity and social responsibility.*	NRSE 2000U – Introduction to Strengths-based Nursing **All theory-practicum courses** NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health NRSE 4050U - Nursing in the Context of Complex Health Alterations NRSE 4051U - Integrated Practicum **All theory-simulation courses** NRSE 3010U – Strengths-based Nursing in the Context of Aging NRSE 3011U – Strengths-based Nursing in the Context of Families NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	Test, case application exercises with rubric Practicum evaluation Simulation debrief (structured), simulation evaluation rubric

2. Integrate research findings, best available practices, patient preferences, and multiple ways of knowing in the provision of evidence-informed nursing care.	**1. Depth and breadth of knowledge** *a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;* *b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;* *c) Developed ability to:* *i) gather, review, evaluate and interpret information; and* *ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;* *d) Developed detailed knowledge of and experience in research in an area of the discipline;* *e) Developed critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.* **2. Knowledge of methodologies** *An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:* *a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;* *b) devise and sustain arguments or solve problems using these methods; and* *c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.* **3. Application of knowledge** *3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:* *b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;* *c) apply underlying concepts, principles, and* techniques of analysis, both within and outside the discipline; 3.ii-a,b,e *The ability to use a range of established techniques to:* *a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;* *b) propose solutions;* *e) make critical use of scholarly reviews and primary sources.* **5. Awareness of limitations** *An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.*	HLSC3910 – Research Methods for Health Care Professionals NRSE 4002U – Knowledge translation for Nurses HLSC3712U- Professional Ethics in Nursing HLSC 1050U - Professional Communication in Nursing NRSE 2001U – Nursing Professional Development **All theory- practicum courses** [NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health NRSE 4050U - Nursing in the Context of Complex HealthAlterations NRSE 4051U - Integrated Practicum] **All theory-simulation courses** NRSE 3010U – Strengths-based Nursing in the Context of Aging NRSE 3011U – Strengths-based Nursing in the Context of Families NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	Test, application exercise with rubric Scholarly writing with rubric Test, application exercises with rubric Virtual simulation debrief, virtual simulation evaluation, application exercises with rubric Test, presentations with rubric Test, critical reflective analysis, practicum evaluation Test, simulation debrief, simulation evaluation with rubric

3. Utilize knowledge from nursing science, health sciences, natural sciences, social sciences and the humanities to formulate sound clinical judgments consistent with available data in order to develop and modify evolving plans of care.	**1.Depth and breadth of knowledge** *a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;* *b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;* *c) Developed ability to:* *i) gather, review, evaluate and interpret information; and* *ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;* *d) Developed detailed knowledge of and experience in research in an area of the discipline;* *e) Developed critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.* **2. Knowledge of methodologies** *An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:* *a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;* *b) devise and sustain arguments or solve problems using these methods; and* *c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.* **3. Application of knowledge** *3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:* *b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;* *3.ii- The ability to use a range of established techniques to:* *b) propose solutions;* **4. Communication skills** *The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.* **5. Awareness of limitations of knowledge** *An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.*	HLSC 2460U - Pathophysiology I HLSC 2461U - Pathophysiology II NRSE 2102U - Pharmacotherapeutics for Nurses NRSE 2100U - Nursing Practice Fundamentals NRSE 2101U – Strengths-based Health Assessment **All theory- practicum courses** NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health NRSE 4050U - Nursing in the Context of Complex HealthAlterations NRSE 4051U - Integrated Practicum **All theory-simulation courses** NRSE 3010U – Strengths-based Nursing in the Context of Aging NRSE 3011U – Strengths-based Nursing in the Context of Families NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	Test Test Test, lab demonstration with rubric Test, lab demonstration with rubric Test, lab demonstration with rubric Test, practicum evaluation, reflective critical analysis with rubric Test, simulation debrief, simulation evaluation with rubric

4. Promote cultural safety by incorporating principles of anti-racism, cultural humility, and trauma/violence informed care into nursing practice	**1.Depth and breadth of knowledge** *a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;* *b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;* **3. Application of knowledge** *3.i-c: The ability to review, present and critically evaluate qualitative and quantitative information to: c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;* *3.ii-a: The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;* **6. Autonomy and Professional Capacity** *Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: e) behaviour consistent with academic integrity and social responsibility.*	NRSE 2000U – Introduction to Strengths-based Nursing NRSE 2001U – Nursing Professional Development **All theory- practicum courses** NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health NRSE 4050U - Nursing in the Context of Complex HealthAlterations NRSE 4051U - Integrated Practicum **All theory-simulation courses** NRSE 3010U – Strengths-based Nursing in the Context of Aging NRSE 3011U – Strengths-based Nursing in the Context of Families NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	Test, virtual simulation debrief, simulation evaluation with rubric Test, presentation with rubric Test, practicum evaluation, reflective critical analysis with rubric Test, simulation debrief, simulation evaluation with rubric

5. Promote health equity through leadership and advocacy, partnering with individuals, families, groups, and communities.	**1.Depth and breadth of knowledge** *a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;* **3. Application of knowledge** *3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:* *a) develop lines of argument;* *b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;* *c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;* *d) where appropriate use this knowledge in the creative process;* *3.ii- The ability to use a range of established techniques to:* *a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;* *b) propose solutions;* *c) frame appropriate questions for the purpose of solving a problem;* *d) solve a problem or create a new work; and* *e) make critical use of scholarly reviews and primary sources.* **4. Communication skills** *The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.* **6. Autonomy and Professional Capacity** *Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:* *b) working effectively with others;* *e) behaviour consistent with academic integrity and social responsibility.*	NRSE 4000U - Leadership and Management Development for Nurse NRSE 2000U – Introduction to Strengths-based Nursing HLSC 3823U – Health and Indigenous People in Canada NRSE4001U – Global and Planetary Health Nursing **All theory- practicum courses** NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health NRSE 4050U - Nursing in the Context of Complex HealthAlterations NRSE 4051U - Integrated Practicum] **All theory-simulation courses** NRSE 3010U – Strengths-based Nursing in the Context of Aging NRSE 3011U – Strengths-based Nursing in the Context of Families NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	Test, group presentation with rubric Test, virtual simulation debrief, application exercises with rubric Presentation, scholarly writing with rubric Test, practicum evaluation, reflective critical analysis with rubric Test, simulation debrief, simulation evaluation with rubric

6. Provide high quality nursing care in the context of health promotion, health maintenance, and health restoration/ rehabilitation, and palliation/end of life.	**1. Depth and breadth of knowledge** *a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;* *c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;* *e) Developed critical thinking and analytical skills inside and outside the discipline;* **3. Application of knowledge** *3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:* *b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;* *c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;* *3.ii- The ability to use a range of established techniques to:* *b) propose solutions;* *c) frame appropriate questions for the purpose of solving a problem;* *d) solve a problem or create a new work; and* **5. Awareness of limitations of knowledge** *An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.* **6. Autonomy and Professional Capacity** *Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:* *b) working effectively with others;* *c) decision-making in complex contexts;* *d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;*	NRSE 2001U – Nursing Professional Development **All theory- practicum courses** NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation, NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations, NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health, NRSE 4050U - Nursing in the Context of Complex Health Alterations, NRSE 4051U – Integrated Practicum] **All theory-simulation courses** NRSE 3010U – Strengths-based Nursing in the Context of Aging, NRSE 3011U – Strengths-based Nursing in the Context of Families, NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	Test, presentation with rubric, application exercises with rubric Test, practicum evaluation, reflective critical analysis with rubric Test, simulation debrief, simulation evaluation with rubric

7. Demonstrate person-centred, empowering, and relational nursing practice that recognizes and builds on innate capacities.	**1.Depth and breadth of knowledge** *a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;* *c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;* **3. Application of knowledge** *The ability to review, present and critically evaluate qualitative and quantitative information to:* *b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;* **6. Autonomy and Professional Capacity** *Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:* *a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;* *b) working effectively with others;* *c) decision-making in complex contexts*	NRSE 2000U – Introduction to Strengths-based Nursing NRSE 2001U – Nursing Professional Development HLSC3712U- Professional Ethics in Nursing HLSC 1050U - Professional Communication in Nursing **All theory- practicum courses** [NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health NRSE 4050U - Nursing in the Context of Complex Health Alterations NRSE 4051U - Integrated Practicum] **All theory-simulation courses** NRSE 3010U – Strengths-based Nursing in the Context of Aging NRSE 3011U – Strengths-based Nursing in the Context of Families NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	Virtual simulation debrief, reflective writing with rubric Test, small group postings Application exercises Test, application exercises with rubric Test, practicum evaluation, reflective critical analysis with rubric Test, simulation debrief, simulation evaluation with rubric

8. Collaborate with the intraprofessional team, interprofessional team, and clients to provide nursing care in rapidly evolving technology and data driven healthcare environments	**1.Depth and breadth of knowledge** *a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;* *b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;* *c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;* **3. Application of knowledge** *3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:* *a) develop lines of argument;* *b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;* *c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;* *3.ii- The ability to use a range of established techniques to:* *b) propose solutions;* *c) frame appropriate questions for the purpose of solving a problem;* *d) solve a problem or create a new work; and* **4. Communication skills** *The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.* **6. Autonomy and Professional Capacity** *Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:* *b) working effectively with others;*	NRSE 3000U – Current Issues and Ideas in Nursing and Healthcare HLSC 1050U - Professional Communication in Nursing HLSC 3601U – Interprofessional Health Care Teams **All theory- practicum courses** [NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health NRSE 4050U - Nursing in the Context of Complex Health Alterations NRSE 4051U - Integrated Practicum] **All theory-simulation courses** NRSE 3010U – Strengths-based Nursing in the Context of Aging NRSE 3011U – Strengths-based Nursing in the Context of Families NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	Presentation, project with rubric Test, application exercises with rubric Test, small group postings Test, practicum evaluation, reflective critical analysis with rubric Test, simulation debrief, simulation evaluation with rubric

The Second Entry Nursing Program is designed such that evidence-informed teaching-learning evaluation methodologies are utilized throughout. Using the DLE mapping process, all DLEs have been mapped to the Second Entry BScN PLOs. Graduates of the Nursing Program demonstrate achievement of learning outcomes through a scaffolded process, courses in the Second Entry Nursing Program are mapped to the PLOs. Evaluation measures in courses are mapped to meeting course objectives, and course objectives are mapped to meet PLOs.

Laboratory, simulation-based learning, and practicum-based learning will all be assessed using established protocols, rubrics, and wherever available, best practices. For example, the Nursing Program has developed an extensive Simulation Program (see Appendix A) which outlines the required standards to be met for all aspects of simulation-based learning (development, delivery, evaluation, etc.). Practicum-based learning evaluation takes place using an established collaborative approach (student, CSI, preceptor if applicable) in which all members of the dyad/triad actively engage in teaching-learning and evaluation processes.

For example: PLO #1 states that "graduates of the program will apply a strengths-based nursing approach in providing safe, competent, compassionate, and ethical care to diverse clients in accordance with College of Nurses of Ontario (CNO) standards". This PLO is mapped to UDLEs in the following way:

- 1. Depth and breadth of knowledge
    - a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;
- 3. Application of knowledge
    - i. The ability to review, present and critically evaluate qualitative and quantitative information to:
    - b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
    - c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
    - ii. The ability to use a range of established techniques to:
    - a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts an information;
    - b) propose solutions;
    - c) frame appropriate questions for the purpose of solving a problem;
- 5. Awareness of limitations
    - An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations
- 6. Autonomy and Professional Capacity
    - Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
    - a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
    - d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and
    - e) behaviour consistent with academic integrity and social responsibility

Evaluation mechanisms to ensure these PLOs/UDLEs are met are aligned with their focus.

- To meet the Depth and Breadth of Knowledge (1a) UDLE, NRSE 2000U Introduction to Strengths-based Nursing provides learners in the first term of the program with an overview of the philosophical orientation that will be used as an orientation to nursing practice throughout the Program.
- Their knowledge will be assessed via tests. Further, this course also provides learners with the opportunity to apply the learning in case application exercises (also meeting the Application of Knowledge (3.i b, c; 3.ii a,b,c)criteria. Application of knowledge related to strengths-based nursing within multiple contexts is further reinforced through the three theory-simulation courses (NRSE 3010U: Strengths-based Nursing in the Context of Aging; NRSE 3011U: Strengths-based Nursing in the Context of Families; NRSE 4010U: Strengths-based Nursing in the Context of Mental Health and Addictions). Evaluation in these courses associated with application of knowledge will include evaluation of in-person and virtual simulations using standardized evaluation measures.
- Further, Awareness of Limitations (5) is an increasingly important concept as learners move toward independent nursing practice, while meeting the requirement to provide safe, competent, compassionate and ethical nursing care from a strengths-based orientation. Through each of the theory-practicum courses (NRSE 2050U: Strengths-based Nursing in the Context of Disability and Rehabilitation; NRSE 3050U: Strengths-based Nursing in the Context of Health Alterations I; NRSE 3051U: Strengths-based Nursing in the Context of Health Promotion and Community Health; NRSE 4050U: Strengths-based Nursing in the Context of Health Alterations II; and NRSE 4051U: Integrated Practicum) learners are required to reflect on their own practice in light of the Entry to Practice Standards for RNs in Ontario (College of Nurses of Ontario) and this learning outcome. Evaluation mechanisms include use of a standardized practicum evaluation tool and the completion of reflective critical analyses with this focus, graded using an assignment rubric.
- Finally Autonomy and Professional Capacity (6, a,d,e) are reflected in this PLO as well. The defined UDLE criteria for this PLO are evaluated in the simulation-theory courses (identified above) via structured simulation debriefing requirements and simulation evaluation rubrics. They are additionally evaluated in the theory-practicum courses (identified above) through completion of learning plans and practicum evaluation using a standardized evaluation tool.

Ongoing Program Monitoring and Quality Assessment Mechanisms

Ongoing monitoring of the program for overall quality, achievement of proposed objectives, learner ability to demonstrate PLOs, and continuous program improvement is accomplished through both internal and external mechanisms.

- Within the Nursing Program, the Program Evaluation Committee is a very active, high-profile committee that is "responsible for the ongoing assessment of the Nursing Programs. This includes the continuous collection and analysis of information and metrics, review of data, and making recommendations to the Undergraduate Nursing Program Committee". The committee, which meets monthly throughout the year, is responsible for a range of evaluation activities, including "to develop and consistently review and update an evaluation plan that encompasses curriculum, program delivery, and program outcomes". The evaluation plan is approved by the Nursing Program and the Committee undertakes a wide array of activities in achieving its mandate in this regard.
- External quality assurance processes unique to the Nursing Program include the Program Review Process conducted by the College of Nurses of Ontario on a cyclical basis. (see Appendix B for CNO Program Approval Program Details). This process examines the quality of the Nursing Program using a range of metrics that includes curriculum, program outcomes, learner experience, governance, etc.). Through this review, the Nursing Program also must demonstrate that all 105 required Entry to Practice Competencies for RNs in Ontario are

taught and evaluated and that Nursing Professional Standards are taught and evaluated. For graduates of the Nursing Program to be eligible to write the Nursing Registration Exam (NCEX), the program must attain Program Approval through CNO.

- All Nursing degree offerings at Ontario Tech also undergo a national accreditation process led by the Canadian Association of Schools of Nursing (CASN). This accreditation process also focuses on program quality and integrity, framed by six standards: Leadership, Governance, and Administration; Resources and Environment; Teaching, Learning, and Scholarship; Program Framework and Curriculum; Program Outcomes, and Quality Improvement. This accreditation review process takes place on a cyclical basis depending on the results of the previous review.

Program Structure

The program is offered on a full-time basis only. Learners are admitted with at least 60 university credit hours and predefined prerequisites and complete their BScN (Honours) in 6 consecutive terms of full time study (15 credit hours per term for a total of 90 new credit hours). There are five theory-practicum courses beginning in Term 2 and continuing through the duration of the program, each building on previous learning. There are also three theory-simulation courses (Term 3, 4, 5) which thoughtfully integrate evidence-informed simulation-based learning principles and practices to extend application of theoretical learning where there may be limitations to practicum opportunities or to the student nursing practice that learners would be able to engage in within direct practicum experiences. Through all theory-lab, theory-simulation, and theory-practicum courses, learners will be presented with the opportunity to concurrently earn micro-credentials as they build their knowledge and skill in relation to nursing practice. Learning throughout theory, theory-laboratory, theory-simulation, and theory-practicum courses is scaffolded and designed/evaluated to meet course outcomes, which are mapped to meet program learning outcomes.

All Nursing degree offerings at Ontario Tech undergo a national accreditation process led by the Canadian Association of Schools of Nursing (CASN). This accreditation process focuses on program quality and integrity, framed by six standards: Leadership, Governance, and Administration; Resources and Environment; Teaching, Learning, and Scholarship; Program Framework and Curriculum; Program Outcomes, and Quality Improvement. This accreditation review process takes place on a cyclical basis depending on the results of the previous review.

All Nursing Programs in Ontario must also undergo a cyclical Program Review Process conducted by the College of Nurses of Ontario (CNO). This process examines the quality of the Nursing Program using a range of metrics that includes curriculum, program outcomes, learner experience, governance, etc. Through this review, the Nursing Program also must demonstrate that all 105 required Entry to Practice Competencies for RNs in Ontario are taught and evaluated and that Nursing Professional Standards are taught and evaluated. In order for graduates of the Nursing Program to be eligible to write the Nursing Registration Exam (NCEX), the program must attain Program Approval through CNO.

Appendix C CASN Accreditation information
Appendix B CNO Program Approval

Current state of the discipline

Strengths-based nursing and healthcare as a foundational nursing orientation
Described earlier in this Program Proposal, the Strengths-based Nursing and Healthcare approach fundamentally broadens the healthcare conversation from "what's wrong" or "what are the deficits" to "what's right" and "what are the strengths". Developed at and adopted by the Gottlieb at the Ingram School of Nursing (McGill University), this approach holds the potential to transform nursing from a deficit driven practice to a capacity building one. In addition to application within academic contexts, the Strengths-based Nursing and Healthcare approach has been adopted by five practice settings, including two within our catchment area and where we have student placements (Holland Bloorview Kids Rehabilitation Hospital, The Hospital for Sick Children).

Evidence-informed Praxis
Within the overarching context of a Strengths-based Nursing and Healthcare (Gottlieb, 2013) framework, there is a balanced representation of both theory and practicum, with five theory-practicum courses (total of 996 direct clinical practicum hours in a variety of placements). three theory-simulation courses, three theory-laboratory courses (total of 84 laboratory experience hours), and 13 theory courses. There is a well-developed focus on evidence-informed content (e.g., nursing practice that is evidence informed), teaching-learning methodologies (e.g., evidence-informed simulation-based learning), and assessment approaches (e.g., evidence-informed approaches to formative and summative assessments). Our integration of praxis, or the reciprocal relationship between theory and practice within the context of multiple ways of knowing, is consistent throughout the Program.

Disability/Rehabilitation as a Required Theory-Practicum Focus
When we consider that more than one-quarter of Canadians over the age of 15 identified as having one or more disabilities in a 2022 national survey (Canadian Survey on Disability, 2022), the well-documented chronic deficit in nursing education related to disability stands out as one of the most urgent priorities in curricular development. All learners in this program complete their first nursing theory-practicum course that focuses on strengths-based nursing in the context of disability/rehabilitation, following introduction to critical disability discourse and reframing disability in the Introduction to Strengths-based Nursing course.

Simulation-based Learning
As the discipline of nursing continues to grow, so also does our knowledge of teaching-learning and evaluation approaches that are evidence-based and effective. Continuing to expose learners to practicum experiences as their only opportunity for "hands on" practice fails to take into account growing evidence both for the efficacy and quality of outcomes associated with simulation-based learning and the very legitimate questions about the evidence-base for direct practicum experiences (e.g., Leighton et al., 2020; Leighton et al., 2022). Building on faculty expertise in simulation-based teaching and learning methodologies, the program includes thoughtful integration of simulation in three courses (Strengths-based Nursing in the Context of Families, Strengths-based Nursing in the Context of Aging, and Strengths-based Nursing in the Context of Mental Health and Addictions). Additionally, several of the theory courses utilize virtual simulation as application opportunities to reinforce course concepts (e.g., Communication, Interprofessional Healthcare Teams). Within the Nursing Programs at Ontario Tech, a groundbreaking formalized Simulation Program has been adopted, supporting evidence-based, consistent integration of best practices in simulation-based learning. Faculty are also involved in research and innovation related to simulation pedagogy.

Interprofessional and Intersectoral Learning Opportunities

Understanding the roles and responsibilities of other professions within the healthcare system is an important component of collaborative person-centered care. An interprofessional approach to learning within nursing education is important to improve collaboration and ultimately quality care (e.g., Bainbridge & Wood, 2013). Students in the Second Entry Nursing Program will have the opportunity to take courses with other Faculty of Health Sciences students at Ontario Tech, including Kinesiology, Medical Laboratory Science and Bachelor of Health Science students. They also will have the opportunity to take some courses with other Ontario Tech-Durham College Collaborative BScN and RPN-to-BScN Nursing Program students. These shared learning opportunities promote dialogue around disciplinary perspectives and opportunities to learn from one another and represent a key disciplinary requirement that graduates are able to work effectively within the context of interdisciplinary teams.

Micro-credential Development

Micro-credentials, digitally recorded recognition of a discreet, precisely identified set of knowledge and skill, are an emerging means by which knowledge and skills can be formally recognized. They are a portable communication tool that represents evidence of your skills for employers, educators, and peers. Micro-credentials are innately collaborative in that they are created with industry to ensure that the skills included are both in demand and current. Micro-credentials are different from more traditional learning experiences. They are designed to adapt quickly to changing needs in the workforce. Nursing has been involved in the development of a range of micro-credentials (e.g., a dementia care micro-credential program, a number focusing on Interprofessional Practice in Health Care and Patient Care and Patient Safety (safe patient transfer, handwashing, PPE use and infection control, and feeding). Current projects include a digital competency microcredential developed in collaboration with the Faculty of Education and several microcredentials focusing on more advanced nursing skills (e.g., ECG interpretation). As an additional means to support graduates to be employment ready, micro-credentials that developed in collaboration with our practice partner agencies and earned throughout the learners' Program of Study represent an important program innovation that continuously responds to emerging disciplinary demands.

Forward Facing and Nimble Curriculum

There has never been a time in history where nursing disciplinary knowledge and disciplinary concerns have so consistently and exponentially grown in such rapid sequence. The curriculum outlined for the Second Entry BScN Program is forward facing in that, while it builds on essential core curricular components that must be found in all BScN degrees, it goes well beyond these foci, recognizing the need to create mechanisms to continue to grow the curriculum in response to changing internal and external disciplinary pressures. For example, in Term 1, we introduce the concept of intersectionality as we explore strengths-based nursing and healthcare (NRSE 2000U). This concept is further developed in Term 2 as students complete their Professional Development (NRSE 20001U) course and then it is applied through all of their theory-practicum and theory-simulation courses. Additionally, recognizing the need to ensure all graduates are able to move along the care continuum from individual, to family, to group, to community, and finally to global health interventions, in our final term we have introduced a required course in global and planetary health (NRSE 4001U) to extend the arc across all healthcare contexts. At the same time, learners will complete a required course in Knowledge Translation (NRSE 4002U), further promoting their capacity to engage in meaningful ways in nursing not just at the point of care, but within broader professional conceptions. Emerging healthcare trends and technologies (e.g., digital health) are critically explored in the Nursing Issues and Ideas (NRSE 3000U) course, with potential opportunity for individual application as learners create transition plans in the Leadership Development and Management for Nurses (NRSE 4000U) course.

Experiential learning opportunities in this Program include practicum experiences and simulation-based learning experiences. Each of these is described below.

Practicum experiences in the Second Entry BScN Program
Learners will complete a total of five practicum courses in the Second Entry BScN Program. These experiences prepare learners to take on the role of a generalist and provide exposure to nursing practice as it is enabled in a variety of settings. All students complete practicum placements in courses where the focus is:

- strengths-based nursing in the context of disability/rehabilitation (144 hours)
- strengths-based nursing in the context of adult health alterations (2 practicum placements that build on one another – 144 hours for each = 288 hours)
- strengths-based nursing in the context of health promotion and community nursing practice (144 hours)
- strengths-based nursing in integrated practicum (variety of settings – 420 hours)

The scaffolding of clinical experiences supports development of a broad range of nursing knowledge and skill. Placements in term 2, 3, and 5 will be with small groups of 6-8 learners with a Clinical Sessional Instructor providing direct supervision. In the community nursing course and final Integrated Practicum (terms 4 and 6), learners will be placed in precepted clinical experiences, with a CSI assigned to provide indirect supervision and support to the learner and the preceptor. Ontario Tech Nursing Programs have current affiliation agreements with more than 100 community agency partners. As we continue to grow the Second Entry Nursing Program, we anticipate further expanding our range of practicum partners.

A summary of practicum experiences is presented below:

- **Term 2:**
  NRSE 2050U: Strengths-based Nursing in the Context of Disability and Rehabilitation - this placement will utilize a range of practicum settings where learners will provide care for persons with disabilities across the lifespan. 144 Practicum Hours.

- **Term 3:**
  NRSE 3050U: Strengths-based Nursing in the Context of Health Alterations I- this placement will utilize in-patient acute care placements (e.g., medical, surgical). 144 Practicum Hours.

- **Term 4**
  NRSE 3051U: Strengths-based Nursing in the Context of Health Promotion and Community Health- learners in this course will be preceptored by a Registered Nurse or Health Care provider in a community setting and supervised by a clinical sessional instructor hired by Ontario Tech University who is an RN. 144 Practicum Hours.

- **Term 5**
  NRSE 4050U: Strengths-based Nursing in the Context of Health Alterations II- learners will continue to develop their emerging nursing practice competencies in higher level acuity in-patient general and specialized units (e.g., cardiology/telemetry, neurology, transplant). 144 Practicum Hours.

- **Term 6**
  NRSE 4051U: Integrated Practicum - For this final practicum experience, learners are mentored by preceptors in the practicum settings who are supervised by faculty advisors (1 instructor:15 learners). They are placed in a variety of settings, including community-based, hospital-based, and specialty areas. 420 Practicum Hours.

Clinical Settings/Sites
Clinical placements are generally located within one hour of the campus. For the final placement of their program, learners are permitted to request a "distant" clinical setting outside of this parameter that is reviewed by the program for suitability. Placements are sourced based on course requirements and number of learners registered utilizing HSPnet, email, phone and site-specific placement request methods/software. Each term we have an ongoing review of previous clinical sites used for a given course, and in conjunction with course leads and year coordinators, determine the quality/suitability of the placement for use again.

Consistency and quality of practicum placements
Consistency and quality of practicum placements is ensured through:

- Effective communication networks between Ontario Tech University. In addition, our faculty have strong connections with our clinical partners and act as ambassadors for Nursing Program learners and the Nursing Programs.
- Clinical placements are assessed with regards to their fit with course objectives and relevant CNO entry-level competencies for RNs in Ontario through consultation with faculty and Clinical Sessional Instructors.
- Clinical partner sites are informed of curriculum and program changes.
- Clinical partners are committed to our learners' success as reflected in their willingness to meet on a regular basis and support membership on the Program Advisory Committee.

Consistency and quality of preceptors and clinical faculty
Consistency and quality of preceptors and clinical faculty are fostered through:

- Preceptor and clinical faculty workshops are offered for clinical mentors
- Assigned faculty members work together to act as resources to the preceptors and learners, being available through telephone, email, video call, and with site visits.
- The course lead acts as resources to both full-time and contract teachers.
- To ensure consistency in teaching, coordinators may also perform site visits to speak with both teachers and learners in the practicum setting.

Simulation-based Learning Experiences in the Second Entry Nursing Program
Faculty in the Ontario Tech Nursing Programs have developed expertise in simulation-based learning (SBL) over the past two decades. SBL is a modern era teaching-learning modality in nursing, differentiated from both traditional practicum learning experiences and instrumental (skills based) lab methods. Instead, it is a fully immersive learning experience in which participants are able to demonstrate knowledge, skill, judgment, and attitudes reflective of expected RN level practice. SBL is a formalized approach to experiential learning that has evolved post widespread acceptance of evidence-based nursing as a practice standard. By incorporating best practices in simulation (INACSL, 2021), the quality of the learning experience is standardized to ensure that learning outcomes are met. Higher level thinking is both fostered and evaluated, including critical thinking, clinical decision-making, and clinical judgment.

At the same time, SBL is a highly effective tool by which the philosophy of nursing practice can be shared in meaningful ways. Within our curriculum, the focus on strengths-based nursing is a component that is deliberately built into all SBL, ensuring that all SBE learning extends beyond technical and even critical thinking foci, to include relational considerations and a capacity building orientation. A summary of simulation-based education is provided below:

- **Term 3**

NRSE 3010U: Strengths-based Nursing in the Context of Aging- learners will complete 2 in-person and 2 virtual simulations that are validated and evidence-based, incorporating all of INACSL Standards of Best Practice (Simulation).

- **Term 4**

NRSE 3011U: Strengths-based Nursing in the Context of Families- learners will complete 2 in-person and 2 virtual simulations that are validated and evidence-based, incorporating all of INACSL Standards of Best Practice (Simulation).

- **Term 5**

NRSE 4010U: Strengths-based Nursing in the Context of Mental Health and Addictions- learners will complete 2 in-person and 2 virtual simulations that are validated and evidence-based, incorporating all of INACSL Standards of Best Practice (Simulation).

In order to safely and effectively incorporate SBE in nursing education, the Second Entry Nursing Program has adopted the Simulation Program developed for our Collaborative and RPN-to-BScN Nursing Programs. It provides a blueprint for the education of future nurses in the provision of safe patient care.

Consistency and quality of simulation experiences

Consistency and quality of simulation experiences is ensured through:

- Simulation policies and protocols for the Nursing Programs found in the Simulation Program document.
- Faculty development around all areas of simulation, including the development of a Simulation Committee and robust participation in ongoing learning opportunities.
- Use and participation in development of best practices for simulation.
- Virtual and face to face simulations are tracked across the program.
- Simulation experiences are developed and assessed with regards to their fit with course objectives and relevant CNO entry-level competencies for RNs in Ontario.

Challenges associated with experiential learning

The challenges that we experience associated with experiential learning are common across Nursing Programs in Ontario:

- securing consistent, reliable placement opportunities; and
- resources and costing associated with clinical supervision for practicum-based learning and maintaining such a technology-rich learning environment for laboratory-based learning and simulation-based education.

- *Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:*
  - *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
  - *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
  - *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)?*
  - *Will this program provide space to allow for the discussion of other viewpoints outside the "dominant, Western narrative"?*
  - *Have the principles of Universal Design been considered?*
- *Describe how the potential need to provide accessibility accommodations has been considered in the development of this program; please provide information beyond the services offered by Student Accessibility Services*

This Program incorporates a Strengths Based Nursing and Healthcare (Gottlieb, 2017) approach, and is differentiated from other nursing programs, both at Ontario Tech University and across our catchment area, by its strong focus on health equity as a central concept. Strengths Based Nursing is built on 4 foundational pillars which are operationalized through 8 values, all of which are designed to ensure that individuals, families, groups, and communities are the leaders in their own care. The foundational pillars are: Person-Centred, Empowerment, Relational, and Innate Capacities. The 8 values include: health & healing; uniqueness; Subjective Reality & Created Meaning; Holism & Embodiment; Self-Determination; Person-Environment are Integral; Learning, Readiness, & Timing; and Collaborative Partnership.

In the proposed Program, learners will be required to take courses that specifically address equity, diversity, inclusion, and decolonialization. These include:

- Strengths-based Nursing (theory – new course) which introduces learners to the topic of health equity, further threaded through all theory-practicum courses.
- Nursing in the Context of Disability/Rehabilitation (theory and practicum- new course)
- Health and Indigenous People in Canada (HLSC 3823U)
- Nursing Professional Development (NRSE 2001U)

As with all CASN Accredited nursing programs, the Second Entry BScN will include context specifically designed to address Call to Action 24 of the Truth and Reconciliation Commission of Canada's Calls to Action. In so doing, concepts of race, racism, anti-racism, decolonization, indigenous health and health experiences, along with the history of nursing in relation to indigenous health persons and communities will be included. In addition to the identified courses and topics, and consistent with the FHSc integrated plan, faculty in the Nursing Program and the FHSc are committed to integrating EDI within all courses.

The Nursing Program works closely with the Student Accessibility Services to support learners in both traditional and creative ways to be successful in the Nursing Program. The Nursing Program faculty recognize the need to consider how to break down barriers for learners with disabilities to be successful in our Nursing Program, while also being cognizant of the national development of the Requisite Skills and Abilities Document that has been accepted by the College of Nurses of Ontario. To this end, a working group is in development to further explore the current tension created by the CNO requirement to prepare "generalist" practitioners while also looking to broaden opportunities for learners with disabilities. In all course development, principles of Universal Design are incorporated, including, for example, a variety of teaching-learning and assessment approaches.

c) Calendar Copy with Program Map(s)

Please see Appendix D for proposed calendar copy and Appendix E for the proposed program map.

Please see Appendix F for a full list of courses in the program and related new course template or syllabi.

3 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization*

Ontario Tech University currently offers a BScN Program and an RPN-to-BScN Program, both in collaboration with Durham College. There is no anticipated conflict in terms of applicants as only a handful of applicants to these programs possess the necessary educational background in order to be eligible for the Second Entry Nursing Program. Care and planning will be necessary to avoid competition between the Nursing Programs in securing practicum placements. This will be accomplished by expanding practicum foci to include disability/rehabilitation as a specific placement, by scheduling practicum experiences on alternate days of the week, and by intentionally placing practicum experiences in terms (e.g. spring/summer), where possible, such that there will be limited conflict with the existing nursing programs.

There is the potential for impact on other Health Sciences and Science programs in that learners may be eligible to apply for the Second Entry Nursing Program once 60 credit hours have been completed. However, informal consultation with the Deans and Directors who sit on the Council of Ontario University Programs of Nursing reveals that most students who transfer into Second Entry Nursing Programs indicate that they would not have continued with their original degree and would have been lost to their original program or university regardless. While, there may be a few instances when students in current programs transfer to the Second entry Nursing Program, the University will still benefit by retaining these students, and the overall net increase in enrolment as a result of the new program will still be significant.

Consultation with IEAC was undertaken in relation to indigenous content in the Program. Given that the content to be integrated into this Program has been reviewed previously, we were notified that no further consultation was required.

Does this Program contain any Indigenous content? ☒ Yes ☐ No ☐ Unsure

Has the IEAC been contacted ☒ Yes ☐ No

If yes, when?

October 15, 2024

What was the advice you received from the IEAC, and how has it been included in your proposal?

We were advised by IEAC that no further consultation was required as indigenous content being added has previously been approved by the IEAC.

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☒ No

If yes, have they completed their review? ☐ Yes ☐ No ☒ N/A

4 Resource Requirements (QAF 2.1.2.6, 2.1.2.8 a)

a) General Resource Considerations

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office*
- *Indicate if the new program will require changes to any existing agreements with other institutions, or will require the creation of a new agreement. Please consult with CIQE (ciqe@ontariotechu.ca) regarding any implications to existing or new agreements*

The Second Entry BScN program will not impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office. The program will not require changes to any existing agreements with other institutions or the creation of any new agreements.

b) Faculty Members - Current and New Faculty Requirements

- *Complete as an Appendix, using the Faculty Information template provided, a chart detailing the list of faculty committed to the program and provide any additional details, in paragraph form below*
- *Include here a brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program, achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities*
- ***If new faculty resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

The Nursing Program currently has 10 full-time faculty members (8 tenured Associate Professors, 1 tenure track Assistant Professor, 1 Assistant Teaching Professor) and 1 Long-term Faculty Member (LTFM). All faculty members participated in the development of the Second Entry Program, including components such as development of a governance structure, development of the curriculum and course proposals, development of the New Program Proposal. These members also sit on oversight committees such as the Program Evaluation Committee, the Undergraduate Second Entry Curriculum Committee and the Undergraduate Second Entry Program Committee. Full time faculty will be assigned to teach in the program, will contribute through their scholarship that is highly aligned with the program curriculum and philosophical orientation, and through program oversight.

Sessional/part-time faculty are anticipated to be utilized in the supervision of practicum experiences, simulation experiences, and some laboratory experiences. The Nursing Program has a well-developed pool of committed part-time and sessional faculty members who work with us in these areas, bringing current practice, teaching-learning experience, and often graduate nursing preparation.

The Second Entry Nursing Program will use full-time faculty to fully develop all course syllabi for the first offering, with it being anticipated that these same full-time faculty will be assigned to teach the same courses. As the Program grows, it is anticipated that part-time and sessional faculty will be used to support delivery of courses when multiple sections are offered, with leadership and mentorship from full-time faculty.

Please see Appendix G for the Faculty Information chart program.

c) Additional academic and non-academic human resources

- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

Sessional instructors are used for practicum placement experiences, supervising students either through a direct supervision model (small groups of approximately 6-8 learners to 1 Clinical Sessional Instructor) or an indirect supervision model in which learners are precepted in their practicum placement (typically by an RN unless in a community setting where a variety of healthcare professionals may undertake the preceptor role). When learners have an onsite preceptor, indirect supervision by the CSI usually takes place within a student to CSI ratio of 12-15:1. The Nursing Program provides administrative and academic advising through a variety of mechanisms, including staff in the Nursing Program Office for practicum-related issues, the FHSc Academic Advising team. It is anticipated that a full-time faculty member will assume the role of Second Entry Program Coordinator to provide greater support for both learners and faculty teaching in the Program.

Sessionals will be used to fill outstanding primary teaching needs for theory and lab courses once faculty members have all been assigned their teaching loads. Clinical Instructors (also governed by the Sessional Collective Agreement) are hired to provide field placement supervision and instruction at the various practicum sites. Teaching Assistants (TAs) are used to support higher-enrolment theory courses, as well as provide secondary support for lab sessions (a ratio of 7-8 students per instructor/TA).

Additional administrative support specific to Nursing would be required to support the increased burden of the new program. The title is to-be-determined, as it is likely that a rebalancing of work responsibilities would be required moving from 4 Nursing Admin positions to 5; it may duplicate an existing title or require a new title after considering increased specialization of each role on the team with redistributed workload. Additional Nursing Technologist capacity would also be required – part-time in the first 2 years and increasing to a full-time role from year 3 on. A proportional increase based on Nursing student headcount was assumed when projecting the impact to Academic Advising capacity.

d) Supporting information for online and hybrid programs

N/A

e) Existing student supports

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the Campus Bookstore, Housing and Living Resources as well as the Ontario Tech Student Union. Further information can be found at: http://studentlife.ontariotechu.ca/.

Faculty-Specific Support

Academic Advising

The Health Sciences Academic Advising Team has a focused goal around student success and assisting students in making choices leading to academic and personal achievement.

They are available to:

- Discuss issues that affect academic performance.
- Provide guidance with successful progression to graduation.

Help students:

- Understand their GPA, university policies and procedures.
- Select appropriate classes and electives.
- Withdraw from a program, add or drop courses.

The Academic Advising office has recently introduced a advising model that has one advisor specific for first-year students two upper-year advisors. All these advisors are equipped to support students across all programs in the faculty. Academic Advisors are available to meet virtually, through drop-in or by appointment, with students Monday to Friday.

Student Life

Student Learning Centre

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos. Academic specialists offer one-on-one support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the

Student Learning Centre can also accommodate the needs of a specific course or program.

Student Accessibility Services

Ontario Tech University ensures that students with disabilities have equal opportunities for academic success. Student Accessibility Services operates under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Services and accommodation support are provided for students with documented disabilities and include:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

Student Accessibility Services also provides inclusive peer spaces, support groups, and skills workshops for students.

Career Readiness

Ontario Tech University offers comprehensive career service assistance, co-op and internship support and a variety of valuable resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Co-op and internships
- Interview preparation
- Job market information
- Job search strategies

The Career Centre hosts a variety of events during the academic year including employer information and networking sessions, job fairs and interviews conducted by leading employers.

Student Engagement, Equity and Inclusion, and ***Indigenous Education and Cultural Services***

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources

- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Access short term counselling and therapy services
- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Attend drop-in sessions
- Participate in events, activities or support groups that promote positive health and well-being
- Work with a mental health professional to address concerns

Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities

Ontario Tech University offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf training centre. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff
- Treatment of disease, illness, and injury
- Allergy injections, immunizations, and influenza injections

- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological health-care and prescriptions

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and SAFA is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

Information Technology Resources

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

Wireless network

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

Exam support services
IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

Laptop repairs
IT Services provide on campus repairs on eligible laptop models.

IT Service Desk
The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

General Use Workstations (GUWs)
Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

Software Support
Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services
Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

Teaching & Learning Centre

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech University is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech University towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

f) Physical resource requirements

- *Please attach a report, as an Appendix, from the Library regarding existing library holdings and support for student learning; please contact your Subject Librarian as you begin your proposal to request a 'Library statement for new program proposal'*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc.* ***If new space is required, please complete Table 4 (examples in purple); otherwise, please remove this Table from the document***
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as it relates to space, as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

Please see Appendix H for a detailed Library report

Table 4: Additional Space Requirements

Space Type	Number Required	Space Requirements (sq. ft)
*Laboratory**	*1*	*N/A*
*Office***	*1*	*N/A*
Total	2	0

*The laboratory requirement is not for a net new space, but a note that additional capacity would be required. Gaining this additional capacity may be possible at least in part via scheduling adjustments, though this would be a challenge with the existing Nursing program requirements. The recommended option would be to explore if any investment in the existing SW206 lab would allow for larger groups in this space in order to free up time in SHA469.
**Would be accommodated within existing FHSc SHA space.

g) Resource Summary

- *Provide a brief statement of the funding requirements and the rationale.*

Direct start-up costs (excluding the opportunity cost of existing staff time) are expected to be <$200K, with an ongoing operational expense once the program reached normal capacity of ~$2.37M (based on 40% of gross revenue as central overhead cost & built-in 2.5% contingency). However, as normal operating revenue is projected at $2.43M, the proposed program is expected to be financially self-sustaining. Even considering the lower intake targets in the ramp-up phase, the start-up investment, and ongoing operating costs, the program should still break even in the 3rd year of the program.

Human Resource Requirements

Are additional faculty required to be able to offer this program? ☒ Yes ☐ No

If yes, what year will the faculty/staff hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels)?

A proposed Limited Term and Teaching Faculty hiring schedule as the program ramps up has been provided in the budget template based on the number of courses requiring an instructor each year. This plan is based on keeping the net new number of theory Sessional contracts each year below 10. However, this plan can be tuned to a different benchmark number of Sessional contracts, or rebalanced if there was a desire to rebalance the net new ratio of Teaching Faculty and Tenure/Tenure-Track faculty (the latter are currently not included in the plan). The plan will also be assessed on a continuing basis as actual program performance is observed.

Are additional staff required to be able to offer this program? ☒ Yes ☐ No

If yes, please outline what year the staff hire will be required and any additional criteria associated with the hiring requirement:

Yes. Another Administrative team member and Nursing Technologist team member will need to be hired – each as 0.5FTEs – in the first year of the program. These roles would need to increase to 1.0FTEs in the third year of the program on a permanent basis.

Space Requirements

Are there additional space requirements specific to being able to successfully launch this program? ☐ Yes ☐ X No

If yes, please provide additional details: n/a

Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? ☐ Yes ☐ X No

If yes, please provide additional details: n/a

Additional Resource Requirements

Are there additional resource requirements not specified above that are required To successfully launch this program? If so, please outline them below:

Increased wear-and-tear on existing Nursing sim labs and equipment have been factored in as a placeholder depreciation cost in the provided budget projection. There is also a $15K need specific to net new virtual reality equipment.

The resource requirements outlined above have been reviewed and approved by the Academic Resource Committee (ARC): December 10, 2024

(date of review)

5 Closing Statements Regarding Program Quality (QAF 2.1.2.8)

- *Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; what areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience*
- *Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience*

A review of faculty CVs shows strong coherence between faculty RN/NP practice expertise, faculty scholarship, and faculty professional service and the courses, concepts, and philosophical underpinnings of the Second Entry BScN. Faculty have demonstrated practice expertise in the following relevant areas:

- Older adult/Geriatric Nursing
- Acute Care, High Acuity Nursing
- Mental Health Nursing
- Oncology Nursing
- Community Health Nursing
- Nursing and Disability
- Pediatric Nursing
- Maternal-Child Nursing and Midwifery

Research expertise of faculty members will significantly contribute to the strength of the curriculum and learner experience. Some highlights include:

- Research methodologies (e.g., qualitative, quantitative, mixed methods, integrative, scoping, and systematic reviews)
- Aging, Dementia Care
- Oncology
- Simulation Pedagogy
- Maternal Child foci (e.g., breastfeeding, maternal wellness)
- Wellness (sleep, nutrition)
- Disability
- Race, racism, and stigma

The intellectual quality of the student experience is a critical consideration. Faculty are assigned to teach in areas of practice and research expertise and bring their practice/research into the classroom. Students are often able to work on faculty research projects are Research Assistants. Through the outreach of faculty into the community via research connections, students have the opportunity to experience the synergy between active programs of research and nursing education and practice (e.g., Advancement for Dementia Care Centre (ADCC), partnership between Ontario Tech University and Ontario Shores Centre for Mental Health Sciences, is co-led by an Ontario Tech Nursing Program faculty member).

Appendices List

A. Nursing Simulation Program
B. CNO Nursing Education Program Approval Guide
C. CASN Accreditation Information
D. Proposed Calendar Description
E. Proposed Program Map
F. Program Courses (New Course Proposals, Required Course Changes, Course Syllabi for Existing Courses)
G. Detailed Listing of Faculty Committed to the Program
H. Library Report

Items to be separate documents sent to CIQE:

New Program Funding and Tuition form (for CIQE use only)
Full Budget Spreadsheet (for ARC use only)
CVs for all faculty committed to the program (to be provided to the external reviewers)

Nursing Simulation Program

Approved 2023

Nursing Simulation Program – Executive Summary

Experiential learning experiences offer students active learning opportunities to fully engage in the practice of nursing in a safe environment without harm to real patients. Simulation-based education (SBE) is a modern era teaching-learning modality in nursing, differentiated from both traditional practicum learning experiences and instrumental (skills based) lab methods. Instead, it is a fully immersive learning experience in which participants are able to demonstrate knowledge, skill, judgment, and attitudes reflective of expected RN level practice. SBE is a formalized approach to experiential learning that has evolved post widespread acceptance of evidence-based nursing as a practice standard. By incorporating best practices in simulation (INACSL, 2021), the quality of the learning experience is standardized to ensure that learning outcomes are met. Higher level thinking is both fostered and evaluated, including critical thinking, clinical decision-making, and clinical judgment.

At the same time, SBE is a highly effective tool by which the philosophy of nursing practice can be shared in meaningful ways. Within our curriculum, the focus on caring science as a foundation for all nursing practice is a component that can and should be deliberately built into all SBE, ensuring that all SBE learning extends beyond technical and even critical thinking foci, to include relational considerations. Thus, caring science is foundational to SBE, similar to the application of evidence-based nursing practice, within our Nursing Program as we "actively attend to other human beings, the world around us, and to ourselves" (Collaborative Nursing Program Philosophy, 2023).

But in order to safely and effectively incorporate SBE in nursing education, we must be conscious of the evidence-based parameters under which it is employed. The science of SBE is demands this attention to detail. Some of the most critical components of SBE are its scientific, highly researched processes for development, implementation, and evaluation of all simulation components. The science of SBE mandates that it be utilized solely in a manner consistent with best available evidence – including well-explicated principles and protocols. Our professional liberty to use SBE as a clinical teaching tool relies on this consistent, conscious, rigorous application.

This Simulation Program Proposal, alongside the appendices including the timeline for Simulation Program Rollout (see Appendix A) and the Simulation Strategic Plan (see Appendix B), provides a blueprint for the education of future nurses in the provision of safe patient care. We invite robust dialogue and discussion in the revision and continued development of this essential component of our BScN Program.

"The science of SBE mandates that it be utilized <u>solely</u> in a manner consistent with best available evidence – including well-explicated principles and protocols. Our professional liberty to use SBE as a clinical teaching tool relies on this consistent, conscious, rigorous application."

Table of Contents

Nursing Simulation Program – Executive Summary 2

Background and Purpose 8

- Background 8
- Purpose 11

Defining Simulation and Simulation Based Education 12

- Simulation 12
- Simulation-based education (or simulation-based learning) 12
- Simulation Fidelity 12
- Simulation Guideline 13
- Simulation Operations 13
- Simulation Standard 13

The Science Behind SBE 15

- SBE as Clinical Replacement 15
- SBE as an Active Learning Strategy 16

Overview of the Proposed Simulation Program 17

- Mission Statement 17
- Values 17
- Strategic Vision: To aspire to be an innovative simulation program striving for excellence. 17
- Goals (short-term and long-term-next 3-5 years) of the simulation program 17
- Organizational Leadership & Appropriate Personnel 18
- Education & Professional Development 18
- Resource Allocation 18
- Policies and Procedures 18
- Evaluation of the Nursing Simulation Program 18
- Simulation Environment 18
- Outcomes of Simulation Activity 19
  - Learner Outcomes 19
  - Patient Outcomes 19
  - Program level/institutional level Outcomes 19

Personnel 20

- Nurse Technologists 20
- Simulation Advisor 20

Simulation Facilitators 20
Simulation Faculty 20
Simulation Subcommittee 21
Professional Development for Simulation Personnel 21
Scholarship in SBE 21
Conceptual Model 22
NLN Jeffries Simulation Theory (NLNJST) 22
Facilitation Framework 23
HELPERS Model © 23
Debriefing Framework 24
Debriefing for Meaningful Learning (Dreifuerst, 2015) 24
Clinical Judgment Coaching (CJM) for Remediation 25
Definition of Remediation 25
An Innovative Strategy: Clinical Judgement Coaching 25
Corollary Integrated Practice 26
Clinical Judgement Coaching Method Simulation 26
Evaluative Component 28
Evaluating the Simulation 28
Evaluating the Learner 28
Evaluating the Facilitator 28
Simulation Tracking with Evaluative Feedback 28
Safety Consideration in SBE 29
Psychological Safety 29
Physical Safety 29
Resources 31
Budget 31
Simulation Space 31
Equipment/Technology 31
Literature 31
Personnel for Consultation 31
Simulation Program Previously Approved Items and Proposed Items 32
Simulation Program Motions for Consideration 33
References 35

Appendix A 40
Nursing Simulation Program Proposed Rollout (rough DRAFT) 40
Appendix B 42
Proposed Simulation Strategic Plan (2023-2025) 42
Appendix C 49
Definitions 49
Appendix D 50
Proposed Clinical Replacement Algorithm Principles 50
Pre-term Planning Activities 50
Condition 1: Clinical Sessional Instructor is Absent and Not Replaced 51
Condition 2: Unit/Clinical Placement is Temporarily Unavailable (e.g., outbreak) 51
Condition 3: Anything other than condition 1 or condition 2 52
Appendix E 53
Components of the Simulation Experience 53
Appendix F 56
Faculty Development Program: A Tiered Approach 56
Appendix G 59
Proposed DRAFT Organizational Chart 59
Appendix H 60
Proposed Budget Processes and Current Budget Implications (DRAFT) 60
Appendix I 61
New World Kirkpatrick Model 61
Appendix J 62
The Helpers Model © 62
Appendix K 75
Faculty Self Assessment Rubric 75
Appendix L 78
Simulation Sub-Committee Proposed Amended Terms of Reference 78
Appendix M 80
NLN Jeffries Simulation Framework 80
Appendix N 81
Debriefing for Meaningful Learning Resources 81
Appendix O 84

SET-M 84
Appendix P 87
Clinical Judgment Coaching Method (Package Materials) 87
Appendix Q 88
In-Person Simulation assessment rubric linked to the clinical evaluation tool based on CNO ETP competencies 88
Appendix R 90
Example of Post-Simulation Activity Linked to Clinical Evaluation Tool 90
Appendix S 91
Simulation Tracking Document 91
Appendix T 92
Simulation Safety (needs to be completed) 92
Appendix U 94
Important Links 94
Appendix V 95
Scenario Development Process 95
Appendix W 96
Record of Virtual Debriefing 96

Background and Purpose

Background

Simulation, based essentially in the idea of imitating or representing one act (e.g., a contextually embedded nursing procedure) or one system (e.g., an interprofessional interaction) by another, has been used throughout history in wide-ranging contexts (Society for Simulation in Healthcare). While in modern times, many people associate the use of simulation for work-related skills starting with fields such as aviation, the use of simulation extends well back in history. Artifacts older than 5000 years reveal the use of coloured stones and gridmarks to plan possible war strategies and project possible outcomes. Roman legions used sand tables and miniaturized replicas to simulation strategic battle scenarios starting in the first century AD. Simulation for medical training dates back well into antiquity, with the use of cloth and clay replicas of the human body used as early training devices (Aebersold, 2016).

Nursing educational programs have employed equipment such as full and partial task trainers for well over 150 years, creating "learning labs" that extended student opportunity to master skilled performance outside of practicum settings and in lieu of or in addition to practicing on live patients. Integration of technology into these human practice replicas can be traced to the late 1960s, with the development of Harvey (the first cardiac manikin) and resusci-Anne, the precursor to the worlds most popular CPR trainer. However, modern simulation and simulation-based learning in nursing education have grown at an exponential rate over the past twenty years, since the release of the first high fidelity, fully programmable manikin by Laerdal in 2001.

In Ontario specifically, a turning point emerged when the Provincial Government funded the purchase of high, medium, and low fidelity simulation equipment in 2005 as a means to off-set challenges experienced by nursing programs in securing necessary clinical placements (Ontario Ministry of Health et al., 2005). Ontario Tech University and Durham College successfully applied to receive funding from this innovative program, leading to the opening of the nursing simulation lab in SW207 the following year.

Overarching principles for SBE are germane to all types of simulation regardless of typology i.e. manikin based, virtual simulation, serious gaming or computer-based simulation. The focus on mastery learning and deliberate practice guides the students to achieve the objectives each in their own way. Depending on learning styles, life experiences, or foundational knowledge, students will make their way to the same endpoint, but follow many different pathways. As nursing is a practice profession, they require many opportunities to hone their skills. Repetitive and deliberate practice supports mastery learning.

To support students to achieve mastery learning, formally trained simulation educators are required (Paige et al., 2020). Formalized professional development plans that monitor, acknowledge and reward educators in their lifelong learning journey must be part of the

strategic plan. This iterative process guarantees academic vitality and improved student outcomes (Paige et al., 2020).

A focus on current healthcare trends requires the integration of interprofessional practice (IPP) in undergraduate education. IPP is "designed to promote active participation of each discipline in patient care and enhance patient-and-family centred goals and values" (Coffey & Anyinam, 2015, p.25). Simulation-based experiences provide the opportunity for collaboration within nursing (intraprofessional practice or IaPP) and among different professions (IPP) in order to understand the other's role within the healthcare team, develop communication strategies, and promote team functioning.

Nursing and healthcare simulations have four specific purposes, all of which focus on promoting and facilitating patient safety:

- Education
- Assessment
- Research
- Health system integration

In the Nursing Program, simulation activities, including development, implementation, and evaluation components, are used for all of these purposes. In the 20 years that faculty in our Nursing Program have been involved in SBE, we have successfully implemented it into a variety of components of the BScN curriculum to support student learning. Some examples include:

- SBE was used as clinical replacement during the periods of healthcare sector clinical placement shutdown during the early days of the COVID-19 pandemic. At that point, where clinical placements for nursing students were withdrawn across Ontario in the winter of 2020, approximately 2/3 of our year 4 students had met clinical requirements and were able to successfully meet program requirements to graduate. However, that left fully 1/3 of our learners with outstanding clinical requirements and no path to complete them, while at the same time the healthcare sector desperately needed their rapid entry into the workforce. The implementation of virtual simulation as clinical replacement in a rigorous and evidence-based manner enabled us to support these students to successfully complete their practicum requirements. The processes and evaluations that we used have been disseminated nationally and internationally
- Since 2020, SBE has been employed intermittently in both virtual and face-to-face formats for clinical replacement, both in planned ways (e.g., in the fall of 2020 when learners were not able to attend placements in Ontario) and in unpredictable situations (e.g., unit outbreaks, clinical instructor absence).
- Since 2010, SBE has been used in a variety of ways as clinical adjunct learning. For example, for a number of years, learners completed simulated learning activities at the beginning of their fourth year in a "boot camp" type format, where demonstrated competencies were tracked and remediation was implemented as needed.

- SBE has been used in theory-practicum (praxis) courses to expand learning that takes place outside of practicum settings. For example, the pediatric component of NURS2700: Child and Family Nursing Theory and Practicum utilizes SBE for both application of learning concepts in what would traditionally have been considered "classroom" time, as well as to meet clinical requirements when pediatric or maternity placements have not been available.
- SBE has been used in theory courses to provide learners with opportunities to move beyond knowledge of relevant course concepts to experiencing them. For example, In HLSC3601: Interprofessional Healthcare Teams, learners have participated in a large group poverty simulation (modified from the Missouri Community Action Poverty Simulation) whereby they were required to take on a variety of roles and come to understand social determinants of health and intersectoral collaboration from the perspectives of people experiencing health challenges. In the fall of 2019, more than 300 learners from the Nursing Programs at Ontario Tech University and Durham College participated in a community-based opioid overdose simulation in order to expand their knowledge and skill related to this national health crisis. For learners enrolled in the Ontario Tech University-Durham College Nursing Programs, linkages were made to the application of nursing theory to the care of persons experiencing substance use, abuse, and overdose through NURS2420: Knowing through Inquiry.
- Enrichment activities associated with SBE have been offered to learners eager to continue their learning journey beyond course requirements. For example, from 2018-2023, an interprofessional simulation focussing on patient safety in relation to blood product administration has been offered to Nursing and Medical Laboratory Science students. Very well attended, this simulation synthesizes learning from a variety of core competencies (e.g., interprofessional collaboration; effective communication; patient advocacy; delivery of safe, competent, ethical and compassionate care). Additionally, learners who complete the simulation earn a microcredential in interprofessional collaboration. Details of this interprofessional simulation have been published and presented at national and international peer reviewed conferences (Graham et al., 2021).
- Faculty were invited to join a nationally funded SBE development project in 2022. As a virtual simulation development team, Coffey and Graham created 8 virtual simulations which have been peer reviewed and validated and are now being used in nursing programs across the country.

Despite the gains made in the Nursing Program over the past two decades, the progress has at times been uneven and interrupted. Rapid development of policies, decision-frameworks, and evaluation mechanisms beginning with the Covid-19 pandemic are a testament to the very strong foundation in both knowledge and application of SBE that had been developed within the Nursing Program. However, making a pedagogical shift from seeing SBE as "adjunct" or

"replacement", to a stand-alone teaching-learning approach that is evidence-based and shown to lead to measurable, positive learning outcomes has been less than optimal.

While the Nursing Program has been on the precipice of integrating high quality, evidence-based SBE in the nursing curriculum in meaningful ways for more than a decade, we have yet to fully optimize our potential in this regard. The robust development, implementation, and evaluation that has taken place in the Nursing Program related to SBE holds the promise of continued pedagogical innovation. But in the absence of a well-defined, transparent, clearly operationalized and evaluated Simulation Program, our progress in this area is at risk of continuing to stall out.

Purpose

This document outlines a proposal for a BScN Simulation Program that builds on the work within our Nursing Program and around the world in SBE that has occurred over the last two decades. It integrates state of the science principles, approaches, and evaluation measures. By ensuring the SBE is developed, delivered, and evaluated using state of the science approaches and criteria, we believe that we are maximizing the learning potential for students, while mitigating risks associated with "off the cuff" simulation activities. This proposal includes recommendations for the consistent application of a variety of standardized tools, methods, and criteria as part of a forward-looking SBE Program built on a solid, transparent, commonly accepted foundation.

In order to establish a clear path forward and to push the boundaries of the science of SBE in teaching and in nursing practice, the Nursing Simulation Program Proposal has been developed to:

- Establish a clear path forward pushing the boundaries of the science of SBE
- Entrench transparent, Nursing Program-wide standards for the implementation of SBE based on the science of simulation
- Create a pathway for thoughtful curricular integration of SBE
- Develop a plan for continued SBE integration, including setting shared priorities that will guide the forward momentum and implementation of SBE within the Nursing Programs.
- Clarify roles, responsibilities, policies, and practices based in best available science and established practices
- Promote innovation and scholarship of SBE amongst faculty and staff
- Raise the profile of our Nursing Program, faculty/staff, and learners!

This proposal has been consciously developed to be in line with requirements of The Society for Simulation in Healthcare Accreditation Standards. It is intended to be a corollary to the Simulation Strategic Plan, adopted by the Nursing Programs starting in 2012, with updated review/revision on an annual basis. In the appendices, policies, protocols, and additional relevant materials that are referenced in this document will be found.

Defining Simulation and Simulation Based Education

A full set of SBE related definitions can be found in the Healthcare Simulation Dictionary (2nd edition). See Appendix C for a full list of terms and a hyperlink to the dictionary. This proposal is aligned with the use of this sector-wide, standardized nomenclature for simulation and SBE. Some particularly relevant definitions are included below.

Simulation:

- A technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions.
- A pedagogy using one or more typologies to promote, improve, or validate a participant's progression from novice to expert (INACSL, 2013).
- The application of a simulator to training and/or assessment (SSH).
- A method for implementing a model over time.

Simulation-based education (or simulation-based learning):

An educational or training method that is used to replace or amplify real experience with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner (Gaba, 2004). SBE may typically employ technology, but is not defined by the use of technology. Rather, it is an educational approach based in learning theories (Aebersold, 2018). Through SBE, nursing students improve critical thinking and clinical judgement, along with psychomotor skills expected of an entry to practice registered nurse.

Simulation Fidelity:

1. The level of realism associated with a particular simulation activity.
2. The physical, semantic, emotional, and experiential accuracy that allows persons to experience a simulation as if they were operating in an actual activity (SSH).
3. The believability, or the degree to which a simulated experience approaches reality. Fidelity can involve a variety of dimensions, including
    a. physical factors such as environment, equipment, and related tools;
    b. psychological factors such as emotions, beliefs, and self-awareness of participants;
    c. social factors such as participant and instructor motivation and goals;
    d. culture of the group; and
    e. degree of openness and trust, as well as participants' modes of thinking (Rudolph et al., 2007).

Simulation Guideline:

- A recommendation of the qualities for simulation fidelity, simulation validity, simulation program, or for formative or summative evaluation (SSH).
- A set of procedures or principles that are recommended to assist in meeting standards. Guidelines are not necessarily comprehensive. They provide a framework for developing policies and procedures based on best practice.
- A set of recommendations, incorporating currently known best practice, based on research and/or expert opinion.

Simulation Operations:

- "The infrastructure, people, and processes necessary for implementation of an effective and efficient simulation-based education (SBE) program" (The INACSL Standards Committee, 2017, p. 681).
- A term that encompasses "the job duties related to the overall management, delivery, and function of simulation-based education" (Crawford, Bailey, & Steer, 2019, p. 148).

Simulation Standard:

- A statement of the minimum requirements for simulation fidelity, validity, formative or summative evaluation, or any other element related to a simulation activity or program (SSH).

“The necessary characteristics of SBE for clinical replacement require clarity and pristine attention to detail.”

The Science Behind SBE

Over the past several decades, the science of SBE has exploded. Whether using SBE as clinical replacement, clinical augmentation, or a means by which to bring experiential learning into theory courses, understanding how the science of SBE underscores its implementation is a key step.

SBE as Clinical Replacement

The necessary characteristics of SBE for clinical replacement require clarity and pristine attention to detail. The National Council of State Boards of Nursing National Simulation Study, conducted by Hayden et al., in 2014, is a sentinel large-scale, multi-site, longitudinal, randomized, controlled study encompassing the entire nursing curriculum. Results of this study provided the needed evidence that indicated substituting **high-quality** simulation experiences for up to half of traditional clinical hours produces comparable end-of-program educational outcomes. It also demonstrated that new graduates who have experienced **high-quality simulation as part of curricular integration** are ready for clinical practice as novice RNs. Additionally, simulation provides students the opportunity to engage in scenarios during their education that they may not experience in the clinical setting, including but not limited to high risk, low frequency events such as care of a patient experiencing an acute myocardial infarction.

Since the release of the NCSBN National Simulation Study results were released, the move to use SBE as clinical replacement has grown across North America. Some schools of nursing have replaced from 25% to 50% of clinical hours with SBE (Arizona State Board of Nursing, 2015; College of Nurses of Manitoba, 2019; Sullivan et al., 2019). Within the context of the science of simulation, the issue of "translation" of simulation hours to direct clinical experience hours has been explored, resulting in the recommendation that evidence supporting two hours of traditional direct clinical experience as equivalent to one hour of SBE be universally adopted (Sullivan et al., 2019).

However, it is critical to appreciate that approving this 1:2 ratio as part of an educational program necessitates formal adoption of the International Nursing Association for Clinical Simulation and Learning (INACSL) Healthcare Standards of Best Practice: Simulation℠ (2021) and formalized education or training of the educators (Arizona State Board of Nursing, 2015; College of Nurses of Manitoba, 2019) (See Appendix D: Clinical Replacement Principles). Specifically, SBE can be considered 2:1 replacement if:

- All of the following components are included:
    - presimulation preparation
    - prebriefing
    - facilitation
    - debriefing
    - evaluation of the participant, facilitators, and program

    - post-simulation activities (See Appendix E: Components of a Simulation Experience)
- A peer reviewed scenario is used which has been pilot tested.
- The scenario meets course objectives and has learning objectives linked to course content, program objectives, and CNO Entry-to-Practice Competencies.
- Pre-simulation activities are designed to prepare the participant for the learning experience.
- The scenario virtual or face-to-face has an orientation to the space, learning objectives, logistics, and evaluations.
- The virtual or face-to-face simulation experience is facilitated by a trained facilitator (Appendix F: Tiered Faculty Development Plan).
- Debriefing uses an evidence-informed framework to identify performance gaps and guide the participant in reframing their perceptions.
- To maximize the use of simulation-based experiences, reflection-beyond action activities extend the learning.
- The debriefing and the reflection after the simulation must connect theory to practice
- Adequate numbers of trained/educated simulation faculty are required in order to support the learners
- Equipment, supplies, and appropriate technology must be available to provide the realistic learning environment for the learner
- The INACSL Healthcare Standards of Best Practice: Simulation^{SM} (2021) are used in planning, delivering, and evaluation of SBE.
- NOTE: **Skills lab is not considered clinical replacement**.

SBE as an Active Learning Strategy

Simulation experiences are a viable strategy for active learning and participant engagement. Active learning strategies are thought to appeal to a broad range of learners (i.e. visual, auditory, tactile, and kinesthetic learners). As well, they are highly effective approaches to learning that promote knowledge retention. When using simulation experiences in the classroom for knowledge application, the same steps as noted above must be followed. The learning objectives must be relevant to course content, the experience must be conducted by a trained facilitator, using best practice standards. Debriefing must take place. Psychological safety must be maintained throughout all phases of the simulation experience.

Overview of the Simulation Program

Mission Statement

Prepares BScN students to meet Entry to Practice Competencies (CNO, 2020) by providing high-quality, innovative SBE learning opportunities, aligned with the Nursing Program philosophy and curricular framework. Advances the science of SBE.

Values

- Caring
- Dignity
- Empowerment
- Equity, Diversity, and Inclusion
- Knowledge co-creation
- Respect

Strategic Vision: To aspire to be an innovative simulation program striving for excellence.

Grounded in the National League of Nursing (NLN) Jeffries Simulation Theory (2022), incorporating the Debriefing for Meaningful Learning (Dreufurst, 2015) debriefing framework and the HELPERS Model © facilitation framework, the Simulation Program is aligned with the (INACSL) Healthcare Standards for Best Practice in Simulation (2021). Curricular integration of simulation in a structured, program-wide, and consistent manner is supported in order to promote and evaluate learning in cognitive, affective, and psychomotor domains.

Goals (short-term and long-term-next 3-5 years) of the simulation program:

1. Roll out the simulation program starting in Spring 2023, aligned with the simulation strategic plan (See Appendix B): Simulation Strategic Plan.
2. Include use of manikin-based simulators, educational gaming, virtual reality, and augmented reality for teaching and learning.
3. As technology continues to expand, remain current and cutting edge to support students' clinical judgement, critical thinking, and skill retention within the context of the RN's role.
4. Promote the use of SBE in the Nursing Program through internal and external collaborations and communication.
5. Create a professional development/certification program for faculty and staff in simulation pedagogy (Appendix F: Tiered Professional Development).
6. Engage in and promote continued scholarship related to the science of SBE.

Organizational Leadership & Appropriate Personnel

Under review

Education & Professional Development

Professional development for staff and faculty based on a tiered approach, which reflects simulation pedagogy, best practices in SBE, operational considerations, debriefing, facilitation, outcomes evaluation, innovation, and scholarship. (Appendix F: Tiered Professional Development).

Resource Allocation

System to identify the management of the space, equipment, supplies storage, and personnel. To be considered: no budget is currently allocated to the Simulation Program, but there are budgetary considerations for simulation within the Nursing Program. (Appendix H: Budget Proposal)

Policies and Procedures

Establish expectations for professional development, professional behaviours, care, maintenance, and safety issues related to SBE. Reviewed annually by the Simulation Sub-committee and the Nurse Technologist, with input from the Nursing Program.
Policies included in this Proposal:
Appendix D: Clinical Replacement Principles
Appendix E: Tiered Professional Development

Evaluation of the Nursing Simulation Program

Using evidence informed methods to create, conduct, and evaluate SBE, the New World Kirkpatrick's Model (2016) will form the basis for an evaluation plan to be presented to the NPCC in August of 2023 for approval. (Appendix I: New World Kirkpatrick's Model (2016)).

Simulation Environment

All personnel in the simulation environment consciously work to dispel power differentials. The values of the Simulation Program are enacted in learner-facilitator interactions. In particular, the facilitator applies the HELPERS Model ©, by bringing humanistic, empowering, learner-centred, professionally oriented, evidence-based, reflective SBE principles to all encounters. (See Appendix J: HELPERS Model ©)

Outcomes of Simulation Activity

Focus on three components; the learner, the patient and system outcomes. Implementing the best educational methodology to meet the objectives of the curriculum and needs of the learners will improve the following outcomes:

Learner Outcomes:

- Enhanced confidence in the ability to provide safe, competent, ethical, and compassionate nursing care (CNO, 2020)
- Increased competence in the provision of high quality, evidence-based, ethical nursing care
- Improved clinical judgement, critical thinking, and clinical decision-making

Patient Outcomes:

- Improved patient safety
- Improved quality of patient experience

Program level/institutional level Outcomes

- Improved communication, both internally and externally, with all stakeholders (e.g. clinical instructors, community, faculty, nurse technologists, program advisor, and students).
- Expanded simulation opportunities related internal and external collaborations and partnerships to benefit students (e.g. Ontario Tech University Health Care Simulation chair, LHEARN)
- Increased engagement, collaboration, and success in all aspects of scholarship related to the use of simulation.
- Supporting the professional development of faculty, instructors, and staff in relation to providing and implementing SBE.

Personnel

There are specific roles in the Simulation Program to support student learning, including the Nurse Technologist role, the simulation advisor role, simulation facilitator role, and simulation faculty role. All simulation personnel are expected to uphold the Simulationist Code of Ethics.

Nurse Technologists

The Nurse Technologist is responsible for the day to day operations of the simulation space and to provide technical and administrative support to the nursing program. Consultation, advise resource allocation and purchasing, seeking out new and innovative technologies, support PD of facilitators

Simulation Advisor

The simulation advisor is available for consultation with faculty when integrating SBE within the curriculum, as well maintaining simulation spaces and equipment.

Simulation Facilitators

Simulation facilitators possess minimally a current RN registration with the College of Nurses of Ontario and a BScN. They must possess current knowledge of the nursing practice area in which the SBE is embedded. They must have completed minimally Tier One of the Professional Development Program, possessing a certificate of completion.

Simulation Faculty

Simulation faculty are educators conducting SBE in a variety of settings (i.e. lab, virtual, standardized patients/embedded actors). As such:

- Simulation facilitators are required to have training in simulation pedagogy, specifically simulation design, facilitation, debriefing, and evaluation. They must possess minimally Tier One certificate of completion.
- Simulation faculty work collaboratively with simulation personnel, content experts, staff, and participants to achieve the learning outcomes.
- Simulation faculty base all simulation experiences on the Healthcare Simulation Standards of Best Practice (INACSL Standards Committee et al., 2021).
- Simulation faculty may find the Faculty Self-Assessment Rubric (See in Appendix K), a helpful annual activity to complete.

Simulation Subcommittee

The Simulation Subcommittee is responsible for making recommendations to the BScN Curriculum Committee regarding integration of SBE into both the Collaborative BScN and the RPN to BScN curriculum. (See Proposed Expanded Terms of Reference Appendix L). Meeting regularly, with representation from faculty, nurse technologist, and students, current practices in simulation experiences are discussed and presented to the Program Curriculum Nursing Committee.

Professional Development for Simulation Personnel

All simulation faculty, staff, and standardized patients/embedded actors require initial and ongoing professional development in simulation pedagogy. These educational activities align with their unique role and program priorities. Initial training in facilitation and debriefing included in Tier One of the Professional Development Program (Appendix F) is required prior to facilitating any simulation-based experiences.

In addition to the Tiered Professional Development Program, the Simulation Subcommittee in collaboration with simulation advisor and technologists will develop and offer an educational opportunity in simulation pedagogy on an annual basis. There are other opportunities for simulation personnel to engage in professional development such as courses, workshops, maintaining membership in simulation organizations, review of literature, or mentorship. Simulation facilitators, depending on their role, will require training on equipment, manikins, and other technology found in the lab.

Scholarship in SBE

Simulation faculty, advisors, and technologists are encouraged to advance the science of simulation through well-designed research studies and dissemination. Current research priorities such as learner assessment, interprofessional simulation, prebriefing, virtual reality and skill retention are a few urgent studies proposed by INACSL (Franklin & Luctkar-Flude, 2020). Dissemination through presentations or publications is reported to the Program Curriculum Nursing Committee. All research conducted within the simulation program must follow the Ontario Tech University policies and procedures.

Conceptual Model

NLN Jeffries Simulation Theory (NLNJST)

The NLN Jeffries Simulation Theory (NLNJST) (Appendix M) guides the SBE program, which focuses on the seven key elements of simulation design and delivery:

- Context
- Background
- Design
- simulation experience
- facilitator/educational strategies
- participant
- outcomes (Jeffries, 2016).

Central to the NLNJST are the contextual factors (i.e. setting) in which SBE occur. According to Jeffries et al. (2022), the concept of *context* influences every aspect of the SBE. Context can refer to the classroom or laboratory, virtual learning environments, or the overarching aim of the SBE. In offering quality simulation experiences, all aspects of the design concept (learning objectives, participant roles, progression of the SBE) should be supported by evidence-informed pre-briefing /debriefing strategies (Jeffries, 2022).

Quality SBE experiences must embrace psychological safety, while dissipating power differentials and participant anxiety. In order to achieve this goal, faculty and staff must create environments that are collaborative and interactive. Facilitator attributes provide the framework for the nurse educators' preparation and professional development. As a broad concept of the NLNJST, *participant attributes* are portrayed as inherent features such as age, anxiety level, and preparation for the experience.

The NLNJST describes measurable outcomes for the participant, the patient, and the system, ordered in pyramid-shaped format (Jeffries 2022). The larger part of the base depicts participant outcomes such as satisfaction and self-confidence, both of which are well studied, while research is currently emerging on both patient and system outcomes (Jeffries et al., 2022).

Facilitation Framework

HELPERS Model ©

The HELPERS Model©, developed by faculty at Ontario Tech University, Durham College, Nipissing University, and York University provides a theoretical underpinning for facilitation in SBE. It is based on the concepts of Humanistic, Empowering, Learner-centered, Professionally-oriented, Evidenced-based, Reflective, Simulation-based education.

The Helpers Model© encompasses an approach to creating and maintaining a safe learning environment for our students in simulation. Aligning with a humanistic paradigm, the learner and the facilitator act with intentionality throughout the experience. Keeping this concept in mind, thorough preparation supports both the facilitator and learner. Examining the concept of power and empowerment, the facilitators actively dissipate hierarchical power structures where knowledge is interwoven with power, supporting students to feel empowered and confident.

The role of the facilitator is unique in the HELPERS Model© as there is a higher accountability of the educator to achieve the learning outcomes as stated in The College of Nurses Standards (2016). At the outset, the facilitator creates the 'safe container', conducive to building a trusting and psychologically safe environment. Thoroughly preparing the learner with adequate foundational knowledge decreases performance anxiety and increases confidence. The facilitator acts as the expert nurse when observing if the learner's stress and anxiety is increasing. The expert nurse guides and coaches the learner to the correct action, negating potential for negative knowledge transfer and simulation scarring. Equanimity and supportive caring guides the faculty during the expected and unexpected events that occur as the SBE unfolds. Learners are encouraged to ask questions if unfamiliar with the situation, preparing them for practice, where questions when uncertain are desirable.

See Appendix J: The Helpers Model ©

Debriefing Framework

Debriefing for Meaningful Learning (Dreifuerst, 2015)

Debriefing plays a critical role in learning by helping students reflect on their experiences, connect new knowledge to real-world contexts, receive feedback, engage in interaction, set goals, and take ownership of their learning. By using a structured approach to debriefing, facilitators enhance the effectiveness of the learning.

There have been wide-spread calls for the use of theoretically derived, evidence based debriefing methods (e.g., INACSL, National League for Nursing, National Council of State Boards of Nursing). The INACSL debriefing standard outlines the requirements for debriefing:

- Based on a theoretical framework for debriefing that is structured in a purposeful way.
- Facilitated by a person(s) competent in the process of debriefing
- Conducted in an environment that is conducive to learning and supports confidentiality, trust, open communication, self-analysis, feedback, and reflection.
- Facilitated by a person(s) who can devote enough concentrated attention during the simulation to effectively debrief the simulation-based experience.
- Congruent with the objectives and outcomes of the simulation-based experience.

See https://www.nursingsimulation.org/article/S1876-1399(16)30129-3/pdf

Debriefing for Meaningful Learning (Dreifuerst, 2015) is a debriefing method that meets all of the INACSL criteria. It is encapsulated in six phases:

- engage
- explore
- explain
- elaborate
- evaluate
- extend

The phases are part of an iterative, consistent reflective process that can be used by simulation faculty to debrief SBE experiences. DML uses reflection-in-action, reflection-on-action, and reflection-beyond-action (anticipatory thinking). Through the iterative, reflective process, it promotes enhanced clinical reasoning skills and helps learners to "thinking like a nurse". Simulation faculty can use DML to support learners to reflect on their practice, transfer learning from one situation to another, and reason to inform their next patient encounter.

https://case.edu/nursing/sites/case.edu.nursing/files/2018-05/Debriefing-Meaningful-Learning.pdf

See Appendix N for DML Resources.

Clinical Judgment Coaching (CJM) for Remediation

As practicum settings become more challenging with increasingly complex patient situations, nursing students are expected to translate theoretical concepts learned in the class setting into clinical environment (Custer, 2016). While some students demonstrate mastery in a new environment quickly, others may lag behind, requiring more support to meet the expected performance criteria. This can present challenges for both the Clinical Sessional Instructor (CSI) and the student, requiring much support.

To assess student performance, CSI's use the practicum evaluation tool, which outlines the expected student behaviours for that particular practicum experience, levelled to their course goals and Nursing Program Year. When students are identified as not demonstrating the expected behaviours or competencies, the CSI, in collaboration with the year coordinator and the student, create a Collaborative Success Plan (CSP) outlining steps to be taken by the student to be successful. A CSP is an effective tool when the competencies require monitoring and in bringing these competencies to the student's attention for timely practice improvement.

Common student behaviours that require more intense remediation have been identified: ineffective interpersonal skills, lack of knowledge and skill in practice previously deemed competent, lack of accountability, lack of preparation for clinical, lack of attention to patient care, unprofessional or unethical conduct, inability to recognize or report changes in patient condition, and failure to seek help when needed (Camp & Legge, 2018). To prevent risk to patient safety and erosion of the student's confidence, a comprehensive remediation plan is warranted. Without a comprehensive remediation plan, the student's learning may be impaired, and the CSI will continue to invest great amounts of time into the one student, while the remaining students do not get the supervision they may require, jeopardizing patient safety (Custer, 2016).

Definition of Remediation

Remediation is defined as a "implementing an intervention that is intended to affect positive change in student performance" (Evans & Harder, 2013, p. xx). In keeping with the Ontario Tech University-Durham College program philosophy, an innovative approach to support under-performing students has been developed: Clinical Judgement Coaching.

An Innovative Strategy: Clinical Judgement Coaching

There is a paucity of literature on the use of SBE in the context of remediation (Custer, 2018), yet there is strong evidence of the efficacy of SBE in undergraduate education (Alexander et al., 2015). In particular, SBE aims at improving psychomotor skills, cognitive skills and affective skills that are transferable to the clinical environment (Camp & Legge, 2018). Many of the challenges that an under-performing student experiences can reasonably be addressed through support provided in an SBE context. There are also a variety of strategies used in SBE to provide formative or summative assessments, important both for learner feedback, communication

with the CSI about student performance, and determination of any outstanding patient safety concerns.

However, critical thinking and clinical judgment, both essential for RN practice, are more difficult to both teach and assess. With the intensive Clinical Judgment Coaching Model (CJCM), the at-risk student is identified for a session with an experienced a coach (with formal training in simulation pedagogy and the CJCM). The overall goal of the CJCM is to assess the student's clinical judgment and critical thinking and at the same time to build student confidence. This process draws on knowledge acquired from nursing fundamentals, theory, anatomy, physiology, and other sciences (nutrition, epidemiology etc.).

The CJCM consists of two components: a) The Corollary Integrated Practice and b) the Coaching Experience. It incorporates all elements of high-quality simulation aligned with the INACSL Standards of Best Practice: Simulation (preparation activities, prebrief, simulation activity, debrief, evaluation of the simulation, associated learning activities). The associated learning activities following the CJCM session include development of a learning plan based on the feedback the learner receives.

Corollary Integrated Practice

Students are provided opportunity to demonstrate discrete skills such as wound packing, administering intravenous medications, and insertion/removal of a foley catheter. Under the supervision of an experienced educator, the Corollary Integrated Practice will contextualize the discrete skills to further assess critical thinking and clinical judgment. Reflection in-action, reflection on-action, and reflection after-action (Dreifuerst, 2015) are all encouraged through learner-facilitator engagement. Following the practice session, the student will also reflect on feedback provided by the educator through checklists or rubrics and incorporate that in a learning plan.

Clinical Judgement Coaching Method Simulation

The CJCM requires educators with expertise in nursing practice, nursing education, and simulation pedagogy who possess exemplary facilitation skills (Custer, 2016). This is a one-on-one coaching session, with one educator assigned to a student for a 60-90 minute coaching session. The learner is provided with an unfolding case scenario, facilitated by the coach who acts in the role of an experienced RN. Throughout the process, the facilitator provides feedback notes on the CJCM rubric. Socratic questioning is used throughout the experience to elicit responses that require deeper thinking, thereby evaluating critical thinking and clinical judgment. The educator facilitating CJCM provides feedback to the learner using the CJCM feedback template, aligned with the templates used by learners to provide clinical updates in the practicum settings. If the coaching session has been held as a result of a CSP in practicum, the CSI will also receive a copy of the learner feedback. These documents become part of the CSP record.

As suggested by Custer (2016) it is important to measure performance to improve. Checklists or rubrics are used to evaluate the skills during the Corollary Integrated Practice, as well as the CJCM template during the simulation. Additionally, the SET-M is used to evaluate student perceptions of the SBE. (See Appendix O: SET-M).

See Appendix P for a CJCM pilot package

Evaluative Component

Evaluation is a critical component of SBE.

Evaluating the Simulation

All simulations are evaluated through a variety of mechanisms:

- all simulations are validated (by typology) prior to use
- following all simulations, learners complete the SET-M
- following use of each simulation, the facilitators/debriefers meet to discuss their experiences with the simulation and recommendations to be brought forward for future use (continue/modify/retire)

Evaluating the Learner

Each simulation experience must include an evaluation component, either formative or summative, based on best practices (INACLS Standards Committee, 2021, NLN, 2020). This will provide feedback for the participant on strengths, as well as feedback on practice or performance gaps. If using for clinical replacement, the facilitator must sign off on the practicum evaluation form indicating the CNO Entry-to-Practice Competencies/Role of the Nurse achieved through the scenario. (See Appendix Q: example of a simulation assessment rubric linked to the clinical evaluation tool based on CNO ETP competencies for an in-person simulation; See Appendix R: Example of a post-simulation activity linked to the clinical evaluation tool for a virtual simulation)

Evaluating the Facilitator

Under review

Simulation Tracking with Evaluative Feedback

All scenarios are tracked annually by the Simulation Sub-Committee and discussion of their relevance and utility for student learning in the curriculum takes place (See Appendix S: Simulation Tracking Document).

Safety Consideration in SBE

Both psychological safety and physical safety must be a consideration throughout all aspects of SBE development, delivery, and evaluation.

Psychological Safety

Psychological safety is defined as "the student's perception of feeling secure in their ability to engage in the *simulation* experience because they feel safe from embarrassment or punitive consequences" (Daniels et al., 2021) is maintained throughout the simulation experience. Facilitators need to actively develop and maintain a culture of trust and confidentiality which includes understanding and dissipating the power dynamic between the facilitator and the participant (Turner & Harder, 2018). Demonstration of respect throughout the experience is expected of the facilitators, participants, and simulation support personnel.

Simulations of a sensitive nature (i.e. end-of-life) require careful consideration of psychological safety, such as a plan for a participant in distress. Questions such as "Can the participant regroup and continue with the scenario?", or "Does the participant need to leave the scenario and be debriefed/supported individually?", or "Does the participant need to be connected to mental health services (i.e., Campus Health)?". As we do not know what is a trigger for participants, any scenario can evoke a strong positive or negative emotion. The facilitators must be prepared to intervene to preserve psychological safety for all involved in the simulation experience.

An important element in setting the stage for the simulation is establishing a fiction contract with the participants, where it is acknowledged that not all elements of the simulation are real, despite best efforts to represent realism. Participants are invited to accept the simulation as real and engage as if in the 'real' context of the scenario. Confidentiality of performance and scenario content is established, during the prebriefing, to maintain a safe and respectful learning environment (INACSL Standards Committee.2021).

In maintaining a psychologically safe environment, students who have not successfully completed the course for which the simulation was intended are not to observe. All personnel related to the simulation are to be introduced to the participants. For example, observers who do not have a role within the simulation experience are not permitted. Video recordings of the simulation used for debriefing will be deleted after the debriefing. Participants will be informed prior to the simulation of intention to video record for the purpose of self-reflection and improvement of performance.

Physical Safety

Vigilance on behalf of all those involved in the simulation-based experience is required. For the participant, attending the simulation lab in appropriate footwear (i.e. closed toed shoes) and handling equipment safely (i.e otoscopes) will assist in maintaining a safe environment. All fluids and medications are labelled for simulation purposes only, and do not contain any 'real'

medications. Sharps are disposed off in the appropriate biohazard sharps containers. As every attempt to maintain a latex free environment, at times it may be difficult. It is the individual's (faculty, staff, student) responsibility to notify the simulation facilitator and/or the simulation technologist for a latex-free accommodation. All equipment should be used as designed without modification for another purpose. Injuries sustained in the simulation labs follow the Ontario Tech University Accident Reporting.

See Appendix T: Simulation Safety

Resources

Budget

There is currently no budget associated with the Nursing Simulation Program, although resources are allocated to simulation within the Nursing Program. This proposal includes a request for assignment of an expert simulation faculty with advanced educational preparation in SBE be released in part to take on the role of Simulation Program Faculty Lead for one year, with reassessment of the value of this role for the 2024-2025 budget year. For the 2023-2024 academic year, the Simulation Program Faculty Lead would spearhead the roll-out and associated required professional development for the Simulation Program. See Appendix H: Simulation Budget Proposal

Simulation Space

At Ontario Tech University-Durham College there are four available spaces to conduct simulation experiences: SW 206 (xx people), SW207 (xx people), SHA469 (28 people), and SHA472 (15 people). The spaces are managed by the nurse technologists and simulation advisor and can be booked through (or may be referred to scheduling):
Marie McEwan (SW207) marie.mcEwan@ontariotechu.ca
Elaine Salmers (SW206) elaine.salmers@ontariotechu.ca
Andrea Cope (SHA469 & 472) andrea.cope@ontariotechu.ca

Equipment/Technology

The simulation spaces house different equipment and wearable technology that is used for experiential learning. Consultation with the simulation advisor and simulation technologists will enable the simulation faculty to utilize the most appropriate equipment. Equipment to facilitate learning in the classroom setting or in the simulation space is available through booking with the above individuals. For planned learning experiences, bookings should be made two weeks in advance. Consultation must take place with the nurse technologists or simulation advisor for shorter turn-around times (e.g., clinical replacement). Forms are located on Sharepoint.

Literature

Literature to support simulation-based experiences is located on Sharepoint. Important documents such as INACSL's Healthcare Standards of Best Practice, Society for Simulation in Healthcare's Simulation Dictionary, Simulationist Code of Ethics, The Simulation Educators Toolkit, and NCSBN Simulation study are posted for easy access.

Personnel for Consultation

Two nurse technologists (Andrea Cope and Elaine Salmers) and a Simulation Advisor (Marie McEwan) are available for consultation. Additionally, the Simulation Sub-Committee is happy to provide support and consultation. Should the role of Simulation Program Faculty Lead be approved, this person will be available for support in a wide range of activities.

Simulation Program Previously Approved Items and Proposed Items

The Nursing Program has **previously approved** a variety of conditions under which SBE is implemented. These include:

- A ratio of 2:1 clinical hours to simulation hours be used (including presimulation activities, prebriefing, simulation experience (virtual or in person), debriefing components, and post-simulation activities). Typically this would mean that 8 hours of traditional direct clinical experience would be replaced with 2 high-quality face to face simulation
- Both face to face and virtual simulation are valid, science-based teaching methodologies
- Depending upon the conditions under which SBE is taking place, maximum typical replacement ranges have been approved:
    - For curricular integration purposes (e.g., pre-planned SBE integration), up to 25% of clinical requirements can be replaced with SBE
    - In response to environmental challenges (e.g., unit outbreak, student lack of access to clinical placements, etc.), up to 50% of clinical requirements can be replaced with SBE. Wherever possible, direct clinical experiences should be replaced with in person SBE.
    - In response to extreme environmental challenges (e.g., when all clinical placements were cancelled due to Covid-19), we have previously approved higher levels of replacement. However, these circumstances should be considered one-off, necessitating Nursing Program discussion and approval.
- The CAN-Sim standardized template (see Appendix U: Important links for link to CAN-Sim template) is always utilized within the Nursing Program. This template has been modified to highlight our Nursing Program philosophy in its inclusion of a caring context.

Simulation Program Approved Motions (June 2023)

The following conditions for the integration of SBE in the Nursing Program were approved in June 2023).

- All SBE requires that simulation scenarios be validated. This process is outlined in Appendix V: Scenario Development Process. This is intended to be a highly collaborative, consultative process and is widely recognized across the sector. It is important to note that when a simulation is validated, this occurs within the context of use (i.e., virtual or in person). If faculty are intending to alter the context of use, the simulation scenario must be validated for that context (virtual or in person) prior to implementation with learners.
- The decision to implement simulation as replacement for direct clinical experiences is made transparently and following the algorithm in Appendix D: Clinical Replacement Algorithm Principles. The process always requires that the year or program coordinator is a key decision-maker, the course theory team is consulted, and the Associate Dean and/or Assistant Dean are informed. Consultation regarding resources must take place with appropriate personnel. CSIs and faculty do not independently implement SBE for clinical replacement, but are a valued part of the consultative process.
- All SBE requires that all members of the teaching team be formally trained. A plan for formal training can be found in (Appendix F: Tiered Professional Development Plan). All faculty, staff, and CSIs involved in SBE must have completed **at minimum** the Novice Level requirements. Ongoing mentorship for faculty, staff, and CSIs involved in SBE will take place.
- All SBE offered in the Nursing Program is based on the INACLS Healthcare Standards of Best Practice: Simulation (2021) See Appendix U: Important Links for the hyperlink
- All simulation experiences will consist of:
    - presimulation preparation
    - prebriefing
    - the simulation experience
    - debriefing
    - reflective, post-simulation activities
- SBE is a scientific educational approach. Skill-based learning and SBE are not equivalent. Skills-based learning may be considered a part of presimulation preparation, but is not awarded a 2:1 ratio of replacement.
- Debriefing will occur using the Debriefing for Meaningful Learning Framework (Dreyfurst, 2015) See Appendix N: Debriefing for Meaningful Learning Resources
- The NLN Jeffries Simulation Theory (NLNJST) (Appendix I) guides the SBE program, which focuses on the seven key elements of simulation design and delivery: context, background, design, simulation experience, facilitator/educational strategies participant and outcomes (Jeffries, 2016).

- Facilitation within SBE experiences in the Nursing Program will utilize the HELPERS Model © (see Appendix J)
- All simulation experiences will have an evaluative component. Typically, this component should utilize a reliable and valid tool (e.g., SET-M, See Appendix O)
- The resources to support the Nursing Program Simulation Program be allocated in a transparent process, aligned with University and Faculty budgetary processes. This includes consideration of material and personnel required to start up and maintain the Simulation Program
    - As a component of faculty development and simulation program start up, budgetary consideration be given to assigning a "Simulation Program Faculty Lead" based on faculty expertise (See Appendix H: Budget Proposal)
- In addition to the current mandate of the Simulation Subcommittee, this committee proposes that it also be responsible for:
    - Annually reporting to the Curriculum Committee on the simulations used within the courses across the curriculum, with faculty and facilitator feedback on associated learning
    - As a pool of experts, offering assistance to faculty in the Nursing Program by reviewing simulations that are developed
    - Offering an annual professional development day for faculty, staff, and CSIs involved in SBE
    - Ensuring SBE best practices utilized in the Nursing Program are updated as new evidence becomes available
    - Developing and updating a virtual course as part of the Tiered Faculty Development Plan. This is an in-house developed foundational course that introduces the learner to core content.
    - Annually conducting a needs assessment with faculty, staff, and CSIs to determine what SBE topics are a priority for development or implementation. (See Appendix L: Simulation Sub-Committee Proposed Terms of Reference)
- The Overview of the Simulation Program be approved, including:
    - Mission statement
    - Values
    - Strategic Vision
    - Goals
    - Organization Leadership and Appropriate Personnel
    - Education and Professional Development
    - Resource Allocation
    - Policies and Procedures
    - Simulation based learning and evaluation
    - Outcomes of simulation activity (communication, caring, collaboration, research, infrastructure and human resources)

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Appendices

Appendix A

Nursing Simulation Program Proposed Rollout (rough DRAFT)

Activity	Steps	Timeline	Owner	Status
Develop Sim Program Proposal		Spring 2023	Simulation sub-committee	completed
Present to Nursing Program through NPCC	- provide a presentation - arrange for f/u consultations - bring to NPCC for approval	April-May 2023	Simulation sub-committee	In progress
Begin priority rollout of approved activities for spring 2023-fall 2023				
Develop Tier One of PD program	- create online module - determine where it will be housed - have it undergo peer and expert review	Completed by June 2023	Simulation sub-committee ? Sim Program Faculty Lead	Awaiting approval
Create faculty, staff, and CSI timeline for completing Tier One PD	- Create timeline for faculty and staff - determine if wording of posting for CSIs for fall requires any revision	Timeline completed by June 2023 Faculty, staff and CSIs have earned Tier One certificate by Aug 31, 2023	Simulation sub-committee ? Sim Program Faculty Lead	Awaiting approval

Operationalize the approved clinical replacement algorithm in preparation for fall term	- work with faculty to ensure virtual and in-person simulations are prepared - ensure resources will be available prior to fall term - ensure all members of the team (faculty, staff, CSIs, learners) are aware of the steps of the algorithm	May-Aug 2023	- Faculty complete tasks by end of June - Collaborate with Nurse Technologist and Simulation Sub-committee	Awaiting approval

Appendix B

Proposed Simulation Strategic Plan (2023-2025)

Goal 1: Simulation Program To develop, implement, and evaluate a Nursing Program Simulation Plan				
Objectives	Action Plan	Person	Target Date	Performance Indicators and Metrics/Evaluation
1.1 Develop a Nursing Program Simulation Program Proposal based in best available evidence and current best practices	- conduct environmental scan - research best available evidence and best practices - research exemplars	Simulation Sub-committee	Spring 2023	Presentation of Nursing Program Simulation Program Proposal to Curriculum Committee
1.2 Bring Simulation Program through all appropriate approval process	- presentation to curriculum committee membership -presentation to any relevant administrative personnel	Simulation Sub-committee	Spring 2023	Approval of Simulation Program Proposal elements

1.3 Roll out approved Simulation Program according to approved timeline	- develop timeline for approval by curriculum committee	Simulation Sub-committee	Spring 2023 onward	Roll out begins Spring 2023 with preparation for fall semester implementation
1.4 Implement an evaluation plan for the Simulation Program using Kirkpatrick's framework	-develop evaluation plan with targets and metrics following Kirkpatrick's framework	Simulation Sub-committee	Aug 2023 onward	Approval of evaluation plan
Goal 2: Scholarship To expand engagement in simulation related scholarship within the Nursing Program				
Objectives	Action Plan	Person	Target Date	Performance Indicators and Metrics/Evaluation
2.1 Determine existing scholarship that includes aspects of simulation within nursing	- survey faculty -create an ongoing portfolio of current projects/areas of interest	Simulation Sub-committee	June 2023	- include in the annual nursing newsletter - track SBE scholarship
2.2 Create opportunities to engage with industry and community partners in scholarship	- Collaborate with the Healthcare Simulation chair to develop greater outreach	Simulation Sub-committee	June 2024	- number of collaborations

	- Bring forward through Program Advisory			
2.3 Engage nursing students in scholarship opportunities related to health care simulation	- liaise with Health Care Simulation Research Chair to develop a placement in their lab - create opportunities for student scholarship engagement with faculty	Simulation Sub-committee	June 2024 June 2025	-student placement in the HCSR's chair once per year -once every three years
2.4. Support the knowledge translation of simulation related research	- utilize twitter, Instagram, nursing program newsletter, research report, communications to highlight the work of our faculty	Simulation Sub-committee	June 2024	Twitter presence; program newsletter annually
2.5 Create internal opportunities for synergistic collaboration related to SBE scholarship	lunch n' learn forums, open lab, presentations of research	Simulation Sub-committee	Starting Sept 2023	Faculty and staff attendance and engagement at events

Goal 3: Profile To Increase the Profile of SBE (internally and externally)				
3.1 Profile SBE and Simulation based scholarship through a variety of mechanism	Develop simulation and SBE profile activities e.g., use of social media to profile activities in lab create a newsletter to be published once per semester highlighting the activities in the sim lab	Simulation sub-committee faculty	Starting nursing week 2023	Increased profile amongst internal and external stakeholders
3.2 Support the knowledge translation of simulation related research	utilize twitter, Instagram, nursing program newsletter, research report, communications to highlight the work of our faculty	Simulation sub-committee, Nurse Technologist, Program AD, Dean	Starting spring 2023	Increased KT of simulation-based research

3.3 Engage in high profile SBE activities (e.g., host sim wars, a collaborative university student competition)	- complete an environmental scan for opportunities - bring forward plan to curriculum committee for participation in these activities	Simulation sub-committee Nurse technologist	Spring 2024	Increased engagement in high profile SBE activities
Goal 4: Collaboration To Increase Interprofessional and Intersectoral Collaboration in SBE Internally and Externally				
4.1 Collaborate with FHS Simulation Chair	Increase opportunities for formal and informal collaboration with the FHS simulation chair	Faculty	Spring 2023 onward	Increased collaborations
4.2 Sim-IPE	offer interprofessional and intraprofessional simulation experiences once per year	Faculty	ongoing	Report to UNPC: Annual report
4.3 BScN/PN collaboration	provide opportunity for BScN/PN students to collaborate in the	Faculty	Spring 2024	Report to UNPC: Annual report

	simulation learning environment			
4.4 Profile health inequities/marginalized peoples through SBE experiences	- Provide SBE based on poverty, homelessness, marginalized peoples in year 3 once per academic year - collaborate with faculty at Ontario Tech university and Durham college in programs outside of nursing and community experts (including persons experiencing health inequities and marginalization) to ensure SBE is based on best available evidence	Faculty	Fall 2024 onward	Report to UNPC: Annual report
4.5 Create SBE learning experiences focusing on cultural humility and cultural safety	- Conduct an environmental scan for appropriate SBE - collaborate with communities affected by marginalization	Faculty, simulation-sub-committee	Fall 2024 onward	Report to UNPC: annually

	- Develop SBE focusing on cultural humility/cultural safety in collaboration with indigenous persons, persons with disabilities, racialized persons, marginalized persons)			

Appendix C

Definitions

This is linked to the Simulation Dictionary version 2.

Artificial Intelligence	Manikin-based simulation	Situated learning
Augmented Reality	Mastery Learning	Situational awareness
Cognitive Load	Modality	Training Scars
Computer-based simulation	Moulage	Typology
Conceptual fidelity	Negative Learning	Virtual Reality
Artificial Intelligence	Non-Technical skills	
Augmented Reality	Objective Structured Clinical Exam (OSCE)	
Cognitive Load	Participant	
Deliberate Practice	Prebriefing	
Dry Run or Pilot test	Prompt or cue	
Environmental fidelity	Psychological Fidelity	
Embedded participant	Psychological Safety	
Feedback	Realism	
Fiction Contract	Reflective thinking	
Haptic Device	Serious Games	
High fidelity simulation	Shared mental model	
Hybrid Simulation	Simulation-Based Learning	
Interprofessional	Simulated Patient (SP)	
Learning Objective	Simulation Ethics	
Low fidelity	Simulationist	

Appendix D

Proposed Clinical Replacement Algorithm Principles

Pre-term Planning Activities:

1. Prior to the start of the term, the teaching team, Year Lead or Program Coordinator, and the nurse technologist (+/- curriculum subcommittee and simulation advisor support) meet to determine which simulations, both in-person and virtual, will be used for both intentional curricular integration and as clinical replacement. It is recommended that typically at least 4 in-person and 4 virtual simulations be ready for implementation as needed. In making these decisions, the following considerations must be met:
   a. All simulations have been validated for the mode of delivery
   b. All simulations have learning objectives that meet course objectives
   c. All simulations have been mapped to CNO competencies
   d. All simulations include:
      - Presimulation activities
      - Prebriefing
      - Scenario
      - Debriefing prompts
      - Post-simulation activities
      - Assessments/evaluations
      - NOTE: simulations are allocated either 4 or 6 hours of replacement time. The same simulation may be used for either amount, but the presimulation activities and the post-simulation activities will be expanded when the 6-hour replacement time is allocated.
   e. The necessary physical resources (supplies, space, etc.) are available for the simulation
   f. The necessary development of resources (charts, templates, etc.) will be accomplished prior to the start of the term
   g. When simulations are implemented for more than one term, a review of previous evaluation of the simulation take place to determine if it meets learner and course needs
   h. The simulation tracking document be consulted to ensure there is no conflict between courses across the curriculum and to ensure broad exposure to a wide range of learning opportunities

2. The Year Lead or Program Coordinator will ensure that all CSIs have completed minimally the Novice Level simulation preparation. In the orientation to the course for CSIs, the Year Lead or Program Coordinator will review the process for implementing SBE as clinical replacement

3. In developing their course outlines, Nursing Program faculty will include a Nursing Program approved notation about use of SBE as clinical replacement.

4. All members of the team (Year Lead or Program Coordinator, theory team, CSIs, Program Office team, Nurse Technologists, Learners) are aware of the communication processes involved in implementing simulation as clinical replacement

Condition 1: Clinical Sessional Instructor is Absent and Not Replaced (to be confirmed Sept 2023)

a. CSI informs Program Office, Learners, Year Lead or Program Coordinator as early as possible
b. For every 4-6 hours of clinical time that will be missed, a **virtual** simulation from the pre-term planning process is assigned to learners by XXXXX. All of the required components (pre-simulation activities, prebriefing, simulation link, virtual self-debriefing activity in small group format, evaluation tool, post-simulation required activities with due date) are included.
c. The XXXXX will create a small group forum for the clinical group, with the details of the virtual simulation(s) requirements. Within this small group forum, there will be a discussion board that includes the debriefing cues, along with instructions and the due date/time for EACH assigned virtual simulation. They will also set up a drop box for any submissions.
d. The Year Lead or Program Coordinator will notify the learners when the virtual simulation small group forum is available (ideally early in the shift).
e. As possible, the Year Lead or Program Coordinator will be available by email to learners should they have questions.
f. While absent, the CSI is not expected to review student activity or submissions. Upon return (if within ~2 weeks), the CSI may conduct a debrief of the SBE with learners at a convenient time (e.g., post-conference in practicum). The Record of Virtual Debriefing (see Appendix W) will be used to capture learner contribution in both the small group, online self-debrief and any subsequent debrief with the CSI.
g. The debriefing discussion and the pos-simulation activities submissions are mapped to CNO competencies aligned with the clinical evaluation tool. The CSI will use these submissions to inform clinical evaluations of learners, providing feedback in a timely manner.
h. The Year Lead or Program Coordinator ensures the sim tracking document is completed
i. If learners will miss more than 12 hours of direct clinical experience related to CSI absence, the team (Year Lead or Program Coordinator, teaching team, nurse technologist, support from simulation sub-committee as needed, CSI as appropriate) will meet to discuss options, including optimally moving to in-person SBE. A plan will be developed and communicated to the Associate Dean or Assistant Dean and the learners.

Condition 2: Unit/Clinical Placement is Temporarily Unavailable (e.g., outbreak)

a. CSI informs Learners, Year Lead or Program Coordinator as early as possible

b. Year Lead or Program Coordinator consults with nurse technologist about space availability for **in person** simulation experiences **on the day that students would be in placement**
c. For every 4-6 hours of clinical time that will be missed, an **in person** simulation from the pre-term planning process is assigned to learners by XXXXX. All of the required components (pre-simulation activities, prebriefing, simulation link, debriefing cues, evaluation tool, post-simulation required activities with due date) are included.
d. The XXXXX will also set up a drop box for any submissions.
e. The Year Lead or Program Coordinator will notify the learners when the in-person simulation will take place. Materials for the simulation will be provided to the learners in Canvas.
f. The CSI will be provided with an overview of the SBE in advance, and will arrive to the assigned lab 30 min early for an in-person orientation to the sim. (Alternatively, this orientation may take place by phone)
g. Learners will arrive on time and prepared for their SBE
h. The CSI will facilitate the SBE, provide a debrief, ensure an evaluation is completed, and provide learners with the post-simulation activities and due date.
i. The CSI will review these submissions and provide learners with feedback. Participation in the SBE and the post-simulation submissions are included in the learner clinical evaluation.
j. The debriefing discussion and the post-simulation activities submissions are mapped to CNO competencies aligned with the clinical evaluation tool. The CSI will use these submissions to inform clinical evaluations of learners, providing feedback in a timely manner.
k. The Year Lead or Program Coordinator ensures the sim tracking document is completed
l. If learners will miss more than 12 hours of direct clinical experience related to unit being temporarily unavailable, the team (Year Lead or Program Coordinator, teaching team, nurse technologist, support from simulation sub-committee as needed, CSI as appropriate) will meet to discuss options. A plan will be developed and communicated to the Associate Dean or Assistant Dean and the learners.

Condition 3: Anything other than condition 1 or condition 2

a. The Year Lead or Program Coordinator meets with the team (theory teachers, nurse technologists, +/- Associate Dean and/or Assistant Dean, +/- Simulation sub-committee support to discuss the situation and create a plan to go forward
b. Depending on the impact of the plan/decision, the Associate Dean may determine that broader faculty input is warranted and call a Nursing Program Meeting

Appendix E

Components of the Simulation Experience

(adapted from Curry College Nursing Simulation Program, 2022)

1. Presimulation Activity
    a. Preparatory materials to prepare the participants to actively engage in the simulation experience. These preparatory materials decrease anxiety, promote psychological safety and assist in achieving the learning objectives and outcomes. These activities range from readings from course text, journal articles, videos, pre-simulation quiz, recorded presentation, or virtual simulation.

2. Prebriefing
    a. Is intended to 'set the stage for the simulation experience' for either virtual or in-person, where preparatory information is shared with the participants for successful achievement of the learning objectives. Setting expectations, creating a psychologically safe environment, and review of learning objectives. The prebriefing may be a good opportunity to review concepts such as pathophysiology, clinical manifestations, pharmacology, care planning, completion of worksheets, hand-over report using SBAR format (utilizing bedside reporting). If video recording or live streaming, participants consent if required.

Prebriefing Component	
Setting the Scene	• Psychological Safety • Fiction Contract • Confidentiality • Communication • Logistics
Expectations	• Facilitator • Participant
Debriefing	• Purpose • Method • Process
Simulation Scenario	• Backstory Information • Roles • Objectives • Evaluation

Sim Orientation	• Modality • Equipment
Preparation Time	• Review specific case information

Reference: Rutherford-Hemming, et al., 2019

3. Facilitation
    a. Is the process of guiding the participants through the scenario to achieve the learning objectives. Methods vary, depending on scenario, modality, and individual experience. The facilitator will provide feedback on skill development, as well as cognitive processes in critical thinking, clinical reasoning and clinical judgement (INACLS Standards Committee et al., 2021). The facilitator is responsible for the simulation experience, maintaining psychological safety, and providing predetermined or unplanned cues or prompts for the learners to achieve the learning objectives.
4. Debriefing
    a. All simulation-based experiences must include a debriefing process following an evidence-informed guideline. Debriefing is conducted by a trained facilitator focusing on feedback, debriefing where participants explore their reactions to the experience, and/or guided reflection (INACLS Standards Committee et al., 2021). Through guided reflection, the participant gains insights into performance gaps and cognitive reframing. The facilitator must participated in the simulation and have sufficient knowledge to provide feedback. The ideal group size optimize learning is determined by the simulation experience.
5. Post Simulation Activities
    a. Extend the learning from the simulation experience as the participant reflects on the experience and may journal or answer questions that are prompts for deeper thinking.
6. Evaluation
    a. Participant: Each simulation-based experience should provide formative or summative assessments. Formative assessment is conducted to identify and close knowledge gaps using the most appropriate tool. If delivering simulation-based experiences as high stakes evaluations for summative assessment, further steps need to be taken such as (INACSL Standards Committee et al., 2021)
        i. The participant has had numerous exposures to simulation-based experience
        ii. Predetermined learner actions that would result in the conclusion of the simulation-based experience
        iii. Reliable and valid instrument previously tested with similar populations
        iv. Rater training on the instrument
        v. More than one rater for each learner

b. Simulation Experience: The participants should provide feedback on the simulation experience for quality improvement. The SET-M is a reliable and valid tool to capture this data.
c. Simulation Facilitator: Assessment of the debriefing process provides the facilitator feedback for self improvement. Instruments such as the Debriefing Assessment for Simulation in Healthcare (DASH) or Debriefing for Meaningful Learning Evaluation Scale are evidence-informed tools to provide meaningful feedback to the facilitator.

Appendix F

Faculty Development Program: A Tiered Approach

Professional development in simulation pedagogy is essential in providing consistent and effective quality simulation experiences. As simulation is currently being used in our Nursing Programs for clinical replacement, as an active learning strategy, for assessment and evaluation, as well as for research purposes, this requirement is a priority. Evidence indicates that effective simulation educator training is associated with higher achievement of learning outcomes (Paige et al., 2020). In meeting best practice standards, all personnel supporting simulation-based educational (SBE) experiences must have formal education in simulation pedagogy (Paige et al., 2020; Alexander et al., 2015; The Standards Committee et al., 2020).

The Ontario Tech University-Durham College Nursing Program supports professional development for simulation experiences, regardless of modality being used, through a tiered approach. To develop, design, deliver, and evaluate simulation-based activities, all members of the team must have formal training in simulation pedagogy. This includes facilitation and debriefing of simulation scenarios, regardless of whether they are purchased or developed in house and for all formats of simulation. The proposed tiered approach is presented in detail in Table 1: Professional Development: A Tiered Approach. The three levels of SBE competency are identified as novice, intermediate, and expert. For each of these levels, the requirements (including estimated annual time requirements), foci, and evidence of completion and ongoing professional development are outlined. The teaching component involved in each of these levels will be developed in-house by the simulation team and updated annually. Through the development of online interactive modules formatted as “courses”, the most current, evidence-based approaches to all elements of SBE will be presented, with embedded testing to ensure key ideas are mastered. Upon completion of each of these SBE courses, learners will earn a certificate of completion, with an expiry date of 3 years or 3 consecutive terms (12 months) without active engagement in SBE.

As the science of simulation is evolving, updating simulation personnel in current practices, best evidence, and new technologies such as virtual reality (e.g., Oculus) is necessary to meet the learner needs and establish rigorous research portfolios. To meet the needs of simulation personnel, the Simulation Subcommittee will provide a professional development day for faculty, staff, and instructors on an annual basis. Based on a needs assessment, topics will range from debriefing, prebriefing, evaluation, scenario development, and curricular integration. This one-day simulation retreat is intended to provide opportunity for practical application.

The HELPERS Model provides the philosophical underpinning guiding our simulation program. This model, developed by the Ontario Tech University-Durham College “Sim Team”, is aligned with the Nursing Program Philosophy and has been utilized with hundreds of learners in both face to face and online SBE since 2018. (See HELPERS Model).

Table 1

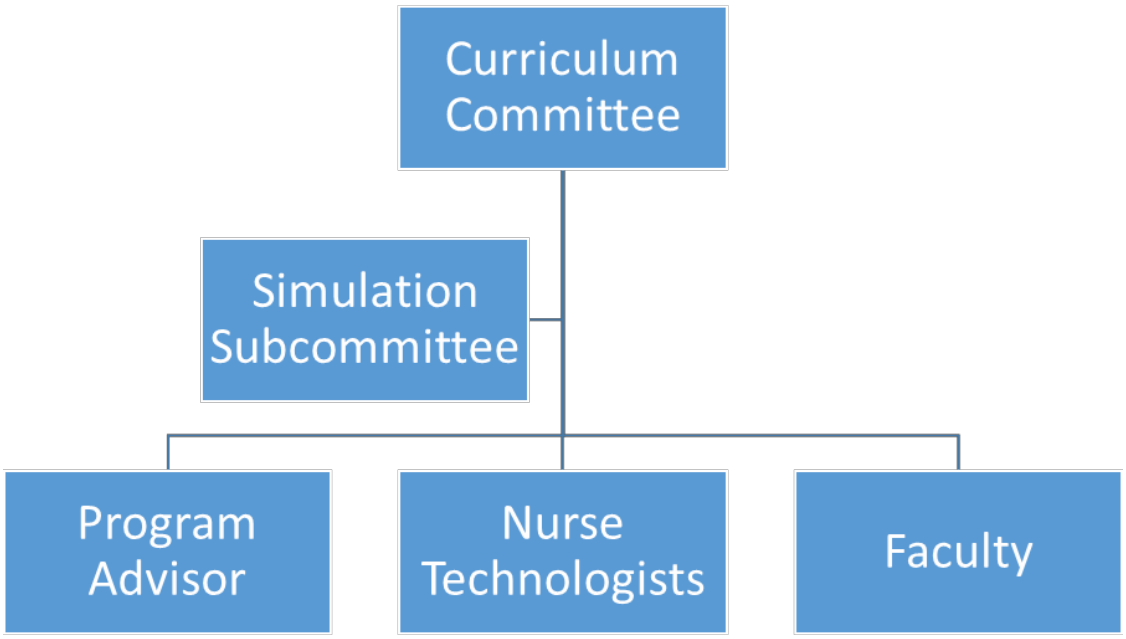
Professional Development: A Tiered Approach

	Novice	Intermediate	Advanced
Overview	This foundational course introduces the learner to core content in an online module. This module will cover topics such as history of simulation, types of simulation, adult learning principles, HELPERS Model, phases of simulation experiences (design, delivering, and debriefing). The INACSL Healthcare Standards will be embedded through all levels depending on the topic.	In the intermediate stage of progression, topics such as assessment and evaluation of the learner, the simulation experience, and the facilitation will be covered. Prebriefing and debriefing will be explored in depth, as well as the role of psychological safety in facilitation. A high-level overview of the technology used in simulation-based education will be provided.	This advanced course covers important concepts required at the expert level such as mentoring and engaging in research related to simulation as pedagogy. Contemporary issues in simulation pedagogy will be presented, in addition to strategies for debriefing the debriefer. Curricular integration will be an important focus of this course.
Didactic	Online learning module	Online learning module	Online learning module Attending a conference and sharing new knowledge at a lunch and learn or sharing research project with faculty may be an option. Facilitating a round table discussion related to simulation pedagogy would be another example of how the expert simulation educator could support the Simulation Program.
Practice	Observational role	Conduct two debriefings with mentor/yr	Lead four debriefing with peer feedback and learner feedback/yr. Mentor another simulation educator. Engage in professional development activities such as

			presentation at a simulation conference or publication.
Mentoring	Sim Cttee or Sim Program Faculty Lead if approved	Expert simulation educator	Expert simulation educator
Time spent in simulation (minimum)	9 hours/year	25 hours/year	25 hours /year
Participant evidence of completion	Certificate when all components are completed	Peer feedback/debrief the debriefer	Peer feedback/debrief the debriefer
Samples of activities	Observe simulation educator facilitate and debrief	Participate in a peer review of a simulation scenario using the Can-Sim Peer Review template	Conduct a literature review related to a simulation topic.

Appendix G

Proposed DRAFT Organizational Chart- to be revised



Appendix H

Proposed Budget Processes and Current Budget Implications (DRAFT)

To be completed in consultation with AD, PBO, Dean…

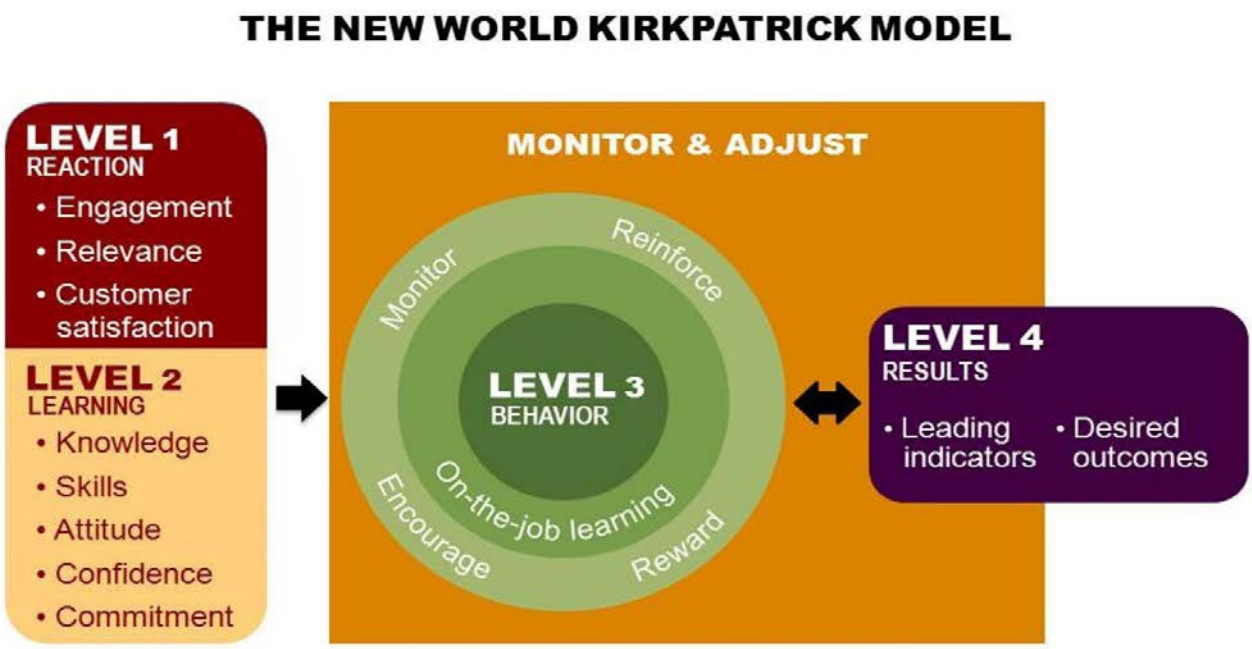
Budget processes to be developed in accordance with FHS and Ontario Tech University budget processes.

Request is for an opportunity to include any proposed additional budget expenditures for the Simulation Program to be brought forward through a mechanism that includes faculty input

For Budget year 2023-24, we respectfully request partial teaching release for a faculty member to take on the role of Simulation Program Faculty Lead, pivotal in rolling out the simulation program, mentoring faculty, and developing/implementing the Tier One PD modules.

Appendix I

New World Kirkpatrick Model



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Appendix J

The Helpers Model ©

The HELPERS Model ©

A Humanistic, Empowering, Learner-Centred, Professionally Oriented, Evidence-Based, Reflective, Simulation-Based Education Model

Developed by the "sim team" (Coffey, Graham, De La Rocha, Chorney, Munro-Gilbert, Anyinam, Da Silva)

Introduction

The HELPERS Model (Sim Team, 2018, 2023) is a facilitation model for simulation-based education (SBE) was developed in response to our identified need to have a teaching-learning philosophy embedded within our use of simulation as a new teaching-learning modality. This approach is highly aligned with the Nursing Program Philosophy and incorporates elements consistent with:

a) the Caring Curriculum (Bevis & Watson, 1989; Hills & Watson, 2011),
b) the emerging science of simulation-based education (SBE), and
c) emancipatory teaching-learning principles.

To date, this approach has been used to support learners in the Ontario Tech University-Durham College Nursing Program in both face to face SBE and virtual SBE. Since 2018, hundreds of learners have been exposed to this approach, although only in the last several years has the sim team begun explicating this teaching-learning approach using the HELPERS Model acronym.

The letters each represent a concept embedded in how we orient ourselves and conduct ourselves within the context of teaching-learning, and particularly facilitation, in SBE. Some of the concepts emerged organically through many team opportunities to evaluate SBE experiences, "debrief the debriefer", and reflect both within the simulation experience and after the simulation experience. Other concepts were intentionally brought forward to fill learning needs we identified.

While the HELPERS Model © should be considered a work in progress, we believe that what we present here is a balanced representation of the best of teaching-learning and facilitation in SBE, within a caring context that incorporates the emerging science of SBE. Each of the elements of the HELPERS Model © (Humanistic, Empowering, Learner-Centred, Professionally Oriented, Evidence-based, Reflective, Simulation-Based Education Model) is described in the pages that follow.

"Look for the helpers. You will always find people who are helping"

Fred Rogers

Humanistic

A humanistic approach to an educational intervention or experience emphasizes the unique qualities of being human, including the capacity for self-awareness and personal growth, as well as the immense value of the subjective experience. This approach places great emphasis on understanding the individual as a whole person through the learning situation, rather than simply focusing on their behavioural responses.

Elements of humanistic psychology are built into this approach. A branch of psychology which arose in the mid-20th century as a reaction to the prevailing behaviourist and psychoanalytic paradigms, humanistic psychology places emphasis on understanding the individual (and in the case of the HELPERS model, the individual as learner) as a whole person, rather than focusing solely or even in large part on their behaviour or performance. Proponents of humanistic psychology (e.g., Maslow, Rogers) argued that human beings have an innate drive toward fulfilling their potential or self-actualization. Fulfilling one's potential as a learner, and ultimately a Registered Nurse, is process that involves key elements embedded in the Nursing Program philosophy and curriculum, including reflection in and on practice (Schoen).

A humanistic approach to SBE and simulation facilitation emphasizes the innate importance of empathy, authenticity of learner and facilitator, unconditional positive regard in professional relationships (learner, facilitator, patients and other embedded actors), and personal responsibility and accountability.

Humanistic nursing approaches reside in all aspects of our SBL Program. Drawing upon the sentinel work of Paterson and Zderad (1988), core assumptions include:

- For all human beings, being seen and being heard matter
- Nursing occurs as a "lived dialogue" between the nurse and the nurse. It is uniquely constructed in the "in-between". This lived dialogue takes place through a process of "call and response", whereby a patient (individual, family, group, or community) calls to a nurse through a virtually endless array of ways is a powerful teaching-learning-practice tool. A patient may call with their call-bell or their voice, expressing a care need. An individual may call to us in ways that we often characterize as objective findings (vital signs showing early signs of shock such as tachycardia, increased respiratory rate, decreasing oxygen saturation, increased serum lactate value) or subjective cues ("I feel something ominous is happening"). A community may call for nursing care through data that reveals health risks (e.g., increasing statistics related to interpersonal violence) or personal sharing of the experience of these health-related risks. By consciously building our SBL Program on a humanistic foundation, all members of the SBL team remain open to the unique unfolding of even pre-determined learning situations in such a way that neither the efficacy of SBL nor the phenomenological orientation of the Caring Curriculum (Bevis & Watson, 1989; Hills & Watson, 2011) are compromised.

Authentic human caring (Watson, 2008) exists at the core of all aspects of a humanistic approach to SBE and SF. Not only is caring expressed, received, modelled, and taught as an explicit component of a humanistic approach to SBL and SF, it is an explicit consideration in the development of the simulation and associated learning activities itself. While it can be argued that authentic human caring is ubiquitous, essentially fundamental to the human condition, operationalizing the focus of authentic human caring within a learning activity is essential to ensure that this focus is not overpowered by the "performance vortex". A term coined by the Nursing Sim Team at Ontario Tech University-Durham well, the performance vortex is somewhat of an educational trap, where learners, potentially anxious to master the more visible and measurable elements of nursing practice (typically those associated with instrumental learning) place a disproportionate emphasis and value on these components. For simulation facilitators who have most often been educated themselves and then often practiced with an overemphasis on the singular value of instrumental approaches to nursing practice, the risk of being inadvertently drawn into the vortex as the learning experience unfolds is most worthy of conscious attention.

For the developers of simulation experiences, consideration of the performance vortex is particularly important. In all phases of SBL development, the focus on providing professionally and educationally developmentally appropriate nursing care is always viewed as an expression of authentic human caring. Deeply rooted in an evidence-based approach, SBE may all too often be pulled toward a medicalized orientation, ultimately leading to *new ways of learning for old ways of being*.

Essential to ensuring that this humanistic philosophical orientation remains front and centre in our enactment of high-quality practices in the "new frontier" of SBL, we have built requirements into all of our development tools that cue developers to stay the humanistic course. For example:

- From the very conception of the SBE development process, faculty are reminded of the focus on authentic human caring. Our approved template begins with a brief summary of the proposed simulation focus description (a short description of what the overall learning intention is) the following way: Within the context of authentic human caring, the intention of the SBL activity is to….
- Learning objectives are developed for all SLB experiences. In our Nursing Program, these learning objectives include 2 unique components:
    - The stem, traditionally stating a generic version of learning/performance expectation such as "at the conclusion of this simulation, learners will…", instead is constructed to raise awareness for SBL developers, facilitators, and learners to the core, unwavering focus on human caring. Instead our stem reads: "within the context of authentic human caring that honours all participants in the learning experience, learners will…"

- Presimulation activities and preparation requirements also focus on authentic human caring, with necessary materials and reflective activities that guide learners beyond the "generic" understanding of a case to the "human" appreciation of a situation. First person accounts, patient and nurse descriptions, and preparation activities included that help the learner and facilitator to be primed to remain focused beyond performance. Our desire is that this approach will ensure that the space to explore personal and professional meaning associated with any situation is not "bullied out" by what can be the metaphoric louder voices of evidence when not viewed through a professional lens and expectations (often unconscious) of learner performance that is regimented and restricted to pre-determined options (the performance vortex has a powerful pull) , as opposed to learner practice that is creative, patient centred, and enacted from a growing personal core of knowing/experiencing as the learner develops as a person and a professional.
- All aspects of facilitation and learner engagement in the patient situation are viewed as expressions of human caring. Skilled nursing practice that focuses on healing interventions in the context of health and healing must undoubtedly be considered a construct of authentic human caring. There is no hierarchy in nursing praxis whereby being, knowing, or doing are greater or lesser components. The power of praxis exists in its synergy. Development of facilitation tools that reflect this synergy is ongoing, with the support of all participants in SBL in our program (developers, facilitators, learners).
- Evaluation tools also continue to evolve. Tools that evaluate the simulation itself (including perspectives from developers, facilitators, and earners), the learner creative achievement of the SBE outcomes, and the learner experience of facilitation are all in development. to the selection or development of tools to evaluate the learner, the simulation, and the facilitation itself evaluation tools, simulation evaluation tools, and reflection.
- Post-simulation activities and requirements include a focus on personal and professional reflection, both by learners and facilitators. Bringing this focus on this reflection back to a holistic, praxis-based, learning process is essential. Extending the learning from the SBL experience requires that learners be mentored to see reflection and analysis as complementary, rather than oppositional processes.

Empowering

Empowering pedagogy refers to an educational approach that fosters a sense of autonomy, critical thinking, and agency in learners. It encourages students to actively participate in their own learning process, become self-directed learners, and develop the skills, knowledge, and attitudes necessary for success in the 21st century. Empowering pedagogy shifts the traditional teacher-centred approach to view students as active participants in constructing their learning experience (Harden, 1996; Hawks, 1992). Some key elements of empowering pedagogy include:

Critical Thinking and Problem-Solving

Empowering pedagogy emphasizes the development of critical thinking and problem-solving skills. Students are encouraged to think critically, analyze information, evaluate evidence, and apply their knowledge to real-world situation. It promotes higher order thinking skills and prepared students to become active, informed, and engaged in their professional lives.

Authentic Assessment

Empowering pedagogy goes beyond traditional tests and quizzes, focusing on authentic assessment methods that allow students to demonstrate their knowledge, skill, and understanding in real-world contexts. This includes performance-based assessments at the centre of SBE that require students to apply their learning to professionally meaningful tasks.

Inclusion and Diversity

Recognizing the values and diversity of students' backgrounds, cultures, and identities is critical. Empowering pedagogy promotes inclusive practices that ensure all students have equitable access to quality education and feel valued and respected in the learning situation. Empowering pedagogy as part of the HELPERS Model © celebrates diversity and encourages students to learn from each other's perspectives and experiences.

Technology Integration

Acknowledging the role of technology in the modern world, particularly as it relates to both healthcare/nursing care and education is essential, as is the conscious integration of technology into the learning process. Empowering pedagogy leverages technology tools and resources to enhance instruction, facilitate collaboration, and promote creativity and innovation among students (Keengwe, Onchwari, & Onchwari, 2009).

Student Voice and Choice

Empowering pedagogy gives students a voice in their own learning and allows them to make choices about their educational experiences. It encourages students to express their opinions, ask questions, and actively participate in decision-making processes that affect their learning environment.

Learner-Centred

Learner-centred education recognizes that students have unique backgrounds, experiences, and interests, and it tailors instruction to meet their individual needs. It involves collaborative learning, problem-solving, and inquiry-based approaches. In so doing, students are actively engaged in their own learning and encouraged to take ownership of their education (Hawks, 1992; Weimer, 2002).

Learner-centred education shifts to focus from the traditional teacher-centred model, where the teacher is the primary source of knowledge and instruction, to a model where the learner takes an active role in their own learning, developing self-directed learning skills needed to succeed in nursing (Karagori, 2005; King, 1993).

Teacher as Facilitator

When the conception of teaching shifts from transmission of information to facilitation learning, the entire teaching-learning environment is transformed. Students and faculty are able to see the unique ways students learn as a strength, rather than a barrier. Learning moments become positive, transformative, and inclusive.

Weimer (2002) identifies the characteristics of learner centered teaching in the following way:

1. Learner-centered teaching engages students in the hard, messy work of learning.
2. It is teaching that motivates and empowers students by giving them some control over learning processes.
3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it.
4. It is teaching that encourages collaboration, acknowledging the classroom (be it virtual or real) as a community where everyone shares the learning agenda.
5. Learner-centered teaching includes explicit skill instruction. It teaches students how to think, solve problems, evaluate evidence, analyze arguments, and generate hypotheses." Patel-Junankar, 2018).

Additional key principles of learner-centred education include:

Personalization

This principle involves recognizing that each learner is unique and has their own strengths, interests and learning preferences. Instruction is tailored to meet the individual needs of students, who are given opportunities to pursue their own interests and passions.

Active Engagement

Engaging students in active learning experiences that promote critical thinking, problem-solving, collaboration, and creativity is essential. This may include hands-on activities and real-world applications of knowledge.

Authenticity

Making learning relevant and meaningful to students by connecting it to their lives, experiences, and the world around them brings learning home. This helps students to see the value and purpose of the learning at hand, and encourages them to further apply what they have learned in practice situations.

Flexibility
Providing students with choices and flexibility in how they learn, demonstrate their understanding, and progress at their own pace can be critical to supporting learners to be successful. Flexibility recognizes that students have different learning styles, abilities, and interests, and allows them to take ownership of their learning journey.

Assessment for Learning
Using assessment as a learning tool, rather than just for grading includes providing feedback, guiding leaners, and helping them to set goals for self-improvement.

Professionally Oriented

Professionally oriented education focuses on preparing individuals for the specific context of their chosen career. When simulations are professionally oriented, they are designed to provide practical skills, knowledge, and experience that is directly applicable to the requirements and demands of the professional world.

Key characteristics of professionally oriented education, including simulations, include:

Practical Focus
Professionally oriented education emphasizes the knowledge, judgment, skills, and attitudes directly applicable to the workplace. Professionally-oriented simulations support learners to be job-ready and prepared to meet the requirements of their profession.
Industry-relevant Curriculum
Professionally oriented education involves a curriculum aligned to meet the needs and standards of the industry. For nursing students, this means ensuring that curriculum evolves with changes in healthcare settings and nursing practice. Collaboration with industry partners in the development, delivery, and evaluation of nursing simulations helps to ensure that current healthcare and nursing contexts are represented in educational experiences.

Professional Certification
Offering opportunities for learners to earn professional certification, including for example microcredentials, enhances their employability and credibility in the job market. Participating in well-developed and evaluated nursing and interprofessional simulations is an excellent mechanism by which microcredentials can be awarded.

Career-Focused Guidance
Beyond learning the necessary knowledge, skills, judgement, and attitudes required for successful transition into novice level Registered Nursing practice, participation in welldeveloped SBE that is professionally-oriented exposes learners to a variety of career foci.

These may include but are not limited to experiences in a wide range of practice settings and situations that enable learners to “try on” different nursing roles, debriefing discussions that can include topics such as career guidance, and additional support services that may be available to learners both in their educational program and in their future workplace.

Evidence-Based

Evidence-based nursing (EBN) is an approach to nursing practice that incorporates the best available evidence from research, clinical expertise, and patient preferences/values to guide decision-making and improve patient outcomes (Sackett et al., 1997). It involves critically appraising and applying evidence gleaned from scientific research to inform clinical practice, rather than relying solely on tradition, intuition, or authority. By following the principles of EBN, nurses can provide high quality, safe, and effective care that is grounded in scientific evidence. At the same time, when educators apply these principles, the educational process and outcomes not only support learners in improving patient outcomes, it also advances both the profession of nursing and pedagogical practices. From development to delivery and evaluation of SBE, all elements require application of an EBN approach.

The process of EBN typically involves the following steps:

1. Formulation a clinical question: This involves identifying a specific clinical issue or problem that requires attention and framing it into a clear and answerable question. Typically, the PICO (Patient/Population, Intervention, Comparison, Outcome) format it used.
2. Searching for evidence: Conducting a comprehensive search of relevant literature, including peer-reviewed scientific journal articles, systematic reviews, clinical guidelines, and other credible sources of information is essential in identifying the best available evidence related to the clinical question.
3. Appraising the evidence: Evaluation the quality, validity and applicability of the identified evidence requires the use of critical appraisal tools and skills. This includes considering factors such as the study design, sample size, methodology, and relevance of the material to the clinical question.
4. Integrating the evidence: Synthesizing the findings from the appraised evidence with clinical expertise, patient preferences, and values is essential to inform clinical decision making. This may involve considering the evidence within the specific context of the patient situation in the SBE experience.
5. Implementing the evidence: incorporating the evidence-based recommendations into SBE may involve ensuring that current practices are based on best available evidence, developing or teaching new protocols or guidelines, and collaborating with interprofessional team members to ensure consistent and effective implementation into curriculum.

6. Evaluating outcomes: monitoring and evaluating the impact of EBN on patient outcomes is a critical practice skill for RNs. Teaching learners about this process through SBE enables them to prepare for this role. Building in evidence-based evaluation into the development process for all simulations ensure that both nursing practice expectations and educational approaches are aligned with best available evidence.

Reflective

Reflection refers to the process of thinking carefully and critically about one's experiences, actions, and thoughts in order to gain insight, learn from mistakes, and make improvements. It involves introspection and self-assessment, and can be done individually or in groups. In educational experiences, reflection is a well-established tool for promoting deep learning, self-awareness, and personal/professional growth.

Within nursing education, the work of Donald Schön, a theorist in the field of education and professional development, is often cited. Schön's (1983) work focused on the concept of reflective practice, which involves the ability to think critically and reflect on one's own professional practices, decisions, and action. According to Schön, professionals often face complex and uncertain situations that require them to make decisions in real-time. Reflection plays a crucial role in their ability to adapt and learn from experiences. Schön argued that professionals need to engage in ongoing reflection-in-action (reflection while in the midst of action) and reflection-on-action (reflection after the action has taken place) in order to improve their practice and develop expertise.

Moving beyond Schön's work to additionally focus in a structured way on supporting learners to become reflective practitioners, we have chosen to integrate the Johns' Model of Reflective Practice (2016). This is a structured approach to reflection that is designed to help practitioners gain insight into their experiences, learn from them, and improve their practice. The model provides a step-by-step guide to reflection and is widely used as a tool for promoting personal and professional growth.

Phases of the Johns' Model for Structured Reflection (2016):

- Preparatory Phase
- Descriptive Phase
- Reflective Phase
- Anticipatory Phase
- Insight Phase

The model consists of six elements:

1. Description: A detailed description of the experience, situation, or task
2. Feelings: An exploration of the emotions and feelings experienced

3. Evaluation: An assessment of the experience, the practitioner's performance, and the outcomes
4. Analysis: A deeper examination of the experience to identify patterns and relationships
5. Conclusion: A conclusion about the experience and what was learned
6. Action plan: A plan for putting the learning into action in the future

As we develop SBE that incorporates the HELPERS Model ©, tools and resources are developed that promote the type of structured reflection possible through this deep appreciation of the power of personal and professional authentic engagement and reflection.

Simulation-Based Education

Overarching principles for Simulation-based Education (SBE) are germane to all types of simulation regardless of typology i.e. manikin based, virtual simulation, serious gaming or computer-based simulation. The focus on mastery learning and deliberate practice guides the students to achieve the objectives each in their own way. Depending on learning styles, life experiences, or foundational knowledge, students will make their way to the same endpoint, but follow many different pathways. As nursing is a practice profession, they require many opportunities to hone their skills. Repetitive and deliberate practice supports mastery learning.

To support students to achieve mastery learning, formally trained simulation educators are required (Paige et al., 2020). Formalized professional development plans that monitor, acknowledge and reward educators in their lifelong learning journey are part of the strategic plan. This iterative process guarantees academic vitality and improved student outcomes (Paige et al., 2020).

A focus on current healthcare trends is the integration of interprofessional practice (IPP) in undergraduate education. IPP is "designed to promote active participation of each discipline in patient care and enhance patient-and-family centred goals and values" (Coffey & Anyinam, 2015, p.25). Simulation-based experiences provide the opportunity for collaboration among different professions in order to understand the other's role within the healthcare team, develop communication strategies, and team functioning.

Nursing and healthcare simulations have four specific purposes, all of which focus on promoting and facilitating patient safety:

- Education
- Assessment
- Research
- Health system integration

However, it is critical to appreciate that integrating high-quality simulation necessitates formal adoption of the International Nursing Association for Clinical Simulation and Learning (INACSL)

Healthcare Standards of Best Practice: Simulation[SM] (2021) and formalized education or training of the educators (Arizona State Board of Nursing, 2015; College of Nurses of Manitoba, 2019). Specifically, SBE in nursing includes the following elements:

- Using a peer reviewed scenario which has been pilot tested
- The scenario meets course objectives and has learning objectives linked to course content, program objectives, and CNO Entry-to-Practice Competencies.
- Pre-simulation activities are designed to prepare the participant for the learning experience.
- The scenario virtual or face-to-face has an orientation to the space, learning objectives, logistics, and evaluations.
- The face-to-face simulation experience is facilitated by a trained facilitator.
- Debriefing using an evidence-informed framework to identify performance gaps and guide the participant in reframing their perceptions.
- To maximize the use of simulation-based experiences, reflection-beyond action activities extend the learning.

Several widely recognized recommendations have come out of the high-profile studies cited in this overview and others, including:

- Faculty must be formally trained in nursing simulation pedagogy
- SBE must include all of the following components:
  - presimulation preparation
  - prebriefing
  - facilitation
  - debriefing
  - evaluation of the participant, facilitators, and program
  - post-simulation activities
- A theory based debriefing method must be used as this is an essential component in the science of SBE
- The debriefing and the reflection after the simulation must connect theory to practice
- Adequate numbers of trained/educated simulation faculty are required in order to support the learners
- Equipment, supplies, and appropriate technology must be available to provide the realistic learning environment for the learner
- The INACSL Healthcare Standards of Best Practice: Simulation[SM] (2021) are used in planning, delivering, and evaluation of SBE.

SBE as an Active Learning Strategy

Simulation experiences are a viable strategy for active learning and participant engagement. Active learning strategies are thought to appeal to a broad range of learners (i.e. visual, auditory, tactile, and kinesthetic learners). As well, they are highly effective approaches to learning that promote knowledge retention. When using simulation experiences in the classroom for knowledge application, the same steps as noted above must be followed. The learning objectives must be relevant to course content, the experience must be conducted by a trained facilitator, using best practice standards. Debriefing must take place. Psychological safety must be maintained throughout all phases of the simulation experience.

A Final Word…

"One doesn't have to operate with great malice to do great harm. The absence of empathy and understanding are sufficient."

Charles M. Blow

Appendix K

Faculty Self Assessment Rubric

Determine where you are at with curricular integration of simulation- based experiences:

Criteria	Self Assessment
Needs assessment • Gaps • Anticipate future of SBE (manikin based, AR, VR, other technology)	
Support for curricular integration • Identify simulation champions • List the resources required (human resources, space, identify courses)	
Leader • Appoint a leader knowledgeable in simulation pedagogy	
Organize • Leadership/teams • Structure (simulation committee, decision-making, goals)	
Research • Gather, analyze, and interpret data from multiple sources (student feedback from SBE, faculty feedback after	

SBE, stakeholder feedback, test scores)	
Consistent approaches • Philosophical approaches (simulation, education, organizational)	
Determine outcomes • Ability of graduates at end of program (related to simulation-based experiences)	
Design curriculum • Identify courses for SBE • Scaffold the SBE over the entire program • Curriculum mapping (program objectives, course outcomes, entry to practice competencies, regulatory standards)	
Implement curriculum • Consistent approaches to SBE (process, debriefing, evaluation) • Concurrent evaluation for refinement/redundancies (change similar SBE within the program, scale up or down with SBE)	
Evaluation • Ongoing formative evaluation (student	

feedback, faculty feedback) • Internal evaluation (internal review/approval process; external review by regulatory or accrediting bodies) • Process for responding to evaluation	

Adapted from Iwasiw, C. & Goldenberg, D. (2014). Curriculum development in nursing education. (3rd ed.). Jones and Bartlett.

Appendix L

Simulation Sub-Committee Proposed Amended Terms of Reference

1. Mandate

This standing subcommittee of the BScN Curriculum committee is responsible for making recommendations to the BScN Curriculum Committee regarding the integration of simulation within both the Collaborative BScN Nursing and RPN-to-BScN curriculum.

The terms of reference of this committee shall be reviewed at least every 2 years.

2. Reporting Relationship

Reports to the BScN Curriculum Committee.

3. Meeting Dates and Times

The committee shall meet a minimum of 6 times per year, and at the call of the chair.

4. Membership

The membership of the Simulation Sub-Committee shall include:

- Chair (non-voting) (Full time OntarioTech or DC Faculty member)
- Associate Dean, Nursing, OntarioTechU (ex-officio, non-voting)
- Associate Dean Undergraduate and Accredited Health Programs (ex-officio, non-voting)
- 3 full-time Faculty (OntarioTech or Durham College)
- 1 full time Georgian College Full-time nursing faculty member
- OntarioTech -DC Nurse technologist (1)
- OntarioTech-DC-GC Lab/Nurse technologist (1)
- OntarioTech-DC BScN Collaborative student (1)
- OntarioTech -DC-GC RPN-to-BScN student (1)

**Student representatives will be nominated for appointment through the OntarioTech Nursing Student Community, while only 1 student per 'group' is listed – these may be positions may be shared between 2-3 students to ensure consistent attendance and student voice.

Faculty positions will be filled by expression of interest, and as required by the nature of their year committee responsibilities.

Guests (non-voting) may participate by invitation of the BScN Program Committee as required, or as requested through the chair, including nursing faculty, interprofessional faculty, sessional instructors, students, budget officer or Dean's representative.

5. Chair

The chair of the committee will be selected from the committee membership annually in June.

6. Quorum

For quorum to be called, 50% plus one of the voting members must be present at the meeting. Attendance may be in-person, or technology enabled (e.g. teleconference, videoconference).

7. Minutes

Minutes will be kept of all meetings and made accessible to the committee members and Nursing Program faculty.

8. Responsibilities

In meeting its mandate, the committee shall fulfill the following responsibilities:

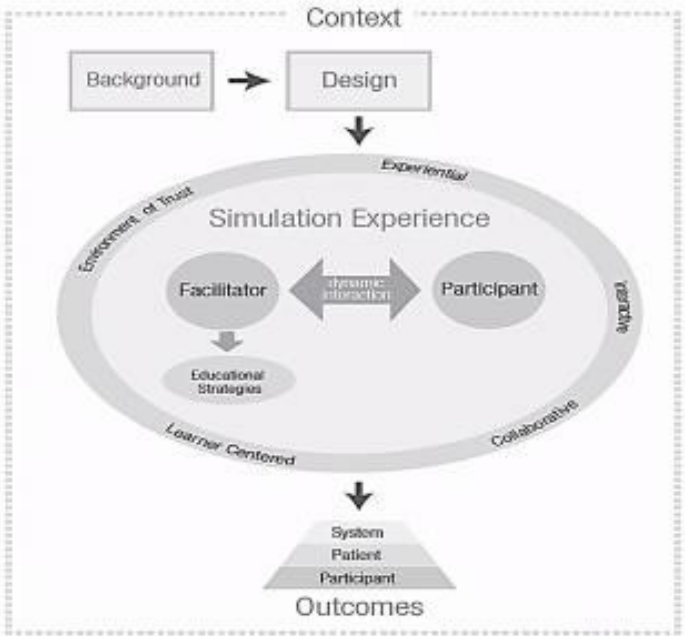
a) Make recommendations for the design, implementation, and evaluation of a simulation strategy for the nursing program
b) Liaise with appropriate committees to ensure faculty and instructors have access to best practice standards for simulation
c) Make recommendations to the Undergraduate Nursing Curriculum Committee, the Associate Dean, Nursing, and the Dean of Faculty of Health Sciences on issues related to:
    a. The use of simulation-based learning within courses and the curriculum
    b. The expansion of simulation-based learning within the nursing programs
    c. Policies and procedures related to simulation-based learning
    d. Education and mentoring of faculty and instructors in relation to simulation-based learning
d) Annually reporting to the Curriculum Committee on the simulations used within the courses across the curriculum, with faculty and facilitator feedback on associated learning
e) As a pool of experts, offering assistance to faculty in the Nursing Program by reviewing simulations that are developed
f) Offering an annual professional development day for faculty, staff, and CSIs involved in SBE
g) Ensuring SBE best practices utilized in the Nursing Program are updated as new evidence becomes available
h) Developing and updating a virtual course as part of the Tiered Faculty Development Plan. This is an in-house developed foundational course that introduces the learner to core content.
i) Annually conducting a needs assessment with faculty, staff, and CSIs to determine what SBE topics are a priority for development or implementation.

Appendix M

NLN Jeffries Simulation Framework

Simulation model moved to the NLN/Jeffries Simulation Theory

Jeffries, P. R. (2015). The NLN Jeffries Simulation Theory. The National League for Nursing and Wolters Kluwer, Philadelphia, PA.



Appendix N

Debriefing for Meaningful Learning Resources

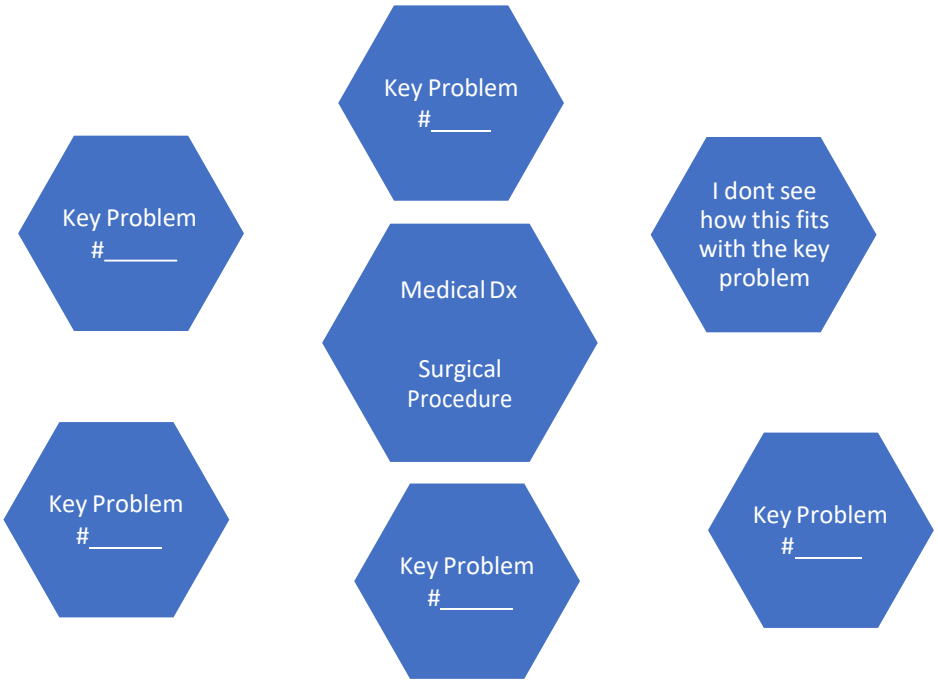
2 Resources are included here:

- Debriefing for Meaningful Learning Student Worksheets
- Debriefing for Meaningful Learning Facilitator Guide

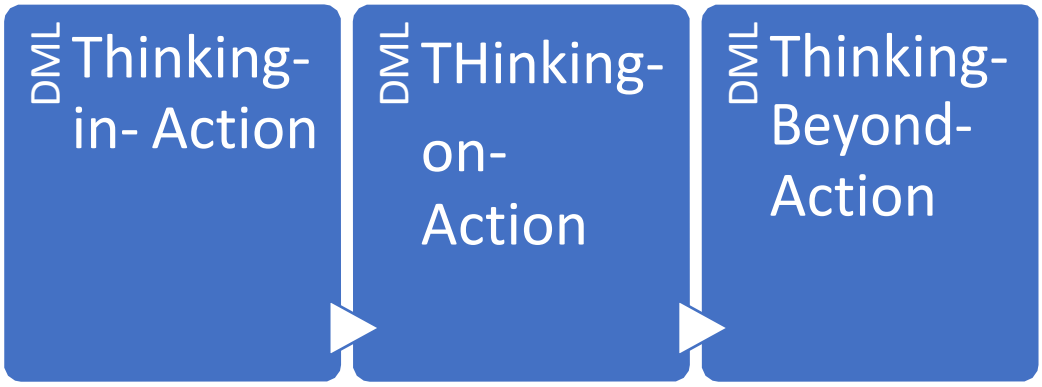
DML Student Worksheet

(Dreifuerst, 2015)

1. What is the first thing that comes to mind about the clinical experience you have just had?
2. What went right and why?
3. What would you do differently and why?
4. What is the patient's story? (Framing)
5. What were the key problems and priorities?
6. What is the desired patient outcome?
7. Describe the nursing interventions with rationale.
8. What are the associated patient responses?
9. What is the evaluation and summary of the patient's progress towards desired outcome?



Reflective Thinking



Translation to Practice

Debriefing for Meaningful Learning Facilitators Guide (Dreifuerst, 2016)

Engage
learner completes worksheet; list what went well; what did not go well; describe the patient's story; begin to frame the clinical encounter; nursing priorities

Explore
Working through assessments, findings, decisions, and actions identify relationships; what is expected and what is unexpected; uncover assumptions

Explain
Iterative phase between learner and facilitator; uncover thinking behind the action/thinking process

Elaborate
Emphasize nursing knowledge, skills, attitudes; provides any missing pieces, highlights the strengths of the learner; discuss concepts of interest further

Evaluate
Learners explain their thinking, identifying of the error in judgment

At the end, review of things that went well and those that did not making recommendations to the learners how the action should have been done

Extend
Create the 'what-if' scenario to encourage learners to think beyond the scenario

Appendix O

SET-M

Simulation Effectiveness Tool - Modified (SET-M)

After completing a simulated clinical experience, please respond to the following statements by circling your response.

PREBRIEFING:	**Strongly Agree**	**Somewhat Agree**	**Do Not Agree**
Prebriefing increased my confidence (PREBRIEFING)	3	2	1
Prebriefing was beneficial to my learning. (PREBRIEFING)	3	2	1
SCENARIO:			
I am better prepared to respond to changes in my patient's condition. (LEARNING)	3	2	1
I developed a better understanding of the pathophysiology. (LEARNING)	3	2	1
I am more confident of my assessment skills. (LEARNING)	3	2	1
I felt empowered to make clinical decisions. (LEARNING)	3	2	1
I developed a better understanding of medications. (Leave blank if no medications in scenario) (LEARNING)	3	2	1
I had the opportunity to practice my clinical decision making skills. (LEARNING)	3	2	1

I am more confident in my ability to prioritize care and interventions (CONFIDENCE)	3	2	1
I am more confident in communicating with my patient. (CONFIDENCE)	3	2	1
I am more confident in my ability to teach patients about their illness and interventions. (CONFIDENCE)	3	2	1
I am more confident in my ability to report information to health care team. (CONFIDENCE)	3	2	1
I am more confident in providing interventions that foster patient safety. (CONFIDENCE)	3	2	1
I am more confident in using evidence-based practice to provide care. (CONFIDENCE)	3	2	1
DEBRIEFING:			
Debriefing contributed to my learning. (DEBRIEFING)	3	2	1
Debriefing allowed me to communicate my feelings before focusing on the scenario*(DEBRIEFING)	3	2	1
Debriefing was valuable in helping me improve my clinical judgment. (DEBRIEFING)	3	2	1
Debriefing provided opportunities to self-reflect on my performance during simulation. (DEBRIEFING)	3	2	1
Debriefing was a constructive evaluation of the simulation. (DEBRIEFING)	3	2	1
What else would you like to say about today's simulated clinical experience?			

*revised 4/3/20 for use in virtual debriefing

Leighton, K., Ravert, P., Mudra, V., & Macintosh, C. (2015). Update the Simulation Effectiveness Tool: Item modifications and reevaluation of psychometric properties. *Nursing Education Perspectives, 36*(5), 317-323. Doi: 10.5480/1 5-1671.

Original Simulation Effectiveness Tool (SET) developed by Medical Education Technologies, Inc (METI, now CAE Healthcare) for Program for Nursing Curriculum Integration (PNCI) (2005)

Appendix P

Clinical Judgment Coaching Method (Package Materials)

Package materials for the CJCM available for review and discussion include:

- CAN-Sim completed simulation template
- Handover Report
- Worksheet template
- ISBAR template
- SET-M
- Prebriefing script
- Debriefing cues
- PCP script for ISBAR response
- Associated prepared materials (MAR, chart)
- Learner feedback template
- Follow-up activity description
- Pre-simulation preparation materials/activities

Appendix Q

In-Person Simulation assessment rubric linked to the clinical evaluation tool based on CNO ETP competencies

Simulation Competency Assessment Mapped to Clinical Evaluation Tool

Simulation:_____ Course:_____Date: _____

Learner:_____ Role if assigned (e.g., primary RN):_____ Facilitator: _____

CNO Role	Selected Competencies (identify prior to sim)	Specific knowledge, skill, judgment to be observed if applicable	Competency Assessment*	Notes (including additional competencies demonstrated, challenges identified, F/U requirements, safety concerns, etc.)
Clinician	1.1-1.27		0 1 N/A	
Professional	2.1-2.14		0 1 N/A	
Communicator	3.1-3.8		0 1 N/A	
Collaborator	4.1-4.5		0 1 N/A	
Coordinator	5.1-5.9		0 1 N/A	
Leader	6.1-6.11		0 1 N/A	
Advocate	7.1-7.14		0 1 N/A	

Educator	8.1-8.5		0 1 N/A	
Scholar	9.1-9.8		0 1 N/A	

*Competency Assessment: 0=not met 1=met N/A=not applicable

Appendix R

Example of Post-Simulation Activity Linked to Clinical Evaluation Tool

Reflective Analysis for Virtual Simulation #8 – Unresponsive Patient

CNO Role: Advocate (7.1, 7.6, 7.9, 7.10, 7.12, 7.13)

1. Describe how you would approach interaction with an unconscious pt. or a pt with diminished or altered level of consciousness. What communication techniques and best practices are relevant?
2. Thinking back to the simulation, what might have been done differently to ensure the client's psychological needs (psychological safety) were addressed?
3. What safety measures would you consider when caring for an unconscious pt (e.g., self, scene, pt)?
4. Describe the considerations for obtaining consent with the unresponsive patient.
5. After reviewing the virtual simulation, what real or potential safety concerns would the nurse act upon?

CNO Role: Clinician (you determine what fits from the CNO competencies in the clinician role)

6. Recall administration of D50W, what would you expect to be the result-be specific? What would be your subsequent nursing actions?

7. The nurse reports to the physician that the pt is unresponsive and has received orders to monitor neuro signs hourly. How would the nurse approach this order?

Appendix S

Simulation Tracking Document

Mapping simulation across the curriculum			
SEMESTER	**Course**	**Simulation**	**Skills**

Sittner, B. (2021). Process for integrating Simulation-Based learning experiences.

Appendix T

Simulation Safety

Incidents or 'near misses' occurring in the simulation spaces follow the "Policy for Incident Reporting and Recording Process for Nursing Programs".

Safety in the Lab

Professional behaviour is an expectation in the simulation lab environment (lab space and debriefing areas). The safety policies in the simulation lab space are aimed at keeping learners, faculty, and staff safe from injury while learning in a highly technical and innovative space. This may include (but is not limited to):

- Dress in comfortable, professional apparel unless specified by the facilitator (i.e. lab coats and/or uniforms). Must wear closed toe shoes.
- No food or drink (except water in a covered container) permitted in the lab.
- Learners and facilitators follow universal precautions against infectious disease while participating in the sim lab environment.
- No 'real' medications are used; only simulated meds which are clearly identified.
- All IVs and medications are labelled "For Simulation Purposes Only' .
- Safe storage and labelling of all medical equipment (i.e. working defibrillator-should be labelled "For Simulation Purposes Only"; routine maintenance plan identified). Equipment used for designated purpose only.
- Use of approved sharps/biohazard containers placed in close proximity to the practice environment.
- Immediately report all injuries or other safety concerns to the session supervisor and simulation lab personnel.
- Secure electrical cords to prevent falls.
- Use of brakes on beds, carts, and as appropriate to prevent injury to learners.
- Adhere to room capacity recommendations.
- Any equipment or supplies are to be 'signed-out' by simulation lab personnel.
- Report any damaged or potentially dangerous equipment to the simulation lab personnel.
- It is expected that faculty/instructors have working knowledge of any simulator, task trainer or other equipment prior to use. Training sessions will be provided and arranged through the simulation lab personnel.
- All learners/faculty/staff/instructors will have an orientation to the space and equipment prior to use.

Psychological Safety

Psychological safety in the context of nursing simulation experiences refers to the perception of the learners that they can speak up, ask questions, and make mistakes without fear of reprisal embarrassment, negative consequences, or judgment (INACSL Standards Committee et al., 2021; Stephen, Kostovich & O'Rourke, 2020). It is an important aspect of creating and maintaining a supportive learning environment.

- Situate the learner for the experience through appropriate pre-simulation activities.
- A prebriefing is conducted prior to each simulation experience to ensure that participants are aware of the simulation environment, equipment, logistical details, confidentiality, simulation realism, and expected learning objectives.
- Respectful behaviour as a code of conduct is expected among all participating in the simulation experience.
- Faculty/staff have a plan to support distressed learners. For each simulation experience a designated staff/faculty member will attempt to support the distressed learner in the simulation lab or close proximity, taking cues from the learner whether a short break is required in order to gain composure. If the learner is experiencing a high degree of distress, medical services such as Campus Health or hospital emergency should be advised. Simulation personnel and session supervisor should be notified.
- Debriefing is conducted by a formally trained individual participating in the simulation experience. The debriefer should have enough cognitive capacity of the simulation experience to identify knowledge/performance gaps, provide constructive feedback, and engage the learners in reflective practice.
- Consent is obtained if video recording any part of the simulation. Learners will be informed of the purpose of the video recording, how it is being archived and for what period of time.
- Facilitators need to be aware of power distances between themselves and the learner, actively mitigating to foster a psychologically safe environment
- Faculty/staff to be aware of psychological risk of the scenario and create learning experiences that promote psychological safety.

INACSL Standards Committee, McDermott, D.S., Ludlow, J., Horsley, E. & Meakim, C. (2021, September). Healthcare Simulation Standards of Best Practice TM Prebriefing: Preparation and Briefing. Clinical Simulation in Nursing , 58, 9-13. https://doi.org/10.1016/j.ecns.2021.08.008 .

Stephen, L. A., Kostovich, C., & O'Rourke, J. (2020). Psychological Safety in Simulation: Prelicensure Nursing Students' Perceptions. *Clinical Simulation in Nursing*, *47*, 25–31. https://doi.org/10.1016/j.ecns.2020.06.010

Appendix U

Important Links

CAN-Sim Scenario Template

To maintain consistency throughout the program, the CAN Sim scenario template is to be used when creating new scenarios.

CAN-Sim Simulation Scenario Template 2022.docx

CAN Sim Reviewer Template

Appendix V

Scenario Development Process

1. Complete a needs assessment to identify curricular gaps
2. Consultation with: Simulation Program Faculty Lead (if approved), a content expert, course lead to draft simulation using current evidence and best practices. All simulations are based on INACSLs Healthcare Standards of Best Practice: Simulation. Draft the simulation.
3. Pilot test the scenario with volunteers and authors of simulation. Revise based on feedback. Continue to obtain feedback from participants regarding:
    a. which components were helpful or confusing,
    b. did the scenario flow well
    c. any additional preparatory information required
    d. was there sufficient patient cues
    e. adequate supplies

    Obtain faculty feedback regarding:
    f. scenario levelled appropriately for the learner
    g. revisions recommended

    Simulation Technologist
    h. any changes to the equipment or set up
    i. recommendations for script progression

Appendix W

Record of Virtual Debriefing

Scenario: **Date:**

Student name	Preparedness	Professionalism	Contributions	Organization	Comments

Legend: E-exceptional M-met expectations U-unmet-did not meet expectations

To facilitate evaluation of the synchronous debriefing consider the following criteria:

Preparedness: evidence of completion of the preparatory work

Professionalism: attend on time, in uniform, professional comportment, video engagement

Contribution: clear, audible, two or more contributions during the session

Organization: ideas thoroughly explained, logically linked to theme, builds on expressed ideas of peers

Comments:

Program Approval

Nursing Education
Program Approval Guide

Overview of the Program Approval process

College of Nurses of Ontario
Ordre des infirmières et infirmiers de l'Ontario
THE STANDARD OF CARE.

Contents

Introduction 3

Regulatory approval of programs 3

The objectives of Program Approval 3

Program Approval Framework 4

- The Program Approval Framework 4
- Guiding Principles 5
- Program approval indicators 5
- How programs are evaluated 5
- Approval status 7

Program approval notification and review process 8

Roles and responsibilities 10

Frequency of reviews 10

Approval terms and conditions 11

Document and submission requirements 11

- Indicator Evidence Form 11
- Curriculum mapping 11
- Attestation form 12
- How to complete the forms for each program 12
- Documentation submission process 12
- Folders and naming conventions 12

Confidentiality and conflicts of interest 13

Program approval contact information 13

Appendix A: Indicator Evidence Form Instructions 14

Appendix B: Indicator and evidence descriptions 16

Appendix C: Glossary 32

Nursing Education Program Approval Guide

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Introduction

This guide outlines the College of Nurses of Ontario's (CNO) Nursing Education Program Approval (program approval) process and requirements for entry-level[1] Practical Nursing Programs (RPN), Baccalaureate Nursing Programs (RN) and Nurse Practitioner Programs (NP).

The program approval process has been standardized across all categories and classes of nursing and is based on the Program Approval Framework (framework) approved by Council in December 2014.

This guide helps you understand the program approval process and how to prepare for your program reviews. Specifically, it explains the following:

- standards and indicators used to evaluate programs
- review process and documentation requirements
- approval statuses.

Regulatory approval of programs

Our commitment to govern nursing in Ontario in the public interest is the basis for CNO's program approval process. *The Nursing Act, 1991*, authorizes CNO's Council to approve nursing education programs in Ontario. The regulation supports our public-protection mandate to ensure that individuals who enter the nursing profession have the knowledge, skill and judgment to practise safely, ethically and competently.

Entry-level nursing programs in Ontario must receive program approval from CNO for graduates to be eligible to proceed with registration. While CNO is responsible for assessing programs against standard criteria, Council has the final authority to grant a program's approval status.

The objectives of Program Approval

These are the objectives of our program approval process:

- fulfil CNO's legislative duty to approve entry-level nursing education programs
- promote the safe practice of nursing through a standardized nursing education approval process for all categories and classes of nursing education
- grant jurisdictional recognition to nursing education programs
- provide stakeholders with a transparent account of program approval
- support continuous evaluation and improvement of nursing education programs.

[1] An entry-level program is a nursing program that integrates the entry-to-practice competencies into its curriculum and whose graduates are eligible to write the nursing registration exam.

Program Approval Framework

Framework

The program approval process is based on the Program Approval Framework approved by Council (see Figure 1).

There are three main standards against which entry-level nursing education programs are reviewed and evaluated:

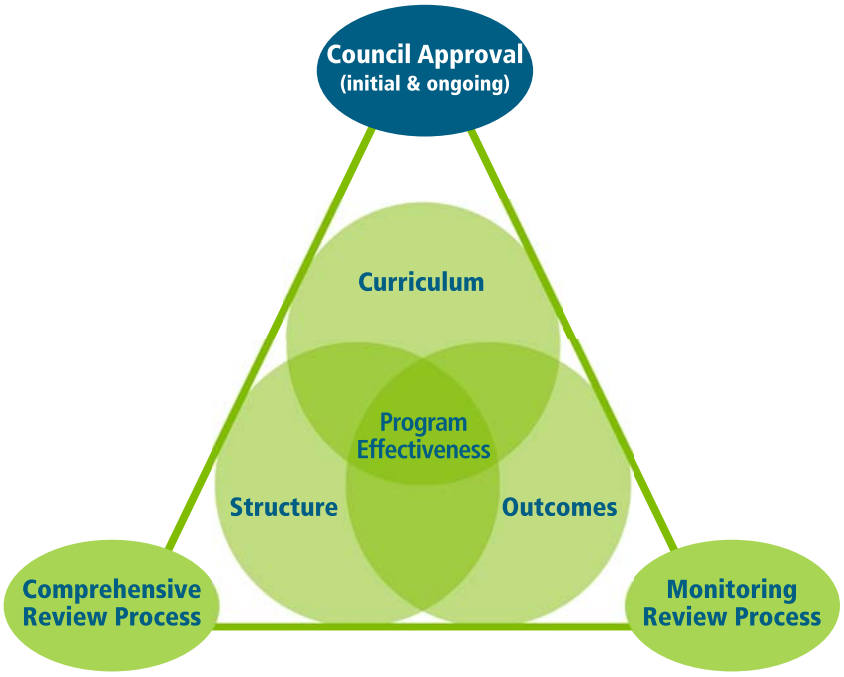
- **Structure** – The program's strategy, policies, procedures and resources support the student's preparation to meet nursing competencies expected for the category and/or class of registration
- **Curriculum** – The program's curriculum prepares students to meet nursing competencies expected for the category and/or class of registration
- **Outcomes** – The program consistently demonstrates outcomes of preparing graduates to meet nursing competencies expected for the category and/or class of registration.

At the three points of the framework are the processes CNO will use to approve programs:

- a comprehensive review process
- an annual monitoring process
- CNO Council approval.

At the centre of the framework is the program's effectiveness in preparing graduates to practice in a safe, competent and ethical manner.

Figure 1: Program Approval Framework



Guiding principles

The following five principles helped guide the development of the evaluation process and continue to guide our program approval process and decisions:

- **Regulatory-focused** – The program approval standards and process are centred on CNO's public-protection mandate
- **Transparent** – The program approval standards, policies and decisions are available to schools, the public and other stakeholders
- **Evidence-informed** – The program approval framework and process are based on evidence and best-practice
- **Objective** – The evaluation and decision-making are based on standardized criteria
- **Sustainable** – The program approval process can be maintained by all stakeholders.

Program approval indicators

Each of the three standards uses indicators and associated evidence requirements to evaluate a program's performance for that standard. Each indicator has been validated and supports the principles and objectives for program approval. Visit the *Nursing Education Program Approval* web page to learn more about the program approval development process.

Table 1 provides a high-level summary of the nine indicators (p. 6). Appendix B provides a more detailed description of each indicator and the evidence requirements.

How programs are evaluated

To support the principle of using objective and evidence-informed practices to inform decision-making, a scoring tool and rubrics are used to evaluate the evidence for each of the indicators. This section describes how the indicators are evaluated to score each program.

The score for each indicator is calculated on two factors, as shown in the following equation:

Indicator score = score for the evidence submitted (2, 1 or 0) x indicator weight (%).

Evidence score: Based on the program's submitted evidence, each indicator is evaluated against a rubric that determines whether the indicator has been met (score = 2), partially met (score = 1) or not met (score = 0).

Indicator weight: Each indicator has a "weight" that contributes a relative percentage to the program's total score based on its regulatory importance. The indicator weights, shown in Table 1, total to a standard weight (Program Structure 25%; Program Curriculum 40%; and Program Outcomes 35%) and an overall weight (Total 100%).

A subset of indicators, defined as "mandatory" from a regulatory perspective, must be "met" (score = 2) for the program to receive an Approved status. The following are mandatory indicators:

- client and student safety (Indicator 2a-d)
- curriculum incorporates ETP competencies and foundational practice standards.

Nursing program approval statuses are based on whether the program exceeds the cut score of 75% and meets the mandatory indicators described below.

Table 1 – CNO nursing education program approval scorecard

Structure standard (total weight 25%)

Indicator (sub-indicator)		Weight %
1	**Nursing program governance**	6
1a	Nursing program governance structure	2
1b	Curriculum review structure	2
1c	Annual review of program outcomes	2
2	**Client and student safety**	13
2a	Orientation of student and faculty to clinical setting	2
2b	Student supervision in all clinical placements	3
2c	Regular evaluation of student performance in clinical setting	3
2d	Processes are in place to manage and learn from safety incidents	5
3	**Qualified faculty**	6
3a	Faculty who are RN, RPN and NPs have current certificate of registration in Ontario	2
3b	Regular process to evaluate teaching	4
Sub-total — structure indicators		**25%**

Curriculum standard (total weight 40%)

4	**Curriculum incorporates entry-to-practice competencies and foundational practice standards**	25
5	**Clinical learning opportunities support learners to attain and demonstrate acquisition of program objectives**	10
6	**Processes in place to communicate expectations for the student placement to preceptor**	5
Sub-Total — Curriculum Indicators		**40%**

Outcome standard (total weight 35%)

7	**Registration exam scores-1st time pass rates (3-year cumulative total)**	17
8	**Recent graduates' assessment of their preparation to practice safely, competently, and ethically**	8
9	**Preceptor assessment of student's readiness to practice**	10
Sub-Total — Outcome Indicators		**35%**

Total of Standards 1,2,3 weight	**100%**

Approval status

Programs receive one of the following four approval statuses with a written rationale and summary of their program approval scores:

1. Preliminary approval

A preliminary approval status is given to a new program that meets the criteria for preliminary approval but has not yet graduated students from the program. Graduates from programs with this status are considered graduates of an approved nursing program and are eligible for registration in Ontario. For an approved status, programs receiving preliminary approval must undergo a comprehensive review in the academic year following the first class of graduates

2. Approved

A program receives an approved status when it meets the cut score of 75% and the mandatory indicators for program approval. Graduates from a program with this status are considered graduates of an approved nursing program and are eligible for registration in Ontario

3. Approved with conditions

A program receives an approved with conditions status when it does not meet the cut score of 75% OR does not meet the mandatory indicators. Graduates from a program with this status are considered graduates of an approved nursing program and are eligible for registration in Ontario

4. Not approved

A program is not approved when it fails to meet the cut score of 75% OR does not meet the mandatory indicators over a consecutive number of years, and does not demonstrate improvement in meeting the requirements. Graduates from a program with this status are not eligible for registration in Ontario.

Program Approval notification and review process

The following outlines the notification requirements and review processes for new and established programs and for situations where programs may be changed or discontinued.

New programs

a) A new entry-level nursing education program planning to admit students requires a preliminary approval status from CNO prior to admitting students. For the program to receive approval recognition, the school notifies CNO's Manager, Program Approval of its intent to offer a new program, in writing, one year prior to the commencement.
b) The program approval review minimally includes a review of the new program's curriculum.

Established programs

a) Nursing education programs that have graduated students and have received an approved or conditional approval status from CNO.
b) CNO's Manager, Program Approval, provides written notification to the schools, one year in advance of their program(s') comprehensive approval submission deadline. An overview of the key steps required to complete the comprehensive review process is illustrated in Figure 2.
c) Schools with established programs are also required to complete the annual monitoring review (outlined on p. 10).

Changes to programs

a) The school is responsible for notifying CNO's Manager, Program Approval, in writing, of any proposed substantive changes to the program or the program's curriculum.
b) It is the responsibility of the Program Approval Committee (PAC) to determine if the changes are substantive, whether a program approval review is required and the scope of the program approval review. The Committee may consult with the schools, or request additional information, to assist in its determination.
c) Substantive changes may include but are not limited to the following:
   - Significant changes to the delivery method of the program
   - Significant changes made to the curriculum including how the curriculum addresses the competencies
   - Changes to the admission requirements or exemption criteria for students entering the entry-level program
   - Changes to the delivery site of the program such as offering a program at a new site
   - New or changes to collaborative partners or other organizational governance changes that impact the delivery of the program
   - Significant changes in policies or procedures related to any of the program approval indicators.

Discontinued programs

The schools provide written notification to CNO's Manager, Program Approval, regarding the discontinuation of any approved programs or sites and the expected date of discontinuation.

Figure 2 – Overview of comprehensive review process

Roles and responsibilities

Schools have the following responsibilities:

- Submitting required documents for each of their programs as per the approval process outlined in pp. 7–8 and according to the schedule of due dates
- Ensuring their submission demonstrates the requirements, are accurate and complete as per the attestation form
- Notifying CNO of any changes or new programs that may be subject to program approval (see pp. 7–8 for more details).

CNO is responsible for these actions:

- Ensuring schools have the information and orientation they need to understand the program approval requirements and to complete their submission
- Administering the program approval process, which includes coordinating the process with the schools for scheduling, document submission, reviewing evidence and completing the scorecard and assessment report
- Submitting reports for each school's programs to CNO's Program Approval Committee
- Communicating decisions and working with schools that need an action plan.

Program Approval Committee

- The Program Approval Committee (PAC) is an internal operations committee at CNO. Its main function is to analyze program approval data and reports based on the standardized Program Approval Framework and to make approval recommendations to CNO Council for all categories and classes of entry-level nursing education programs in Ontario.

CNO Council

- Council has the final authority to grant a program's approval status.

Frequency of reviews

Program approval status is determined annually based on comprehensive or annual review results, as applicable:

Comprehensive review – Every established entry-level nursing education program completes a comprehensive review every seven years. The review is based on all nine indicators.

Annual monitoring review – A subset of the program approval indicators (the outcome indicators) are reviewed annually for each program, including all programs not scheduled for a comprehensive review.

Phone feedback sessions and re-submission process (as necessary) – In the event any indicators or competencies are scored as unmet during the initial evidence review, CNO conducts phone feedback sessions with the schools to review gaps in evidence and provide recommendations for re-submission of unmet indicators/competencies.

If after re-submission the program still does not meet the cut score of 75% OR either of the two mandatory requirements, the program receives conditional approval and must develop an action plan to address gaps based on recommendations and a schedule provided by CNO.

Approval terms and conditions

Programs receiving conditional approval for **not meeting the cut-score** but meeting all mandatory indicators, have up to **three years** to implement their action plan and meet the requirements.

Programs receiving a conditional approval for not meeting the **mandatory requirements** have **one year** to implement their action plan and meet the mandatory requirements.

For further information on approval terms and conditions, see Section 8 of the Nursing Education Program Approval Policy.

CNO communicates program approval results and decisions to the schools through a written report of their results and their scorecard. On CNO's website, program approval status is updated annually within two business days of Council's decisions.

Document and submission requirements

The school granting the diploma, degree or certificate for the program being approved is responsible for coordinating the approval process and submission documents for that program. CNO requests a primary contact for the purposes of program approval and communications.

This section provides a high-level overview of key documents required for the comprehensive review.

Indicator Evidence Form

Each indicator has a list of evidence required to substantiate that the indicator is met (see Appendix B). The Indicator Evidence Form (Evidence Form) is to be used by schools to document and submit the evidence for five of the program approval indicators (Indicators 1, 2, 3, 5 and 6). Indicator 4 (curriculum mapping) requires completion of a separate document (Curriculum Mapping Tool). Additional templates developed by CNO may be required to support submission of specific indicators. CNO is responsible for providing the evidence for Indicator 7 (first time pass rates on registration exams) Indicator 8 (graduates assessment of readiness to practice) and Indicator 9 (preceptors assessment of graduates readiness to practice).

Curriculum Mapping

Curriculum mapping is foundational to all entry-level nursing programs. It is one indicator used by CNO to evaluate and approve entry-level nursing programs. Curriculum mapping is a mandatory indicator focused on the regulatory mandate of public safety and integrating and teaching ETP competencies.

During a curriculum review, schools engage in a self-assessment process of their curriculum and provide evidence of the teaching and learning experiences required to prepare graduates to be competent and safe practicing nurses. Curriculum mapping provides a systematic approach for schools to document their curriculum against foundational practice standards and ETP competencies for each program.

Each entry-level nursing education program is required to map its curriculum during the comprehensive review process, and prior to implementation of any new entry-level nursing program, using the curriculum mapping tool. Refer to the Curriculum Mapping Guide document for detailed instructions on completing the curriculum mapping tool.

The ETP competencies to which schools are required to map their curriculum can be found at **www.cno.org/en/become-a-nurse/**.

Attestation Form

Schools must submit an Attestation Form with their final documentation submission packages. This form is to be signed by the Dean or Chair of the program(s) attesting that all:

- submission requirements have been reviewed and are understood
- submitted documents are complete
- information provided is current, accurate and specific to the program under review.

How to complete the forms for each program

Each entry-level nursing education program needs to complete one curriculum map. For example, if a school offers a Direct-Entry Full Program and a Pre-Health Education Entry Specified Program, the school must complete a curriculum map for each of these programs. However, only one Evidence Form is required regardless of the number of programs being reviewed.

If the program stream is offered across multiple sites, or is offered as a collaborative program, only one Evidence Form should be completed to reflect the entirety of the program. However, multiple sites or collaborative partners may wish to complete the Evidence Form together.

Each school participating in the Primary Health Care Nurse Practitioner Program Consortium must complete the Evidence Form for its school. However, as the curriculum is common across all schools, only one curriculum map is required and one score is applied to all schools for the curriculum mapping indicator.

See Appendix A for further instructions on completing the Evidence Form.

Documentation submission process

A secure portal (enhanced file transfer system or EFT) has been set up for each school to upload their program approval documents. Each school has a secure separate folder that can be accessed by multiple users to manage their program approval documents. Separate instructions with password and log-in information are provided for using the portal.

Folders and naming conventions

Within the portal, a folder is labelled for each indicator. Within each of the indicator folders, schools create a file structure supporting the type and number of documents being submitted. Consistent naming of documents is required. For example, if a school cites Clinical Preceptor Orientation Handbook as a source of evidence on their Evidence Form, the corresponding document submitted to the portal must be titled Clinical Preceptor Orientation Handbook.

Confidentiality and conflicts of interest

All information, documents and correspondence about program reviews is kept confidential and not disclosed to persons outside CNO, other than official representatives of the education program or agents conducting the program approval assessment on behalf of CNO.

We aim to address and prevent any conflicts of interest, real or perceived, in all aspects of the approval process. All individuals involved in any aspect of CNO's approval activities are expected to identify potential conflicts of interest, and to remove themselves from activities or deliberations concerning institutions or programs when such conflicts exist. Programs under review may also bring to CNO's attention real or perceived conflicts of interest of any individual involved in program approval activities.

Program Approval contact information

For general inquiries contact programapproval@cnomail.org

Appendix A: Indicator Evidence Form instructions

Overview

The Indicator Evidence Form (Evidence Form) is to be submitted by the school granting the diploma, degree or certificate for the program being approved. There are two versions of the Evidence Form available: one for schools with one program undergoing program approval and one for schools with multiple programs undergoing program approval.

For schools offering more than one entry-level nursing education program, only one Evidence Form is to be completed. The Evidence Form is designed to capture the information for all of your programs into one document.

If a program is offered as a collaborative program with a University and College, the information submitted for that program should reflect the entirety of the program and is to be submitted by the University conferring the degree. However, completing the Evidence Form may be a collaborative process involving the multiple campuses or collaborative partner(s).

Each program participating in the Primary Health Care Nurse Practitioner Program Consortium is to complete the Evidence Form for their school. Although the evidence for some indicators may be common across the Consortium, and the documentation for these indicators may be coordinated across the Consortium, each school is responsible for submitting the information and completing the attestation for their own program.

Appendix B of this Guide provides detailed descriptions for Indicators 1-9. The description includes a definition and rationale for each indicator, a list of the required evidence to substantiate the indicator and examples of data sources.

How to complete the Indicator Evidence Form

The Indicator Evidence Form is a spreadsheet. All six sheets of it must be completed:

- Sheet 1: Program information and brief instructions for completing the Evidence Form
- Sheet 2: Submission table for Indicator 1: Nursing Program Governance Indicator
- Sheet 3: Submission table for Indicator 2: Client and Student Safety Indicator
- Sheet 4: Submission table for Indicator 3: Qualified Faculty Indicator
- Sheet 5: Submission table for Indicator 5: Clinical Experience Indicator
- Sheet 6: Submission table for Indicator 6: Integrated Practicum Indicator.

Indicator 4 (Curriculum Mapping) has a separate document to be completed and submitted for each program. It is not included in the Evidence Form.

Please ensure that Sheet 1 is fully completed, including the name of your school, program(s) under review, sites if applicable, and the name of the person(s) completing the form.

The name of your school should also be included at the top of sheets 2-6 in the applicable text box provided.

Describe and demonstrate

For each evidence requirement, you will be asked to describe and demonstrate how your school achieves the requirement.

Describe – to describe, provide an explanation of your policy, procedure, standards or approach as pertains to the requested evidence requirement. Each evidence requirement will identify items to be specifically included in your description. For example, Indicator 2a (orientation to the clinical setting) requires the following four items to be included in the description:

1. The orientation process for students including timing of the orientation
2. The content of the student orientation
3. The orientation process for clinical faculty including timing of the orientation
4. The content of the clinical faculty orientation.

The description is kept to the minimum information required to satisfy the requirements.

The overall description needs no more than 1-2 pages. You may enter your description directly into the appropriate column of the Evidence Form, or write the description on a separate Word document and reference the name of the word document in the appropriate column. The Word document must be submitted as part of your program approval submission package.

Demonstrate – to demonstrate, provide documentation substantiating your description. Using the example above (2a: orientation to the clinical setting), provide documentation to substantiate your description for each of the four required items.

Each evidence requirement provides a list of possible sources of documentation to demonstrate the requirement. For Indicator 2a, documentation could include, but is not limited to: orientation schedule and attendance lists; orientation policy, procedure or guideline; orientation manuals or other orientation materials; and student and clinical instructor handbooks. Keep your submitted documentation to the minimum information required to substantiate your description.

For some indicators, you must submit specific documentation. For example, Indicator 2c (regular evaluation of student performance in clinical settings) requires an example of a student evaluation during a clinical placement (anonymized). Other indicators require you to demonstrate integration of the described process by providing a case study or example. These documents may already exist, such as an incident management report and recommendations, or you may need to create the document describing the example and the integration. The number of required examples is specified. Only provide the number of examples requested.

List the documentation you are submitting for each evidence requirement in the document list column of the Evidence Form. See p. 12, for instructions on how to name your documents.

Scoring the Indicator Evidence Form

Rubrics have been developed for each evidence requirement and indicator. Points are assigned for each item in the description, and for the substantiating documentation, including case studies or examples. Each indicator is scored as met, partially met or not met based on the scoring rubrics.

Appendix B: Indicator and evidence descriptions

Standard 1—Program Structure

Structure: The program's strategy, policies, procedures and resources support the student's preparation to meet nursing competencies expected for the category and/or class of registration.

Indicator 1—Nursing Program Governance

1a. Nursing program governance structure

Description: There are documented governance structures and processes for the coordinated delivery of safe nursing education programs including programs delivered with a) collaborative partners, b) as part of a consortium and/or c) across multiple delivery sites.

Rationale: Clear program accountability for consistently preparing students to practice safely, competently and ethically based on the entry-to-practice (ETP) competencies is required, including clear governance and decision-making processes for the delivery of nursing education.

EVIDENCE REQUIREMENT 1

Describe (A) and demonstrate (B) the governance structure for the delivery of your program(s) including: a) with collaborative partners; b) as part of a consortium; or c) across multiple delivery sites as applicable.

A. Describe: For programs delivered with collaborative partners, as part of a consortium, and/or across multiple delivery sites, ensure your description for each item addresses these delivery models. Include each of the following three items in your description:

1. The governance structure and accountabilities for program delivery and decision making with the names of partners to any agreement(s), if applicable
2. How program delivery decisions are made
3. How decisions and information are communicated to faculty.

B. Demonstrate: Provide documentation to substantiate your description.

Possible sources of documentation to demonstrate this requirement:

1. Organizational charts
2. Policy or procedure documents
3. Minutes or other sources of communication
4. Current executed agreements, memoranda of understanding or other contracts.

EVIDENCE REQUIREMENT 2

Describe (A) and demonstrate (B) how the program ensures there is a coordinated approach to safe clinical placements that meets program objectives.

A. Describe: For programs delivered with collaborative partners, as part of a consortium, and/or across multiple delivery sites, ensure your description for each item addresses these delivery models. Include each of the following five items in your description:

1. Who has responsibility for coordinating clinical placements (role or committee)
2. What your process and infrastructure is to secure clinical placements
3. How you manage when clinical placements are not available
4. How you assess the quality of the learning environment in clinical placements to ensure it is safe for student learning
5. What your process is for managing an unsafe clinical placement.

B. Demonstrate: Provide documentation to substantiate your description.

Possible sources of documentation to demonstrate this requirement:

1. Case studies or examples (anonymized) that demonstrate how you managed an unsafe clinical placement
2. Policy or procedure documents
3. Committee terms of reference or meeting minutes (e.g. program curriculum committee, steering committee)
4. Job or role descriptions.

1b. Curriculum review structure

Description: There are documented accountabilities and processes for curriculum development and regular review.

Rationale: The foundation of program approval is a curriculum that prepares students to practice safely, competently and ethically based on the ETP competencies. An effective governance structure includes clear accountabilities and processes that ensure the curriculum is kept current, is standardized across sites where applicable and faculty across all sites are informed about the curriculum and any changes.

EVIDENCE REQUIREMENT

Describe (A) and demonstrate (B) your curriculum review process.

A. Describe: For programs delivered with collaborative partners, as part of a consortium and/or across multiple delivery sites, ensure your description for each item addresses these delivery models. Include each of the following four items in your description:

1. Who is accountable, or what committees have responsibility for this function
2. Who is involved in the review, including committee composition if applicable; how collaborative partners, consortium members or faculty from different sites are involved (as applicable)
3. How curriculum is reviewed and how often; what processes are in place to ensure the curriculum is standardized across sites (as applicable)
4. How decisions and changes to the curriculum are communicated to faculty.

B. Demonstrate: Provide documentation to substantiate your description.

Possible sources of documentation to demonstrate this requirement:

1. Terms of reference of curriculum (joint) committee or other committees with similar mandates, including objectives, accountabilities, composition and timing of review
2. Documented procedures or guidelines for curriculum review
3. Minutes from curriculum committee meetings or other committees with similar mandates that document agenda, attendees and any results and recommendations
4. Communications and/or minutes from meetings with faculty regarding curriculum
5. Agreements, memoranda of understanding and other contracts.

1c. Annual review of program outcomes

Description: There is an annual review of program outcomes that includes the review of nursing registration exam results.

Rationale: Programs should monitor and review outcomes to assess the program's effectiveness in preparing students to practise safely, competently and ethically. A key outcome evaluated by program approval is registration exam results. Programs should have a process to review registration exam results, and factors that may impact exam results, to inform and enhance their programs. For example but not limited to, admission criteria, attrition rates, and course grades.

EVIDENCE REQUIREMENT

Describe (A) and demonstrate (B) your annual registration exam results review process.

A. Describe: For programs delivered with collaborative partners, as part of a consortium and/or across multiple delivery sites, ensure your description for each item addresses these delivery models. Include each of the following four items in your description:

1. Who is accountable, or what committees have responsibility for this function
2. Who is involved in the review, including committee composition if applicable
3. How results are reviewed
4. What multiple factors or program metrics are considered in your analysis (e.g. admission criteria, attrition rates, and grades).

B. Demonstrate: Provide documentation to substantiate your description.

Possible sources of documentation to demonstrate this requirement:

1. Committee terms of reference including objectives, composition, schedules and accountabilities
2. Minutes from committee meetings that document agenda, attendees and any results and recommendations of the review
3. Dashboards, metrics or other sources of data included in reviews.

Indicator 2—Client and Student Safety

Description: Policies, procedures and practices are in place to mitigate risk to clients and students.

2a. Orientation of the student and faculty to the clinical setting

Description: There is orientation of the student and clinical faculty to the clinical setting prior to the student commencing direct patient care.

Rationale: Orientation of students and clinical faculty to the clinical setting, including institutional policies, procedures and health record systems, prior to the student commencing direct patient care, is essential for ensuring both client and student safety.

EVIDENCE REQUIREMENT

Describe (A) and demonstrate (B) the orientation process to the clinical setting.

A. Describe: Include each of the following four items in your description:
1. The orientation process for students with timing of the orientation
2. The content of the student orientation
3. The orientation process for clinical faculty with timing of the orientation
4. The content of the clinical faculty orientation.

B. Demonstrate: Provide documentation to substantiate your description.
Possible sources of to demonstrate this requirement:
1. Orientation schedules and attendance lists
2. Orientation policies, procedures or guidelines
3. Orientation manuals or other orientation materials
4. Student and clinical instructor handbooks.

2b. Student supervision in clinical placements

Description: There is student supervision in all supervised clinical and preceptored placements.

Rationale: Student supervision in clinical placements is essential for the safety of the client and the student.

EVIDENCE REQUIREMENT

Describe (A) and demonstrate (B) faculty accountabilities and understanding of student supervision requirements in all supervised clinical and preceptored placements.

A. Describe: Include each of the following four items in your description:
1. How faculty are prepared to ensure safe and effective student supervision
2. The role and responsibility of faculty in supervised clinical placements and preceptored placements
3. How you ensure ongoing student supervision
4. How faculty and preceptors can bring issues forward for resolution (through decision making bodies/structures).

B. Demonstrate: Provide documentation to substantiate your description.

Possible sources of documentation to demonstrate this requirement:
1. Policies, procedures, standards or guidelines
2. Clinical faculty and preceptor guidebooks
3. Orientation manuals or other orientation materials.

2c. Regular evaluation of student performance in clinical settings

Description: There is regular evaluation of student performance in the clinical setting that includes documented assessments and mechanisms for remediation as required.

Rationale: Timely and regular student evaluation ensures students continuously learn and are provided feedback. In situations where student performance could adversely affect client safety, students are removed or reallocated.

EVIDENCE REQUIREMENT

Describe (A) and demonstrate (B) the student evaluation process in the clinical setting.

A. Describe: Include each of the following two items in your description:

1. An outline of your formal (documented) and informal evaluation processes and time frames throughout the duration of the clinical placement
2. Your process for progressive remediation based on student evaluations.

B. Demonstrate: Provide documentation to substantiate your description.

a) You must include the following in your documentation:
   1. One example of a student evaluation during a clinical placement (anonymized)
   2. One example of a remediation plan that includes progression and follow-up (anonymized).

b) Other possible sources of documentation to demonstrate this requirement:
   1. Policies or procedures related to student evaluation in the clinical setting
   2. Progression and remediation policies or procedures.

2d. Processes are in place to manage and learn from safety incidents

Description: Processes are in place to manage and learn from safety incidents involving clients and students.

Rationale: Creating a safe environment for students and clients is multifactorial. This includes:
1) having processes in place for reporting, reviewing and mitigating incidents associated with students and faculty in both clinical and academic settings;
2) creating learning opportunities for students and faculty from incidents; and
3) collaborating with clinical placement settings to mitigate future incidents.

The importance of creating a "no blame," systems-focused environment is key in the process of identifying and mitigating student and client safety risks and needs to be integrated in all of the above approaches.

EVIDENCE REQUIREMENT 1

Describe (A) and demonstrate (B) the nursing program's processes that address client and student safety incidents.

A. Describe: Include each of the following three items in your description:
1. Your processes for reporting and communicating safety incidents in clinical and academic settings
2. Your processes for reviewing safety incidents in clinical and academic settings
3. Your processes for managing safety incidents in clinical and academic settings.

B. Demonstrate: Provide documentation to substantiate your description.
a) You must include the following in your documentation:
   1. One client safety example with any recommendations and actions undertaken (anonymized) containing, but not limited to, medication errors, falls, privacy and confidentiality. This example must be from the clinical setting.
   2. One student safety example with any recommendations and actions undertaken (anonymized) containing, but not limited to, needle stick injuries, falls and physical or verbal violence from clients/families. This example can be from the lab, class, simulation or clinical setting.

Note: Examples should be as recent as possible and up to a maximum of three years ago. Examples can include near misses, and don't need to be "critical" incidents. Examples for the academic setting can be from lab, class or simulation.

In the absence of a client or student safety incident, describe your processes to manage such an incident "if" it occurred, and/or how learning would be provided through client safety events described in the literature.
b) Other possible sources of documentation to demonstrate this requirement:
   1. School policy or procedure documents specific to the nursing education program
   2. Incident review committee terms of reference
   3. Minutes of committee meetings and outcomes
   4. Reference links to literature cited
   5. Incident management (safety) reports (anonymized).

EVIDENCE REQUIREMENT 2

Describe (A) and demonstrate (B) how safety incidents are incorporated and used as opportunities for students to learn about risk mitigation.

A. Describe: Include each of the following two items in your description:
1. Your process for analysis and synthesis of safety incidents
2. How the synthesis of your review is incorporated into the learning experience for students.

B. Demonstrate: Provide documentation to substantiate your description.
a) You must include the following in your documentation:
   1. One example (anonymized) of integrating learning from a safety incident or near miss into the setting (academic or clinical). Incidents can be from the lab, class, simulation or clinical placements.

b) Other possible sources of documentation to demonstrate this requirement:
   1. Incident management (safety) reports (anonymized)
   2. Self-reflection and critical incident analyses
   3. Information sharing with the broader student community
   4. Learning opportunities that address broader systems issues related to safety incidents
   5. Teaching notes (fact sheets, weekly instructor notes).

EVIDENCE REQUIREMENT 3

Describe (A) and demonstrate (B) the nursing program's collaboration with health care institutions and placement agencies for reporting and managing safety incidents.

A. Describe: Include each of the following two items in your description:
1. Communication structures and processes you have in place with health care institutions for reporting and managing safety incidents
2. Procedures you have in place with health care institutions for reporting and managing safety incidents.

B. Demonstrate: Provide documentation to substantiate your description.
a) You must include the following in your documentation:
   1. One client safety incident example (anonymized) that involved communication and follow-up between the school and service agency.

Examples should be as recent as possible and up to a maximum of three years ago. Examples can include near misses and don't need to be "critical" incidents. In the event that there has not been a safety incident with the opportunity for the school to collaborate with a placement agency, describe your processes to manage such an incident "if" it were to occur. Specify any incorporated learning from an event that happened in the service area and affected client safety.

b) Other possible sources of documentation to demonstrate this requirement:
   1. Incident management reports (anonymized)
   2. Minutes of committee meetings and outcomes; other decision documentation (anonymized)
   3. Documentation of historical incidents (anonymized) and actions/recommendations undertaken.

Indicator 3 — Qualified Faculty

Description: Qualified faculty resources play an integral role in creating the structure, processes and safe environment for student learning and client safety. The following indicators provide a minimal foundation.

3a. Faculty who are RPNs, RNs and NPs have a current certificate of registration

Description: Processes are in place to ensure Faculty who are RPNs, RNs and NPs have a current certificate of registration in Ontario.

Rationale: An effective and safe learning environment for teaching the ETP competencies requires faculty to be a registered member of the nursing profession.

EVIDENCE REQUIREMENT

Describe (A) and demonstrate (B) the process used to review faculty Certificate of Registration, upon initial hire and on an annual basis.

A. Describe: Include each of the following three items in your description:

1. The registration review process upon initial hire, including who is responsible for this function
2. The annual registration review process, including who is responsible for this function
3. How you assess and mitigate the potential impact of findings or practice restrictions on the safety of the teaching/learning environment.

B. Demonstrate: Provide documentation to substantiate your description.

a) You must include the following in your documentation:
   1. A list that demonstrates the results of the most recent annual review of full- and part-time faculty registration status. The list includes the initials of the faculty, faculty position, registration status and most current date registration status was verified. (Do not provide the registration number).

b) Other possible sources of documentation to demonstrate this requirement:
   1. Departmental operational procedures that outline how and when annual faculty registration is reviewed and recorded
   2. Documented processes for managing faculty practice restrictions if/when they occur
   3. Committee minutes or other sources of communication.

3b. Regular process to evaluate teaching

Description: There is a regular process to evaluate teaching to improve the learning environment.

Rationale: Faculty contribute toward creating a safe and effective learning environment. Regular evaluation of teaching in the clinical and theoretical environments helps identify potential issues and safety risks, for timely resolution and promotes a safe learning environment for clients and students.

EVIDENCE REQUIREMENT

Describe (A) and demonstrate (B) how you evaluate teaching in the clinical and theoretical environments.

A. Describe: Include each of the following four items in your description:

1. The methods you use to collect and review evaluation feedback from stakeholders including from students, preceptors, unit staff, coordinators, service providers and administration
2. Who is accountable for, and who is involved in, reviewing the feedback
3. What the follow-up process is, if issues are identified
4. How you use the evaluation of teaching results to improve the learning environment.

B. Demonstrate: Provide documentation to substantiate your description.

a) You must include the following in your documentation:
   1. One example of a clinical course evaluation (anonymized)
   2. One example of a theoretical course evaluation (anonymized)
   3. One example of the evaluation of teaching used, to improve the learning environment.

b) Other possible sources of documentation to demonstrate this requirement:
   1. Policies or procedures for course evaluations
   2. Documented accountabilities for course evaluations
   3. Student, preceptor or unit staff feedback (anonymized)
   4. Program coordinator documentation if relevant
   5. Incident or critical incident reports (anonymized) if relevant to the issue
   6. Meeting minutes.

Standard 2—Program Curriculum

Curriculum: The program's curriculum prepares students to meet nursing competencies expected for the category and/or class of registration.

Indicator 4—Curriculum incorporates ETP competencies and foundational practice standards

Description: The curriculum incorporates ETP competencies and foundational practice standards as demonstrated through curriculum mapping.

Rationale: Nursing education programs are accountable to prepare students to practise safely, competently and ethically, based on the ETP competencies.

EVIDENCE REQUIREMENT

Complete the Curriculum Mapping Tool for this indicator according to the instructions in the *Curriculum Mapping Guide*.

Indicator 5 — Clinical placement opportunities support learners to attain and demonstrate acquisition of program objectives

Description: Clinical placements and clinical learning opportunities support learners in attaining and demonstrating acquisition of program objectives by providing learning experiences across diverse settings, in complex health and illness situations and across the lifespan.

Rationale: Programs are accountable to prepare students to practise safely, competently and ethically, based on the ETP competencies. Clinical placements are a foundational component of this learning.

EVIDENCE REQUIREMENT

Use the CNO template Clinical Practice Experiences Tool (or your own similar template) to describe (A) and demonstrate (B) how clinical placements and clinical learning opportunities prepare students to practise competently, safely and ethically across the lifespan and illness trajectories.

Indicator 6 — Processes in place to communicate expectations for the student placement to the preceptor for the integrated practicum

Description: Processes are in place to communicate the expectations for the student placement to the preceptor for the integrated practicum.

Rationale: Preceptors employed by the institution in which students are completing their integrated practicum need to understand the student learning objectives and the placement's evaluation expectations for the student to be successful and the clients to be safe.

EVIDENCE REQUIREMENT

Describe (A) and demonstrate (B) that student learning outcomes and evaluation processes are provided to the preceptor for the integrated practicum.

A. Describe: Include each of the following three items in the description:

1. How the expectations for student learning outcomes and the evaluation process are shared with the preceptor.
2. What the communication processes (initial and ongoing) are between the nursing program and the preceptor during the placement, including communication of indicator 8 and 9 surveys.
3. The accountabilities of the nursing program and the preceptor during the placement.

B. Demonstrate: Provide documentation to substantiate your description.

a) Your documentation must include the following:
- Evidence of how you communicate survey information and survey links for indicators 8 and 9 to students and preceptors.

b) Other possible sources of documentation to demonstrate this requirement:
- Procedures, process descriptions or guidelines
- Guidebooks for preceptors
- Communication processes and procedures
- Documentation associated with preceptor orientation.

Indicator 7—Registration exam scores 1st time pass rates*

Description: CNO provides schools with their registration exam scores-1st time pass rates for each of the school's programs. The exam scores are provided on an annual basis. The program approval score is based on a rolling 3-years of aggregate data for each exam code the final exam data is based on a total score for all program sites.

Scoring criteria:
- Met (score = 2): pass rate >=80%;
- Partially met (score = 1): pass rate >=70% but <80%;
- Not met (score = 0): pass rate <70%.

Rationale: Individual site data will be provided on an annual basis so schools can assess their program's effectiveness in preparing students to practise safely, competently and ethically.

Indicator 8—Recent graduate's assessment of readiness to practice safely, competently and ethically**

Description: Provides an objective measurement of aggregated graduate's assessment of their readiness to practice.

Scoring Criteria for Baccalaureate/PN Graduates:
- Met (score = 2): average score of all survey items >=74%
- Partially met (score = 1): average score of all survey items >=63% but <74%;
- Not met (score = 0): average score of all survey items <63%.

Scoring Criteria for NP Graduates:
- Met (score = 2): average score of all survey items >=89%
- Partially met (score = 1): average score of all survey items >=78% but <89%;
- Not met (score = 0): average score of all survey items <78%.

Rationale: This outcome measurement captures the assessment of new graduate's readiness to practice; their ability to integrate the entry-to-practice (ETP) competencies and foundational standards for safe, competent and ethical practice.

Indicator 9—Preceptor's assessment of student's readiness to practice safely, competently and ethically**

Description: Provides an objective measurement of aggregated preceptor's assessment of student's readiness to practice.

Scoring Criteria for Preceptors of Baccalaureate/PN Graduates:

- Met (score = 2): average score of all survey items >=74%
- Partially met (score = 1): average score of all survey items >=63% but <74%;
- Not met (score = 0): average score of all survey items <63%.

Scoring Criteria for Preceptors of NP Graduates:

- Met (score = 2): average score of all survey items >=89%
- Partially met (score = 1): average score of all survey items >=78% but <89%;
- Not met (score = 0): average score of all survey items <78%.

Rationale: This outcome measurement provides preceptor assessment about the student's readiness for practice, based on observed performance of the student's ability to integrate the entry-to-practice (ETP) competencies and foundational standards during their final practice placement (integrative practicum).

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* CNO collects data for indicators 7, 8 and 9.

** Processes for the collection of data for indicators 8 and 9 are currently being determined. A separate information sheet will be provided to schools in fall 2019.

Appendix C: Glossary

Annual monitoring review: One component of the program approval framework used to approve entry-level nursing education programs. A subset of the program approval indicators (the outcome indicators) are examined yearly for each program and the program's approval score is calculated. Programs are approved annually based on the annual monitoring review results or the comprehensive review as required.

Approval: This term designates an education program has met the prescribed standards set out in the College of Nurses of Ontario's (CNO) program approval process. Program approval is a mandatory process based on the entry-to-practice competencies for a class or category of a nurse (RN, PN, or NP).

Collaborative program: A baccalaureate nursing education program offered in partnership between a College and a University. The students may take all or part of their nursing curriculum at the College or the University. The program degree is granted by the University.

Consortium: For the purposes of program approval, a consortium refers to the Primary Health Care Nurse Practitioner (PHC NP) Program established by the Council of Ontario University Programs in Nursing (COUPN) in 1995. Nine Ontario universities offer the program through this consortium: Lakehead, York, McMaster, Ottawa, Laurentian, Western, Windsor, Queens and Ryerson.

Comprehensive review: One component of the program approval framework used to approve entry-level nursing education programs. For the comprehensive review, all program approval indicators are reviewed every seven years, unless annual review results are unsatisfactory, and the program's approval score is calculated.

Curriculum: The planned process for achieving a nursing education program's intended outcomes. For purposes of program approval, nursing curricula includes theoretical foundations, learning activities to foster theory application by students and evaluation of student learning.

Curriculum mapping: A process for collecting and documenting curriculum related information against specific criteria or standards. This process ensures an alignment between the standards of nursing practice, entry-to-practice competencies and the educational content being taught. It also identifies and addresses academic gaps, redundancies and misalignments between courses and entry-to-practice competencies.

Curriculum mapping tool: Each entry-level nursing program is required to map its curriculum to ETP competencies, for both preliminary approval (new programs) and the comprehensive review process (established programs), using the curriculum mapping tool. Programs use the tool to provide evidence that the entry-to-practice competencies, required to prepare graduates to be competent and safe practicing nurses for their category and/or class of nursing, are embedded in the teaching and learning experiences.

Direct-Entry Full Program (DEF): An educational program with established admission criteria granting direct entry to graduates from an Ontario Secondary School, or to mature students. Students adhere to a structured curriculum designed to support them

in meeting the educational requirements for CNO's entry-to-practice competencies for either the RPN or RN General Class category. The curriculum is set by the educational provider. The duration of study is typically two years for the Practical Nursing program and four years for a baccalaureate degree. Upon completion of the program, the successful student is granted either a Colleges of Applied Arts and Technology diploma or a Bachelor of Science in Nursing degree (BScN).

Entry-level nursing program (program): Nursing education programs that prepare individuals entering the nursing profession with the competencies expected upon initial registration with the CNO.

Established program: A nursing education program that has graduated students and has received an approved or conditional approval status from CNO.

Entry-to-practice competencies: The entry-to-practice competencies outline the proficiencies required for entry-level (newly registered) nurses to provide safe, competent, compassionate and ethical nursing care in a variety of practice settings, upon initial and ongoing registration with CNO. The competencies also serve as a guide for curriculum development for schools, and for public and employer awareness of practice expectations for entry-level nurses. Each class and category of nursing has its own entry-to-practice competencies supported by CNO's practice documents.

Foundational practice standards: For the purposes of program approval, foundational practice standards are the more commonly cited CNO measures related to performance issues across all categories of nursing (RPN, RN and NP), as identified through the CNO data.

Indicator: For the purposes of program approval, an indicator is an objective measure used to assess whether an entry-level nursing education program has achieved the program approval standards. An indicator is specific, measurable, attainable, realistic and time-limited.

Indicator Evidence Form: A form completed by programs for the comprehensive review process. The form provides information and documentation to CNO demonstrating that the program achieves all evidence requirements for each program approval indicator and standard.

Learner: A person studying nursing at the diploma, baccalaureate or graduate level; a nurse new to the profession; an experienced nurse entering a new practice setting; a nurse new to practice in Ontario; or an experienced nurse entering a new health discipline.

Mandatory indicator: An indicator that must be fully met to receive an approved status.

New program: An entry-level nursing education plan intended for admitting students and requiring preliminary approval status from CNO prior to enrolling students.

Pre-Health Education Entry Specified Program (PHEES): An educational program with admission criteria for graduates from a health-related discipline (for example, RPN, RN, IEN). Students adhere to a structured program designed to support them meeting the educational requirements that satisfy CNO's entry-to-practice competencies for a specified nursing class or category (for example, RPN, RN or NP Specialty). The

duration of study for the PHEES depends on the type of program. Upon program completion, the successful student is granted one of the following: a practical nursing diploma (PN), a nursing baccalaureate degree (BScN/BN) or a nurse practitioner Master's in Nursing (NP).

Preliminary approval status: The standing given to a new program that meets preset criteria but requires a comprehensive review in the academic year following the first class of graduates before receiving full approval. Graduate(s) from programs with preliminary approval are considered graduates of an approved nursing program and are eligible for registration in Ontario.

Program: A set of courses constituting the entire entry-level nursing education process at a college or university.

Program approval status: Refers to the four approval categories conferred by Council to an entry-level nursing education program. The categories are based on the program's results and score following their program approval review. The four categories are preliminary approval, approved, approved with conditions and not approved.

Safety: The reduction and mitigation of unsafe acts within the health care system. This refers to staff, student and client safety. Staff or student safety includes, but is not limited to, prevention of musculoskeletal injury, prevention and management of aggressive behaviour and infection control. Client safety is the state of continuously working toward the avoidance, management and treatment of unsafe acts. Client, staff or student safety can only occur within a supportive and non-blaming environment that looks at systems issues rather than blames individuals. The health and well-being of all clients, staff and student is a priority in a culture of safety environment.

School: A college or university that educates nurses (RN, PN or NP) in Ontario. For the purposes of CNO's program approval process, approval of an entry-level nursing education program will be conferred at the school or degree-granting institution level.

Second-Level Entry Compressed Program (SLEC): An educational program with established admission criteria granting second-level entry to individuals who satisfy pre-determined university prerequisites. Students adhere to a structured but condensed program designed to support them in meeting the educational requirements that satisfy CNO's ETP competencies for the RN General Class category. The curriculum is set by the educational provider. The duration of study is typically two years which is shorter when compared to DEF. Upon completion of the SLEC, the successful student is granted a Bachelor of Science in Nursing degree (BScN).

Site: The physical location where the entry-level nursing education program is delivered.

Standard: There are three program approval standards based on a logic model: structure, curriculum and outcomes. The standards are the bases for measuring and approving the performance of an entry-level nursing education program.

College of Nurses of Ontario
Ordre des infirmières et infirmiers de l'Ontario

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CASN ACESI Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

Accreditation Program Application Form

Instructions to schools:

Complete all three parts of the application form and submit it to CASN Accreditation Bureau (CAB) c/o CASN staff with the relevant appendices at least one year prior to the preferred date of visit.

PART 1: APPLICATION FORM

1. Educational unit:
   Name of school:
   Address:
   Telephone:
   Website address:
   Link to brochure or to student information about the program:
   List the site(s) in which classes take place (include a map of the sites as Appendix A)

   _____

2. Educational Program(s)* for Review:

Program/ Track or Stream	Length of the Program	Number of Years Offered by the Unit	Sites that Offer the program and Length of Time Spent at Each Site	Year of First Graduates	Requested Path and Stage	Expiry Date of Current Accreditation

*For the purposes of accreditation, a program is a course of study that has a single and unique university degree conferred on the student by a single degree-granting institution; a single organization curriculum framework; and/or a single sequence of defined courses with single

course descriptions and specified options to meet a single and specific set of program outcomes. A program also has a set of specified admission requirements.

3. Preferred Date of On-Site Visit

The preferred date of the review is the week of:_____20 .

Note that students in all years of the programs being reviewed must be present in both class and clinical settings during the period of the visit. The preferred date excludes statutory holidays and reading or study week(s). It is best to consult with CASN accreditation staff regarding the availability of reviewers during the school's preferred week.

4. Applicant Declaration

I declare that I am the school head and that I am authorized to commit the aforementioned school to CASN's accreditation process. I have identified all nursing education program, options, tracks and streams for accreditation review in this application. I have read *CASN Accreditation program Manual for Schools* (May 2015) and agree to comply with all CASN policies, procedures, guidelines and fees.

Signature_____Date:_____

PART II EDUCATIONAL UNIT DESCRIPTION

- Describe the educational unit (administrative structure of the school of nursing).
- Briefly describe the learning resources that are made available to students such as the library, computers and learning laboratories.
- Describe the academic criteria and admission assessment process for each program to be reviewed.
- List the contact information (names, position, telephone and fax numbers and e-mail addresses) regarding the school head, administrative assistant and other personnel who will be involved with CASN accreditation in Appendix B.

PART III EDUCATIONAL PROGRAM DESCRIPTION

Provide information about the educational program under the following headings. This information should also be placed into the beginning of the self-assessment document to aid reviewers in their understanding of the program.

Program

- Briefly describe the program to be reviewed.

- List the program outcomes for each program.
- Describe the process used to assess credits from other schools or faculties.
- Describe the curriculum of each program.
- Provide a brief overview of the courses within each program and their sequence.

Faculty

- List the number of full-time and part-time faculty; and contractual faculty.
- Summarize academic qualifications of faculty (PhD, Masters, baccalaureate prepared).

Distance Education Program Delivery

- For each program using distance delivery, identify the mode of delivery with percentage of face-to-face classes (i.e. correspondence, teleconferencing, videoconferencing, online web-based course).
- Describe how the school addresses clinical placement for students.

Students

- Provide the total number of full-time and part-time learners in each program and at each site and the number of admissions to each program in the current year.
- Describe the evaluation of students in clinical and theoretical courses.

Clinical Settings

- Describe the location of clinical sites.
- Describe how consistency and quality is achieved for the clinical settings.

CASN Accreditation Manual for Baccalaureate Nursing Programs

December 2020

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Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

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In an effort to lighten the text, school is referred to in singular across this document, but in the case of a collaboration between institutions this should be taken to include both schools.

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CASN Accreditation Manual for Baccalaureate Nursing Programs

Table of Contents

Preface and Acknowledgement 4
Section 1: Background and Organizational Structure 6
1.1.1 Mission 6
1.1.2 Value of Accreditation 6
1.1.3 Accreditation of Professional Programs 6
1.2 Organizational Structure 7
1.2.1 CASN Council 7
1.2.2 CASN Board of Directors (BoD) 7
1.2.3 Advisory Committee on Accreditation Policy (ACAP) 7
1.2.4 CASN Accreditation Bureau (CAB) 7
1.2.5 Executive Director 7
1.2.6 National Office – Accreditation Staff 7
1.2.7 Reviewers 8
1.2.8 Member Schools of Nursing 8
1.2.9 Consumers, the Public, and the Media 8
1.3.0 Mutual Recognition Agreement with the Commission on Collegiate Nursing Education (CCNE) 8
Section 2: CASN Accreditation Framework 9
Core Values 9
Table 1: CASN Accreditation Program Values 10
Guiding Principles 10
Quality Dimensions 11
Accreditation Unit 12
Educational Unit Standards 12
Educational Unit Criteria 12
Baccalaureate Nursing Education Program 13
Baccalaureate Nursing Education Program Criteria 13
Collaborative Nursing Education Program 14
Educational Unit and Education Program Accreditation 14
Standards, Descriptors, Key Elements 14
Evidence 15
Eligibility 15
Paths to Accreditation – CASN Member Schools 16
Figure 1: Possible Paths to Accreditation 16
Path to Accreditation – International Schools 17
Table 2: Accreditation Standards 17
Section 3: Standards, Descriptors, and Key Elements 18
Standard 1: Leadership, Governance, & Administration 18
Standard 2: Resources & Environment 20
Standard 3: Teaching, Learning, & Scholarship 22
Standard 4: Program Framework & Curriculum 23
Standard 5: Program Outcomes 26
Standard 6: Quality Improvements 27
Section 4: Evidence Guidelines 28
Evidence: Standard 1- Leadership, Governance, & Administration 28
Evidence: Standard 2 - Resources & Environment 36
Evidence: Standard 3 - Teaching, Learning, & Scholarship 43

Evidence: Standard 4 - Program Framework & Curriculum 50
Evidence: Standard 5 – Program Outcomes 57
Evidence: Standard 6 - Quality Improvement 60
Section 5: Process, Procedures, and Guidelines 63
Steps in an Accreditation Review 63
Guidelines 68
Guideline 1: Conflict of Interest 69
Guideline 2(a): Planning an On-Site Review Team Visit 70
Guideline 2(b): Planning a Virtual Review Team Site Visit 73
Guideline 3: Document Submission Prior to the Review Team Visit 76
Guideline 4: Pre-Review Virtual Meeting 77
Guideline 5(a): Self-Study: Writing the Self-Study Report 80
Guideline 5(b): Self-Study: Strategic Planning 82
Guideline 5(c): Self-Study: Human Resource Planning 83
Guideline 5(d): Self-Study: Nature of Scholarship 83
Guideline 5(e): Providing Evidence of Scholarship 87
Guideline 6: Planning Reviewer Travel and Accommodation 90
Guideline 7: Developing an Interim Report 92
Templates 93
Template 1: Strategic Plan 94
Template 2: Human Resource Plan 96
Template 3: Scholarship Presentation Guide 98
Template 4: Curriculum Vitae 99
Template 5: Interim Report 102
References 104
Glossary 105
Appendices 107
Appendix A: Form 1- Accreditation Application 107
Appendix B: Form 2- CASN Reviewer Commitment 114
Appendix C: Form 3- Accreditation Service Agreement 116
Appendix D: Form 4- Transmittal Memo and Review Team Report Checklist 121
Appendix E: Form 5- Reviewer Expense Claims 123

Preface and Acknowledgement

In 1972, the Canadian Association of University Schools of Nursing (CAUSN) assumed the national mandate of ensuring the quality of undergraduate nursing education programs through accreditation. The original CAUSN Accreditation Program was developed for baccalaureate programs of nursing on a volunteer basis by a national task force of faculty and deans/directors. It was first implemented in 1987.

In 2002, CAUSN became the Canadian Association of Schools of Nursing (CASN), because of the growth of collaborative baccalaureate programs offered jointly by university and college partners. As a result, the program became the CASN Accreditation Program for Baccalaureate Programs of Nursing.

In 2012, CASN extended its accreditation program to include accreditation reviews of entry-to-practice master's in nursing programs. Such programs are accredited as entry-to-practice university degree programs in nursing and are not assessed nor accredited as graduate degree programs.

An Advisory Committee on Accreditation Policy (ACAP) was established in 2011 with the mandate of recommending accreditation-related policies to the CASN Board of Directors (BoD). In 2013, on the recommendation of the ACAP, the CASN BoD committed CASN to conduct a major review of the program every seven years. This edition is the fruit of the seven-year comprehensive review process.

Many dedicated individuals have contributed to the evolution of the CASN Accreditation Program over the years. CASN gratefully acknowledges the contributions of the members of the CASN Advisory Committee on Accreditation Policy, the multiple stakeholders who contributed to the current review and revisions, the earlier Task Forces on Accreditation, and the many committees who have participated in the development of the CASN Accreditation Program since its creation.

Section 1: Background and Organizational Structure

CASN, the national accrediting body for nursing education, is the voice for nursing education, research, and scholarship in Canada. Background information on the key organizational structures of the CASN program is presented in this section.

1.1.1 Mission

CASN's mission is to lead nursing education and nursing scholarship in support of healthier Canadians. It does this by fostering the highest standards in professional nursing education; promoting research and innovation that enhance the quality of nursing and health care; and by contributing to sound public policies on nursing education, research, and practice. CASN adopted accreditation as a core function in support of its mission in order to promote high-quality nursing education across Canada.

1.1.2 Value of Accreditation

Accreditation is widely recognized by the public, educators, and the nursing profession as an effective mechanism for strengthening the calibre of professional education. It offers an objective method of assessment of an institution and/or a program's structure, processes, and outcomes to determine strengths, vulnerabilities, and opportunities for development through a third-party peer review. CASN believes that accreditation promotes excellence in nursing education. Benefits of accreditation include continuous quality improvement and public recognition that a program meets national standards for high-quality professional education.

1.1.3 Accreditation of Professional Programs

In 1994, CAUSN became a founding member of the Association of Accrediting Agencies of Canada (AAAC). This association defines accreditation as "the process to determine and to certify the achievement and maintenance of reasonable and appropriate national standards of education for professionals."[1] It serves as a network, sounding board, and clearinghouse of information about the accreditation of professional education programs. AAAC's mission is to ensure the highest quality education of professionals by pursuing excellence in standards and processes of accreditation. It has adopted guidelines for good practice of accreditation of professional programs. As a member of AAAC, CASN adheres to these guidelines.

[1] Retrieved on November 29, 2013 from: http://www.aaac.ca

1.2 Organizational Structure

The key structures involved in the administration and implementation of the accreditation program include the CASN Council, the Board of Directors, the Advisory Committee on Accreditation Policy, the CASN Accreditation Bureau, the CASN accreditation staff, the accreditation reviewers, the schools of nursing, and the public.

1.2.1 CASN Council

The CASN Council (Council) consists of the nursing head of each member school. Council approves the fee structures for the accreditation program and changes to the accreditation standards.

1.2.2 CASN Board of Directors (BoD)

The BoD is responsible for the policy of the Association and governs the affairs of the Association, including accreditation.

1.2.3 Advisory Committee on Accreditation Policy (ACAP)

The ACAP provides advice and recommends policy related to the CASN Accreditation Program to the BoD in order to improve the accreditation process nationally and internationally.

1.2.4 CASN Accreditation Bureau (CAB)

The CAB makes decisions regarding the accreditation status and terms of schools of nursing. It functions within established CASN policy and guidelines. The CAB makes its decisions independently of the BoD and Council.

The CAB is a 10-member Standing Committee comprised of five faculty members elected by Council: one representative of a service agency nominated by the Canadian Nurses Association, one academic representative of another health profession, one community representative appointed by the BoD, one student/graduate representative appointed by the BoD, and one representative of regulatory agencies nominated by the Canadian Council of Registered Nurse Regulators.

1.2.5 Executive Director

The Executive Director serve as non-voting member of the CASN Accreditation Bureau.

1.2.6 National Office – Accreditation Staff

The CASN accreditation staff are responsible for arranging reviews, recruiting and preparing reviewers, and assisting schools of nursing in moving through the accreditation process. Staff also provide administrative support to the CAB and the ACAP.

1.2.7 Reviewers

Reviewers are faculty of member institutions or clinical educators referred by member schools. They are experienced nursing educators in baccalaureate or graduate nursing programs and, as a minimum, hold a master's degree in nursing or a related field.

1.2.8 Member Schools of Nursing

Member schools are schools of nursing who have applied to and have been accepted by the BoD. A list of member schools is published on CASN's website. Member schools initiate the request for an accreditation review by submitting an application to the CAB. Schools of nursing, scheduled to undergo an accreditation review, prepare and submit a self-study report indicating how each of the accreditation program standards are being met by the educational unit and the nursing education program(s) being reviewed. Schools of nursing then make the arrangements for the schedule of the CASN review team to validate the information in the self-study report.

1.2.9 Consumers, the Public, and the Media

CASN publishes the accreditation status of accredited schools on its website and in other publications. Knowledge of a school's accreditation status is important to prospective students when considering applying to a school of nursing in Canada.

1.3.1 Mutual Recognition Agreement with the Commission on Collegiate Nursing Education (CCNE)

The Canadian Association of Schools of Nursing (CASN) and the Commission on Collegiate Nursing Education (CCNE) of the United States have a Mutual Recognition Agreement (MRA). Both organizations are recognized as national accrediting agencies for registered nursing education in their respective counties. Both organizations acknowledge that although their accreditation programs are not interchangeable because of some differences, each party fully recognizes the credibility of the accreditation process and program of the other.

Section 2: CASN Accreditation Framework

The CASN accreditation program for baccalaureate programs of nursing is characterized by the following:

- It is guided by core values and fundamental principles.
- Quality dimensions provide overarching quality guidelines for accreditation standards, their descriptors, and key elements.
- The standards are divided into two sets; one set applies to the school of nursing itself, referred to as the educational unit, and the other applies to the program of nursing, referred to as the education program.
- The unit of an accreditation review is a single baccalaureate nursing education program, assessed using the education program standards, and a single educational unit delivering the program, assessed using the educational unit standards.
- Schools of nursing undergoing an accreditation review carry out a self-study against the key elements of the standards and provide evidence to demonstrate how they are meeting the standards.
- Peer reviewers conduct an on-site or virtual visit and collect evidence through interviews, a review of documents, and observations to validate the self-study report.
- The CASN Accreditation Bureau (CAB) is the decision-making body that determines the accreditation status and terms of the educational unit and education program under review. It functions independently and at arms length from the CASN Board of Directors and the CASN Council.

Core Values

Values underpinning CASN's accreditation programs guide the review process itself and all those involved in the implementation of the accreditation program, including the CASN Board of Directors, reviewers, members of the CASN Accreditation Bureau, the accreditation advisory committee, and accreditation staff.

Table 1: CASN Accreditation Program Values

Transparency	Clear articulation of the structure, process, and steps of the accreditation program, and an accreditation review and provision of relevant and timely information
Accountability	Responsibility and answerability for following policies, processes, and procedures of the accreditation program
Integrity	Honesty and adherence to moral and ethical principles
Respect	Regard for and appreciation of others
Fairness	Openness to reason, freedom from bias, objective, and equitable
Confidentiality	Protection of identity, privacy rights, and anonymity of individuals and sources of information

Guiding Principles

The following principles underpin the CASN accreditation program for baccalaureate programs of nursing.

1. The role of accreditation is to enhance the quality of baccalaureate programs of nursing by fostering **continuous quality improvement** and providing **quality assurance**.
2. Quality of baccalaureate programs of nursing represents **fitness of purpose**.
3. Quality expectations of a baccalaureate program of nursing encompasses both the **educational unit** delivering the program and the **education program** itself.
4. **Accountability** is a quality dimension of the educational unit and an outcome of the education program.
5. The **relevance** of the educational unit and the education program represents a quality dimension of baccalaureate programs of nursing.
6. The alignment and interconnectedness of the various components of the educational unit and the education program create a **relatedness** that is a quality dimension of baccalaureate programs of nursing.
7. As health professional education needs to be flexible, creative, and innovative, **uniqueness** is a quality dimension, fostering a distinctiveness in how standards of the educational unit and education program are met.

Quality Dimensions

What quality represents has been debated extensively. Fitness of purpose is the most generally accepted understanding of the concept in accreditation of higher education (Council for Higher Education Accreditation, 2016). In terms of fitness of purpose, baccalaureate programs of nursing have the responsibility to appropriately prepare generalists to enter a complex, regulated, and evolving health care profession in diverse sectors of health care delivery and in diverse regions of the country. The quality dimensions identified for baccalaureate programs of nursing and their educational units to achieve fitness of purpose are relevance, relatedness, accountability, and uniqueness. These quality dimensions are defined below.

- **Relevance**: The structure, processes, and constituents of the educational unit and the education program under review are pertinent, appropriate, and responsive to the current and emerging needs of society and the profession.

  Thus, current societal and professional policies, technologies, and services are integrated into standards related to the governance, administration, and delivery of the program. Contemporary societal and professional needs, including the need for graduates to be prepared for continuous change in the future, are incorporated in the education program standards.

- **Accountability**: The educational unit takes responsibility for the quality of its programs and is answerable in all its relationships. The education program prepares students to be life-long learners who take responsibility for a professional practice that is safe, competent, ethical, and legal.

  The educational unit, therefore, is expected to demonstrate a commitment to quality improvement through strategic planning, human resource planning, ongoing assessment, and evaluation of processes, teaching, and services. The education program is expected to foster ethical practice, self-regulation, life-long learning, and a commitment to person-centred, collaborative, and safe care and to conduct ongoing assessment and evaluation of curricula and outcomes.

- **Relatedness**: There is an inter-connectedness of all components of the educational unit and education program that promotes the achievement of goals and specified outcomes.

  The interconnectedness includes the alignment of the educational unit with the education program. An example would be the connectedness of the teaching and the information resource needs of a given program. It also includes the interconnections within the education program such as the alignment of the vision, mission, goals, learning activities, and outcomes.

- **Uniqueness**: While the structure, processes, and constituents of an educational unit and education program are expected to meet standards, how these expectations are met may be of a distinctive or unique character that allows for innovation as well as responsiveness to a particular context.

  Since education programs must continually evolve, innovation in nursing education is important for the profession (Council for Higher Education Accreditation, 2016). Moreover, the contexts of schools of nursing vary considerably across the country, and

different approaches may be used to meet the specific quality expectations of the standards. Baccalaureate programs are encouraged to innovate and to develop ways of meeting standards that are aligned with their context.

Accreditation Unit

The unit of an accreditation review and subsequent accreditation status is a given education program delivered by a given educational unit. Schools of nursing in Canada may offer more than one baccalaureate program including, for example, a program for graduates of a post-secondary institution, a program for diploma prepared registered nurses, and a program for practical nurses. As they may vary in quality, each education program is reviewed against the education program standards.

For some education programs in Canada, a collaboration of academic institutions may be involved in its delivery. The quality of the educational units offering a given collaborative program may also vary. Each academic institution involved in a collaborative program is therefore reviewed independently against the educational unit standards.

Educational Unit Standards

The educational unit refers to the faculty, school, or department of a post-secondary institution delivering a baccalaureate program of nursing, either solely or in collaboration with other educational units in other academic institutions. The educational unit includes the leadership, organizational and administrative structures, policies, processes, faculty, resources, and environment of the education program under review.

The educational unit standards are:

1. Leadership, Governance, and Administration
2. Resources and Environment
3. Teaching, Learning, and Scholarship

Educational Unit Criteria

The following criteria delineate an educational unit:

- A faculty, school, or department that delivers part or all of a baccalaureate program in nursing;
- The faculty, school, or department is part of a post-secondary academic institution authorized jurisdictionally to deliver baccalaureate nursing education; and
- A faculty, school, or department delivering a baccalaureate nursing education program must be part of a post-secondary academic institution that it is authorized jurisdictionally to grant baccalaureate degrees in nursing. In the case of a partnership of post-secondary institutions delivering a baccalaureate nursing education program collaboratively, one of the institutional partners in the collaboration must be authorized jurisdictionally to grant baccalaureate degrees, and this institution must be the degree granting body for the graduates of the collaborative program.

An educational unit may deliver a baccalaureate program of nursing in a number of sites. A **site** is a location in which classes take place. A site is not separated out for an accreditation review, but each site of an educational unit is visited by the peer reviewers in an accreditation review in order to ensure that the quality of the educational program is consistent. In the event that a distributed model is utilized for program delivery, the CASN Accreditation Bureau members will read the information provided and make a decision about which of the sites are to be visited.

Baccalaureate Nursing Education Program

A baccalaureate nursing education program prepares students for a health professional career as a registered nurse. It provides learning opportunities for students to develop the knowledge, skills, and attitudes they will need initially to enter practice as a registered nurse. It must also develop the academic, interpersonal, and leadership knowledge and abilities graduates need to grow and advance in the profession. In addition, it provides the academic foundation for graduate studies in nursing. The education program must also develop the generic, analytical, reflective, and critical thinking skills expected of all baccalaureate graduates in every academic discipline. Except for the baccalaureate program for diploma-prepared registered nurses, they are entry-to-practice programs and must therefore integrate the entry-level competencies required by the regulatory body in the jurisdiction of the school.

The education program standards are:

1. Program Framework and Curriculum
2. Program Outcomes
3. Program Quality Improvement.

Baccalaureate Nursing Education Program Criteria

A baccalaureate nursing education program is delineated by the following criteria:

- A set of specific admission requirements;
- A single and unique university degree;
- A single degree-granting institution;
- A course of study with a single framework and curriculum; and
- A single sequence of defined courses with single course descriptions and specified options designed to meet a single and specified set of program outcomes.

A **stream** of a baccalaureate nursing education program refers to a cohort of students following a minor variation of the program. A stream is the same as a “track.” A stream shares the unique university degree, the courses, the course descriptions, and the admission requirements. Overall, the sequence of courses is shared, however, there may be some variation in the order of courses. Some non-nursing course requirements may have been taken elsewhere prior to admission. A stream of a program is not separated out for an accreditation review but is a part of the education program under review.

Collaborative Nursing Education Program

A collaborative nursing education program in nursing refers to a nursing degree program that is offered in a partnership of a degree granting educational unit and one or more college-based educational units, each of which has signed a collaborative agreement with dates of review specified. The degree granting institution grants the baccalaureate degree to all graduates of the collaborative program.

Currently, there are several delivery models of a collaborative program in Canada. In one, the educational units share the collaborative program, but each institutional partner delivers the full program at one or more sites. In others, the educational unit delivers only 1, 2, or 3 years of the program, with its students moving either to, or from, another educational unit for the other years of the program. In a number of collaborative partnerships, some or all years of the program may be delivered jointly to all students, with each unit contributing faculty and resources to the program delivery.

The written agreement between the institutions must describe the particular program delivery model and the roles and responsibilities of each partner clearly. Faculty and unit administrators who are engaged in a collaborative program are expected to collaborate and share responsibility for developing and implementing a program that is effective in meeting mutually agreed upon program outcomes.

Educational Unit and Education Program Accreditation

In order to obtain accreditation, a nursing education program undergoes a review of both the educational unit delivering it and the nursing education program itself. The educational unit and education program are assessed against a separate set of predetermined standards and receive a separate accreditation decision.

Both sets of standards, however, are essential to the quality of the program. Both must therefore be accredited for the baccalaureate program of nursing to be accredited. If there is a difference in the length of the accreditation term accorded to the unit and the program, the shorter term prevails. Similarly, if one receives a probationary status, this applies to the other. Thus, although the CASN Accreditation Bureau makes an accreditation decision for the educational unit and for the education program, a single accreditation status is published for the program and the educational unit delivering it. As noted, it is the weaker status that prevails if there is a difference between the accreditation decision for the educational unit and for the education program.

Standards, Descriptors, Key Elements

The four quality dimensions of relevance, accountability, relatedness, and uniqueness guide the quality expectations for the standards of both the educational unit and the education program. Each standard has a descriptor and key elements.

- **Standards** are stated broadly.
- **Descriptors** provide additional and more specific information to further delineate standards.

- **Key elements** are the qualitative and quantitative indicators of the standard descriptors that are used to determine whether or not the standard is being met.

Evidence

The educational unit provides evidence to show how each key element of each standard is being met in a self-study report. In addition, peer reviewers collect additional evidence for the key elements during an on-site or virtual visit through interviews and observation. The source of evidence, therefore, includes documentation, interview data, and reviewers' observations. The type of evidence required for each key element is specified. It falls into the following categories:

- **Documentation**
  - Information the school is requested to provide in the application form for an accreditation review
  - Information the school provides on each key element in the self-study report
  - Core documents that the school is required to submit with the self-study report
  - Supplementary documentation the school may choose to provide with the self-study report
  - Documents the school provides to reviewers on-site or virtually
- **On-site/virtual interviews conducted by reviewers**
  - Leadership (of the unit and the institution)
  - Administrative staff
  - Curriculum and program evaluation related committees
  - Faculty
  - Preceptors
  - Students
  - Employers/representatives of placement services
  - Recent graduates
- **On-site/virtual observation by reviewers**
  - Classroom teaching
  - Simulation teaching
  - Clinical placements
  - Library, digital, online courses, teaching, and learning resources
  - Facilities and other resources

Eligibility

Eligibility for a CASN accreditation review of a baccalaureate nursing education program is based on a baccalaureate degree being conferred by a degree-granting institution that is formally recognized as such by the appropriate governmental authority in the jurisdiction.

For collaborative programs in Canada, generally all educational units participate in the accreditation review. Given the diversity of models, however, there is some flexibility in determining which educational units must participate to accommodate multiple types of situations.

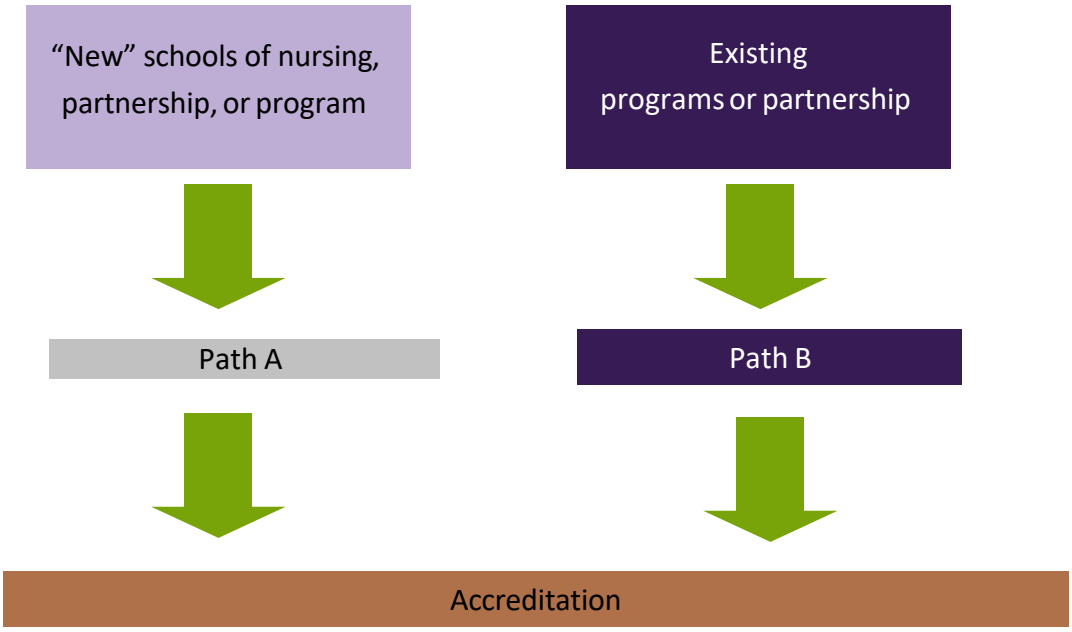
Paths to Accreditation – CASN Member Schools

CASN provides member schools in Canada two paths for accreditation: Path A and Path B.

- **Path A** is for new schools of nursing, new collaborative partnerships offering a baccalaureate program, and new baccalaureate programs that have not yet graduated students. It is a formative review of the program or partnership during its initial implementation.
- A **Path B** accreditation review applies to existing programs of nursing and existing collaborative partnerships that already have graduates.

There are no differences in the standards or processes for a Path A and Path B review. Some key elements of the standards, however, are not applicable until a cohort of students have completed the program and are therefore not assessed in a Path A review. The program awarded a Path A accreditation must undergo a modified Path B review within two years following graduation of the first students. In these situations, however, the Path B accreditation review assesses only the key elements of the educational unit or program that were not yet ready to be assessed for the Path A accreditation and the key elements that were either unmet or partially met.

Figure 1: Possible Paths to Accreditation



Path to Accreditation – International Schools

The CASN International Accreditation Program offers **only a Path B** accreditation review for existing programs that have graduates. An international baccalaureate program of nursing, however, accepted for its first CASN accreditation Path B review undergoes a formative **pre-accreditation review** process that includes a self-study and site visit by peer reviewers. The reviewers provide the school with a formative report to assist faculty in their preparation for the Path B review. No accreditation decision, however, is made at this time.

Table 2: Accreditation Standards

Relevance *Accountability*	*Relatedness* *Uniqueness*
Educational Unit	**Education Program**
Leadership, Governance, & Administration Resources & Environment Teaching, Learning, & Scholarship	Program Framework & Curriculum Program Outcomes Quality Improvement

Section 3: Standards, Descriptors, and Key Elements

Educational Unit Standards

Standard 1: Leadership, Governance, and Administration

Standard Statement	**The leadership, governance, and administration of the educational unit facilitate the achievement of the education program outcomes.**
Descriptor	The educational unit is committed to continuous quality improvement; is accountable and takes responsibility for achieving the education program's mission, goals, and outcomes; and provides operational processes including partnerships that are aligned with the education program and relevant in the context of current sociocultural trends.
Key Elements	1. Faculty engage in systematic strategic planning for the unit and its education programs. 2. The strategic plan(s) reflects societal, cultural, academic, and practice trends and facilitates achievement of optimum student outcomes. 3. The leadership of the educational unit makes decisions through shared governance and consultation with faculty, staff, and students. 4. The leadership of the educational unit promotes, advocates for, and advances the achievements of the faculty, staff, and students in its education program(s). 5. The nursing leader/academic head of the educational unit is accountable for decision-making in human resources, finances, and policy. 6. The nursing leader/academic head possesses the experience and academic qualifications to provide academic leadership. 7. Clearly defined, transparent organizational structures, policies, and processes facilitate the effective functioning of the baccalaureate nursing education program(s). 8. Clearly defined, appropriate and transparent policies and processes guide student admission to the baccalaureate nursing education program(s) and student progression. 9. Ethical, legal, and regulatory standards of the socio-political context are reflected in the policies, procedures, and practices of the educational unit.

Standard 1: Leadership, Governance, and Administration

Key Elements	
	10. Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation, regulations, and target digital, paper, and oral forms of communication. 11. Student complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices. 12. Faculty complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices. 13. Written agreements for clinical placements are current and specify expectations for all parties. 14. Joint evaluations of clinical placements with service agency partners are conducted in a manner that supports reciprocity in the partnership. 15. (If applicable) Collaborative partnerships are based on a written agreement that specifies the delivery model, responsibilities of all parties, a shared decision-making process, and lines of communication. 16. (If applicable) The educational unit respects the terms of the collaborative agreement, demonstrates respect for its partners, maintains good lines of communication, and participates in evaluations of the collaboration.

Standard 2: Resources and Environment

Standard Statement	**The resources and environment of the educational unit support the effective delivery of its education programs, faculty scholarship, and student services.**
Descriptor	Resources refer to the financing, materials, information systems, and support services required to meet the mission and goals of the education programs. The environment includes the spatial and geographic context of the program(s). It also includes the practice learning settings in the external environment. The resources and environment are aligned with and related to the needs of the educational unit and the education program.
Key Elements	1. Financial resources are sufficient for the educational unit to achieve the mission, goals, and outcomes of the baccalaureate nursing education program(s). 2. A strategic student enrolment plan, aligned with faculty resources, guides student admissions to the baccalaureate nursing education program(s). 3. Information resources and library services support the learning and scholarship needs of faculty and students. 4. Administrative services facilitate the effective delivery of the baccalaureate nursing education program(s) and support faculty and clinical/nurse educators appropriately. 5. The information technology system and technical support meet the operational and educational requirements of the baccalaureate nursing education program(s). 6. Policies, procedures, and program information are clearly communicated to students. 7. Student services are provided that are consistent with the needs of baccalaureate nursing students. 8. Equity, inclusion, and respect for diversity are reflected in the stated values, policies, and relationships of the educational unit. 9. The socio-cultural environment of the unit provides opportunities that foster student leadership and professionalism. 10. The physical space of the unit, including classrooms, faculty offices, laboratories, and their layout, effectively supports the delivery of the baccalaureate nursing education program(s).

Standard 2: Resources and Environment

Key Elements	11. Practice placement sites provide learning opportunities that effectively foster the outcomes of the baccalaureate nursing education program(s). 12. Practice placement sites facilitate intraprofessional collaboration. 13. Practice placement sites facilitate interprofessional and intersectoral collaboration[2].

[2] Intersectoral collaboration refers to actions undertaken with social groups outside the health sector, on health or health equity outcomes or on the determinants of health or health equity.

Standard 3: Teaching, Learning, and Scholarship

Standard Statement	**Well-qualified educators foster excellence in the achievement of learning outcomes among students and advance nursing knowledge through scholarship.**
Descriptor	Faculty, instructors, and preceptors have the relevant qualifications, expertise, and experience to facilitate optimum learning, and faculty advance nursing knowledge through scholarship.
Key Elements	1. Faculty teaching in the baccalaureate nursing education program(s) use evidence-informed pedagogical approaches that foster excellence in students' achievement of learning outcomes. 2. Faculty teaching in the baccalaureate nursing education program(s) possess the academic qualifications and professional experience for the areas in which they teach. 3. Contractual educators teaching in the baccalaureate nursing education program(s) possess the academic, professional, and experiential qualifications for the areas in which they instruct. 4. There is a sufficient number of regular and contractual faculty to accomplish the mission, goals, and expected outcomes of the baccalaureate nursing education program(s). 5. Contractual faculty teaching in the baccalaureate nursing education program(s) are well oriented, mentored, and evaluated. 6. Faculty teaching in the baccalaureate nursing education program(s) integrate the program philosophy. 7. Faculty teaching in the baccalaureate nursing education program(s) adhere to the integrity of the curriculum. 8. Preceptors of baccalaureate nursing students have the academic professional and experiential qualifications for the clinical setting in which they instruct. 9. Preceptors of baccalaureate nursing students are well oriented, mentored, and monitored by faculty of the unit. 10. Regular and contractual faculty evaluate[3] students effectively and constructively in theoretical and clinical courses.

[3] Evaluate refers to interpretations about the value or degree of student learning that has occurred based on an appraisal process.

Standard 3: Teaching, Learning, and Scholarship

Key Elements	
	11. Preceptors assess[4] students in clinical courses/practical experiences effectively and constructively. 12. The institutional infrastructure and workloads support the development and maintenance of faculty scholarship. 13. Faculty scholarship is integrated into educational activities of the baccalaureate nursing education program(s). 14. A scholarly climate in the baccalaureate nursing education program(s) strengthens faculty scholarship and the use of evidence among students. 15. Faculty advance nursing knowledge through the scholarship of discovery, teaching, integration, and/or application.

[4] Assess refers to an appraisal process involving the collection of data to provide evidence of student learning.

Educational Program Standard

Standard 4: Program Framework and Curriculum

Standard Statement	**The education program is based on a clear, coherent, and relevant framework and curriculum.**
Descriptor	A program-based curriculum identifies key components of a baccalaureate nursing program including clear statements of the mission, goals, and learning outcomes. The curriculum provides a planned sequence of learning opportunities aligned with the mission and goals to achieve the outcomes. It is anchored in nursing knowledge; captures relevant current and emerging trends; and includes appropriate learning processes (pedagogy).
Key Elements	1. The curriculum is based on clear statements of expected learning outcomes that are congruent with the program's mission and goals and with the nursing roles for which baccalaureate students are being prepared. 2. The curriculum provides a sequence of learning opportunities and a logical flow for students as they move through the program to achieve the program outcomes. 3. The curriculum provides a solid foundation in health sciences and includes social sciences, humanities, and ethics. 4. The curriculum is congruent with the essential components for baccalaureate nursing education as articulated in the *CASN National Nursing Education Framework*. *For international accreditation: The curriculum prepares graduates to be evidence-informed knowledge workers, effective communicators and team-based collaborators, entry-level clinicians, and professional change agents who demonstrate leadership, act professionally, and advocate for clients.* 5. The curriculum addresses jurisdictional entry-to-practice competencies and standards of practice for baccalaureate nursing graduates. 6. The curriculum provides practice experiences[5] with individuals across the life span, families, and communities/populations.

[5] Practice experiences include clinical placements and simulation. Simulation is not a replacement for clinical placements; both are required.

Standard 4: Program Framework & Curriculum

Key Elements	
	7. The curriculum includes practice experiences related to primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life care.
	8. The sequence, selection, and implementation of planned practice experiences prepare graduates to address complex health issues that affect clients in a variety of settings.
	9. The curriculum provides learning opportunities to develop clinical reasoning and clinical judgement.
	10. The curriculum provides learning opportunities to use information communication technology in accordance with professional and regulatory standards and workplace policies.
	11. The curriculum promotes intraprofessional team-based collaborative practice and provides opportunities for intraprofessional education.
	12. The curriculum promotes interprofessional team-based collaborative practice and provides opportunities for interprofessional education.
	13. The approaches for teaching, learning, and student evaluation articulated in the program framework facilitate achievement of the expected learning outcomes.
	14. *For Canadian Schools of Nursing:* The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.

Standard 5: Program Outcomes

Standard Statement	**The education program achieves outcomes that are responsive to the needs of society, the health care system, and its graduates**.
Descriptor	The education program fulfills its societal role and develops accountability in baccalaureate students who possess the knowledge, skills, and attitudes needed to enter the nursing workforce, provide safe and ethical care, and advance in the profession as lifelong learners.
Key Elements	1. The ability to reflect on one's practice, take responsibility for one's actions, and continuously improve is developed among baccalaureate nursing students. 2. Baccalaureate nursing students develop the ability to anticipate, recognize, and manage situations that place a person or a community at risk. 3. The ability to recognize, respond to, and disclose adverse events is developed among students in the baccalaureate program(s). 4. The ability to apply existing codes of nursing ethics in practice is developed among baccalaureate nursing students. 5. Baccalaureate nursing students engage in relational practice and advocacy and provide culturally safe care. 6. The program demonstrates evidence of students' achievement of each end-of-program learning outcome. 7. Completion rates demonstrate the education program's effectiveness in achieving its societal mandate. 8. Registration pass rates, certification of graduates, and admission into graduate programs of nursing demonstrate the program's relevance. 9. Employment rates of graduates demonstrate the education program's effectiveness in meeting societal needs for registered nurses.

Standard 6: Quality Improvements

Standard Statement	**Continuous comprehensive assessment and evaluation of the education program fosters ongoing quality improvement.**
Descriptor	Timely improvements of the program result from rigorous monitoring and evaluation of the relevance of the education program, the program curriculum, student learning, program delivery methods, and program outcomes.
Key Elements	1. An evaluation plan that includes an environmental scan guides the assessment of the curriculum, program delivery, and program outcomes. 2. There is on-going implementation of the evaluation processes which include data collection from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders. 3. Faculty in all sites and all educational units of the program engage in the assessment and evaluation of the program and in identifying changes to improve the program. 4. Students' and graduates' ability to provide safe, ethical nursing care and to meet entry-to-practice competencies and standards of practice is monitored and evaluated. 5. Evaluation data are used to make improvements to the program.

Section 4: Evidence Guidelines

The Evidence Guidelines specify the type of evidence the school should provide for each key element of each standard. Evidence is categorized as follows: documentation, interview data, and observational data. Most documentation evidence is submitted with the self-study, although some documents will be made available to the reviewers' during the on-site or virtual visit. When documentation should be provided, it is indicated in the Evidence Guidelines. The interview and observational data are obtained by the reviewers during the on-site or virtual visit.

Evidence: Standard 1- Leadership, Governance, and Administration

Key Element 1: Leadership, Governance, & Administration

Faculty engage in systematic strategic planning for the unit and its education programs.

Documentation

Accreditation Self-Study Report:

- A brief summary of the strategic planning and review processes should be provided and should include how faculty are involved in this.
- If one or more program is being offered in a collaborative partnership, a brief overview of the strategic planning and review processes for the collaborative strategic plan should be provided, as well as the involvement of the faculty of the educational unit in these processes.

Supporting Document Section:

- Meeting agendas, minutes, or other documents **may** be submitted with the self-study if they specifically and clearly demonstrate the involvement of faculty in developing, reviewing, and/or updating the strategic plan.
- If one or more program(s) under review is a collaborative program, meeting agendas, minutes, or other documents **may** be submitted with the self-study if they specifically and clearly demonstrate the involvement of faculty in strategic planning.

Interviews

- Interviews with the unit leader and faculty will be conducted to ascertain how the faculty in the baccalaureate nursing education program(s) are engaged in the strategic planning process for the unit and, if applicable, for the collaborative partnership.

Key Element 2: Leadership, Governance, & Administration

The strategic plan(s) reflects societal, cultural, academic, and practice trends and facilitates achievement of optimum student outcomes.

Documentation

Application for Accreditation:

- The mission and goals of the school should be outlined in the application for accreditation.

Accreditation Self-Study Report:

- A brief overview of the strategic plan for the unit should be provided. If one or more program under review is in a collaborative partnership, a brief overview of the strategic plan for the collaboration and the program should also be provided (*e.g.* dates of the plan, strategic priorities).
- A brief statement should be provided regarding how the strategic plan is aligned with the mission and goals of the unit and its programs.

Core Document Section:

- The strategic plan for the unit **should** be submitted in the core document section of the self-study report.
- If one or more programs is being offered through a collaborative partnership, the strategic plan for the collaboration **should** be submitted in the core document section of the self-study report.

Key Element 3: Leadership, Governance, & Administration

The leadership of the educational unit makes decisions through shared governance and consultation with faculty, staff, and students.

Documentation

Accreditation Self-Study Report:

- A brief description of how governance is shared and how leadership consultation guides decision-making related to the baccalaureate programs of education under review.

Interviews

- Interviews with the unit's nursing leader/academic head, faculty, staff, and students will be conducted to ascertain that there is shared governance and that the decision making involves a consultative process.

Key Element 4: Leadership, Governance, & Administration

The leadership of the educational unit promotes, advocates for, and advances the achievements of the faculty, staff, and students in the education program(s).

Documentation

Accreditation Self-Study Report:

- A brief description of how the leadership of the unit advocates for and advances the achievements of faculty, staff, and students involved in the baccalaureate nursing education program(s) under review.

Interviews

- Interviews with the unit's nursing leader/academic head, faculty, staff, and students in the program will be conducted to ascertain that leadership promotes, advocates for, and advances the achievement of faculty, staff, and students.

Key Element 5: Leadership, Governance, & Administration

The nursing leader/academic head of the educational unit is accountable for decision-making in human resources, finances, and policy.

Documentation

Accreditation Self-Study Report

- A brief outline of the responsibilities of the nursing leader/academic head related to decision-making in human resources, finances, and policy.

Core Document Section

- An organization chart that identifies the governance structure and provides a description of the leadership position **should be** submitted in the core document section of the self-study.

Interviews

- Interviews will be conducted with the nursing leader/academic head and with senior administration regarding the responsibilities of the academic head for decision-making related to human resources, finances, and policy.

Key Element 6: Leadership, Governance, & Administration

The nursing leader/academic head possesses the experience and academic qualifications to provide academic leadership.

Documentation

Accreditation Self-Study Report

- The academic qualifications of the nursing leader/academic head of the unit should be outlined.
- A brief description of the nursing leader/academic head's work experience in relation to academic leadership should be provided.

Core Document Section

- A curriculum vitae (CV) of the nursing leader/academic head of the education unit **should** be submitted in the core document section of the self-study to show that this person holds a master's or doctoral degree, is a registered nurse, and possesses the experience to provide academic leadership.

Key Element 7: Leadership, Governance, & Administration

Clearly defined, transparent organizational structures, policies, and processes facilitate the effective functioning of the baccalaureate nursing education program(s).

Documentation

Accreditation Self-Study Report

- A summary of the organizational structure and major organizational processes of the education programs should be provided.
- A brief description of how these contribute to the effective functioning of the education programs should be included.

Supporting Document Section

- Documents **may** be submitted with the self-study in the supporting document section articulating the committee structure, unit policies, and governance procedures to show that the school of nursing's internal governance of its education programs is transparent.

Interviews

- Interviews will be conducted with the nursing leader/academic head, administrators of the program(s), faculty, staff, and students to ascertain:
    - Their understanding of the organizational committee structure, unit policies, and governance procedures.
    - The extent that these are being actualized.
    - Their impact on the effective functioning on the education programs.

Key Element 8: Leadership, Governance, & Administration

Clearly defined, appropriate and transparent policies and processes guide student admission to the baccalaureate nursing education program(s) and student progression.

Documentation

Application for Accreditation

- Criteria and processes for student admissions to the baccalaureate program(s) under review and for student progression should be outlined briefly in the application for accreditation for each program under review.

Accreditation Self-Study Report

- A brief overview of the admission criteria for each education program under review.
- A brief overview of the admissions process to each education program under review.

Supporting Document Section

- Documents **may** be submitted with the self-study in the supporting document section that specifically articulate eligibility requirements for the baccalaureate nursing education program(s) under review.
- Documents **may** be submitted with the self-study in the supporting document section that specifically articulate the admission process for one or more baccalaureate nursing education programs under review.

Key Element 9: Leadership, Governance, & Administration

Ethical, legal, and regulatory standards of the socio-political context are reflected in the policies, procedures, and practices of the education unit.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of how ethical and legal standards, including human rights and accommodation requirements, are reflected in policies, procedures, and practices of the unit.
- A brief description of policies and/or processes that ensure regulatory determination of scope of practice, including competencies, standards of practice, and reporting of errors, are integrated into the education program.

On-Site/Virtual

- Documents outlining program policies, procedures, and/or practices that demonstrate ethical, legal, or regulatory standards of the socio-cultural context **may** be made available on-site or virtually.
- Documentation related to reporting of errors in clinical placements **should** be made available.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, staff, and students in the education program to review program policies, procedures, and practices to ascertain that they are congruent with ethical and legal standards for faculty, staff.
- Interviews will be conducted with faculty regarding the incorporation of regulatory standards related to scope of practice and reporting of errors.

Key Element 10: Leadership, Governance, & Administration

Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation, regulations, and target digital, paper, and oral forms of communication.

Documentation

Accreditation Self-Study Report

- A description should be provided of policies and procedures ensuring the security, confidentiality, and privacy of information related to faculty, staff, and students of the baccalaureate nursing education program(s) under review.

Supporting Document Section

- Policy documents on security, confidentiality, and privacy **may** be submitted in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with faculty, staff, and students to ascertain what policies and processes on security, confidentiality, and privacy exist and to what extent they are being followed. Special attention will be given to digital information.

Observation

- On-site or virtual observation of the milieu will include taking note of information that is displayed, posted digitally, or evident to others to ensure security, confidentiality, and privacy considerations are not being breached.

Key Element 11: Leadership, Governance, & Administration

Student complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.

Documentation

Accreditation Self-Study Report

- A brief summary should be provided of policies and processes related to student complaints, grievances, and appeals.

On-Site/Virtual

- Formal documents that specifically demonstrate policies on complaints, grievances, and appeals for students **should** be available during the on-site or virtual review.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, staff, and students to ascertain that there are policies on complaints, grievances, and appeals for students, and ensure they are being followed.

Key Element 12: Leadership, Governance, & Administration

Faculty complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.

Documentation

Accreditation Self-Study Report

- A brief summary should be provided of policies and processes related to faculty complaints, grievances, and appeals.

On-Site/Virtual

- Formal documents that specifically demonstrate policies on complaints, grievances, and appeals for faculty **should** be available during the review.

Interviews

- Interviews will be conducted on-site or virtually with the nursing leader/academic head, faculty, staff, and students to ascertain that there are policies on complaints, grievances, and appeals for students and for faculty and that these policies are being followed.

Key Element 13: Leadership, Governance, & Administration

Written agreements for clinical placements are current and specify expectations for all parties.

Documentation

Accreditation Self-Study Report

- Overview of the clinical placement agreements indicating whether they include expectations for all parties, and how the process in developing them is kept current.

On-Site/Virtual

- Written agreements **should** be provided during the review visit.

Key Element 14: Leadership, Governance, & Administration

Joint evaluations of clinical placements with service agency partners are conducted in a manner that supports reciprocity in the partnership.

Documentation

Accreditation Self-Study Report

- A brief overview of how clinical placements are jointly evaluated with service agency partners should be provided.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, and staff of clinical partners and preceptors to determine how clinical placements are evaluated jointly.

Key Element 15: Leadership, Governance, & Administration

(If applicable) Collaborative partnerships are based on a written agreement that specifies the delivery model, responsibilities of all parties, a shared decision-making process, and the lines of communication.

Documentation

Accreditation Self-Study Report

- The partner institutions should be identified; the type(s) of written agreement that has been signed specified (i.e., contract, memorandum of understanding); the date of review of the agreement indicated; the delivery model(s) identified; and, the responsibilities of the parties and lines of communication outlined.

Core Document Section

- The memorandum of understanding, written agreement or contract for the collaborative partnership **should** be submitted with the self-study in the core document section of the self-study. This agreement should address the following:
  - Purpose of the collaboration;
  - Delivery model;
  - Responsibilities of the partners in the collaboration;
  - The collaborative decision-making process related to the education program;
  - Communication mechanisms among partners related to the collaboration;
  - Termination and renewal mechanisms, times; and
  - Dispute resolution.

Key Element 16: Leadership, Governance, & Administration

(If applicable) The educational unit respects the terms of the collaborative agreement, demonstrates respect for its partners, maintains good lines of communication, and participates in evaluations of the collaboration.

Documentation

Accreditation Self-Study Report

- A brief overview of how the unit respects the terms of its partnerships with other academic institutions in the partnership, how it maintains good lines of communication, and how it participates in evaluations of the collaboration.

Interviews

- Interviews with the unit's nursing leader/academic head, program administrators, faculty, and students will be conducted to ascertain the extent that the terms of the agreement are being followed by the unit and good lines of communication are being maintained.

Evidence: Standard 2 - Resources and Environment

Key Element 1: Resources & Environment

Financial resources are sufficient for the educational unit to achieve the mission, goals, and outcomes of the baccalaureate nursing education program(s).

Documentation

Application for Accreditation

- The mission and goals of the baccalaureate nursing education program(s) under review **should** be described in the application.

Accreditation Self-Study Report

- A brief overview of the financial resources for the baccalaureate programs of nursing and their adequacy in supporting the achievement of the mission and goals of the program.

On-Site/Virtual

- A budget **may** be provided during the review visit.

Interviews

- Interviews will be conducted with the unit nursing leader/academic head and administrators to ascertain that the resources are sufficient for the sustainability of the baccalaureate nursing education program(s) being reviewed for the next five years.

Key Element 2: Resources & Environment

A strategic student enrolment plan, aligned with faculty resources, guides student admissions to its baccalaureate nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief summary of plans for student enrolments in the baccalaureate nursing education program(s) under review in relation to plans for human resources to deliver the program.

Core Document Section

- The template for the human resources and student enrolment plan **should** be submitted with the self-study in the core document section of the self-study.

Interviews

- Interviews with the unit nursing leader/academic head, program administrators, and staff will be conducted to ascertain that human resources in the baccalaureate nursing education program(s) under review will be sufficient to support the program(s) for the next five years.

Key Element 3: Resources & Environment

Information resources and library services support the learning and scholarship needs of faculty and students.

Documentation

Application for Accreditation

- Descriptions of the library and its holdings; liaison mechanisms of the educational unit and a professional librarian; and faculty and student access to electronic information are provided in the application for accreditation.

Accreditation Self-Study Report

- A brief overview of the access of faculty and students to library holdings (if one or more baccalaureate programs are being reviewed, the same overview may be provided if applicable to both).

Interviews

- Interviews will be conducted with the library and information technology (IT) staff and with faculty and students to ascertain that that there are sufficient resources to support faculty and student learning and scholarship.

Observation

- Direct or virtual observation of the library and the information technology resources will be conducted by reviewers.

Key Element 4: Resources & Environment

Administrative services facilitate the effective delivery of the baccalaureate nursing education program(s) and support faculty and clinical/nurse educators appropriately.

Documentation

Accreditation Self-Study Report

- A brief description of the administrative services used to support the program(s) should be included in the application.

Interviews

- Interviews with the unit nursing leader/academic head, program administrators, faculty, and preceptors in the baccalaureate nursing education program(s) under review will be conducted to ascertain that there is adequate support by administrative staff and administrative systems within the unit and in the wider institution.

Key Element 5: Resources & Environment

The information technology system and technical support meet the operational and educational requirements of the baccalaureate nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief summary of the information technology system described in the application should be provided.

Interviews

- Interviews will be conducted with program administrators, faculty, staff, and students to ascertain that the information management system and technology infrastructure function well and support the delivery of the baccalaureate nursing education program(s).

Observation

- Direct observation of laboratory and simulation equipment and/or laboratory functioning for the baccalaureate program(s) will be conducted to ascertain that they are up-to-date, well-kept, and relevant to the stated learning objectives.

Key Element 6: Resources & Environment

Policies, procedures, and program information are clearly communicated to students.

Documentation

Accreditation Self-Study Report

- A brief outline of what policies and procedures related to program admission, progress through the program, program completion, graduation, and curriculum information are communicated to students, including what methods and mechanisms are used to do so. Electronic links may be provided to digital documentation that is available to student.

On-Site/Virtual

- Information on policies, procedures, and program information communicated to students **may** be available on-site or virtually during the reviewers' visit.

Interviews

- Interviews will be conducted with students to ascertain how policies, procedures, and program information are communicated regarding:
  - Admissions
  - Progress through the program
  - Program completion
  - Graduation
  - Curriculum.

Key Element 7: Resources & Environment

Student services are provided that are consistent with the needs of baccalaureate nursing students.

Documentation

Accreditation Self-Study Report

- A brief summary of the student services described in the application for accreditation should be provided.

Supporting Document Section

- Orientation programs for students prior to the start of the formal curriculum **may** be submitted with the self-study in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with faculty, staff, and students in the program to ascertain that student services are available to baccalaureate students regarding access to:
  - Financial aid
  - Health service
  - Counselling services
  - Academic advising
  - Student accommodation.

Key Element 8: Resources & Environment

Equity, inclusion, and respect for diversity are reflected in the stated values, policies, and relationships of the educational unit.

Documentation

Accreditation Self-Study Report

- A summary assessment should be provided of the respect for diversity in the unit. Documents or policies should also be identified that state values or clearly reflect values related to equity and inclusion, such as in admission policies and processes,

accommodation of learners, integration of Indigenous students, and hiring and integration of faculty and staff.

Supporting Document Section

- Documentation of policies, processes, guidelines, and minutes of meetings that clearly and specifically state or reflect values related to equity inclusion and diversity **may be** submitted with the self-study in the supporting document section. Examples include admission policies; accommodation policies; policies and processes related to the integration and support of Indigenous students; and hiring policies.

On-Site/Virtual

- Policies, processes, guidelines, and minutes of meetings that clearly demonstrate equity, inclusion and respect for diversity **may** be available on-site or virtually.

Interviews

- Interviews with faculty, staff, and students will be conducted to ascertain that there is a climate of inclusion and respect for diversity in the educational unit.

Key Element 9: Resources & Environment

The socio-cultural environment of the unit provides opportunities that foster student leadership and professionalism.

Documentation

Accreditation Self-Study Report

- Brief examples should be provided in the self-study report illustrating how leadership and professionalism among baccalaureate students are promoted by the education unit.

Supporting Document Section

- Documents **may** be submitted in the supporting document section of the self-study report demonstrating promotion of student leadership and professionalism such as terms of reference related to student government, student participation in the committees of the program or unit, forums for student dialogue, a student code of professional conduct, or documentation of student participation in external professional organizations and leadership within committees.

Interviews

- Interviews with students and faculty students will be conducted to ascertain how leadership and professionalism is promoted by the unit.

Key Element 10: Resources & Environment

The physical space of the unit, including classrooms, faculty offices, laboratories and their layout, effectively supports the delivery of the baccalaureate nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief description is provided of the physical and virtual space used by the baccalaureate nursing education program(s) as well as an assessment of its adequacy in promoting the program goals.

Observation

- A tour of the physical and/or virtual space available to the educational unit in relation to:
  - The quality of the space for meeting learning goals and its suitability for the learning activities of the baccalaureate nursing education program(s).
  - The size of the faculty and student body.
  - Ease of access to the space.
  - Spatial accommodations for persons with disabilities.
  - If any of the programs is delivered online, virtual spaces for student interaction (i.e., chat rooms, video conferencing, etc.).

Key Element 11: Resources & Environment

Practice placement sites provide learning opportunities that effectively foster the outcomes of the baccalaureate nursing education program(s).

Documentation

Application for Accreditation

- Documentation is provided with the application for accreditation describing the clinical placement sites.

Accreditation Self-Study Report

- A general overview of the adequacy of the placement sites in relation to the program outcomes **should** be provided in the accreditation report.

Core Document Section

- A template (see Templates section**) should** be provided that lists:
  - Anticipated learning outcomes of the program.
  - Clinical placement sites being used, categorized by service category, (*e.g.*, primary health care, acute care, long-term care, community, other) for each clinical/practical course.
  - Length of the rotation and the type of learning opportunities provided by each placement site.

Interviews

- Interviews with students, preceptors and graduates of the baccalaureate nursing education program(s) will be conducted to ascertain that the placement sites are appropriate for the achievement of program outcomes.

Key Element 12 : Resources & Environment

Practice placement sites facilitate intraprofessional collaboration.

Documentation

Accreditation Self-Study Report

- A summary is provided of how intraprofessional collaboration is integrated into practice placements with some examples described briefly to illustrate this.

Interviews

- Interviews with students and preceptors in the baccalaureate nursing education program(s) will be conducted to ascertain how intraprofessional collaboration is integrated into the placements.

Key Element 13: Resources & Environment

Practice placement sites facilitate interprofessional and intersectoral collaboration.

Documentation

Accreditation Self-Study Report

- A summary is provided of how interprofessional[6] and intersectoral collaboration are integrated into practice placements with some examples described briefly to illustrate this.

Interviews

- Interviews with students and preceptors in the baccalaureate nursing education program(s) will be conducted to ascertain how interprofessional collaboration is integrated into the placements.

[6] Interprofessional collaboration refers to opportunities during a clinical placement to collaborate with one or more non-nursing health professional or non-nursing health professional student to provide team-based, person-centred care.

Evidence: Standard 3 - Teaching, Learning, and Scholarship

Key Element 1: Teaching, Learning, & Scholarship

Faculty teaching in the baccalaureate nursing education program(s) use evidence-informed pedagogical approaches that foster excellence in students' achievement of learning outcomes.

Documentation

Accreditation Self-Study Report

- A brief overview of some of the pedagogical approaches used by faculty to foster excellence in the achievement of learning outcomes among students.

On-Site/Virtual

- Course outlines/syllabi demonstrating pedagogical approaches should be provided.

Interviews

- Interviews will be conducted with faculty to determine pedagogical approaches being used.

Observation

- If feasible, reviewers will observe a portion of some of the theory courses being taught.

Key Element 2: Teaching, Learning, & Scholarship

Faculty teaching in the baccalaureate nursing education program(s) possess the academic qualifications and professional experience for the areas in which they teach.

Documentation

Accreditation Self-Study Report

- A summary of the number of faculty engaged in teaching in the baccalaureate nursing education program(s), their status (e.g., part-time, full time, and contractual), and their qualifications.

Core Document Section

- A completed template listing regular and contractual faculty teaching in the baccalaureate nursing education program(s) with their academic and professional qualifications along with the courses they teach **should** be submitted with the self-study as a core document that indicates that:
    - All regular faculty members have master's preparation.
    - A portion hold doctoral degrees.
    - All faculty members have expertise in the particular areas in which they teach.

Key Element 3: Teaching, Learning, & Scholarship

Contractual educators teaching in the baccalaureate nursing education program(s) possess the academic, professional, and experiential qualifications for the areas in which they instruct.

Documentation

Accreditation Self-Study Report

- A summary is provided of the number of contractual educators teaching in the baccalaureate nursing education program(s), their academic qualifications, and their experiential qualifications in relation to what they teach.

Core Document Section

- The completed template submitted for Key Element 2 listing the regular and contractual faculty teaching in the program(s) with their academic and professional

  qualifications and the courses they teach is a source of evidence for Key Element 3 as well.

Key Element 4: Teaching, Learning, & Scholarship

There is a sufficient number of regular and contractual faculty to accomplish the mission, goals, and expected outcomes of the baccalaureate nursing education program(s).

Documentation

Accreditation Self-Study Report

- A summary is provided of the number of regular and contractual faculty, and the adequacy of the faculty complement to cover the needs of the baccalaureate nursing education program(s).

Interviews

- Interviews will be conducted with the administrative leadership and faculty to ascertain that there are sufficient faculty with the qualifications needed to achieve the mission, goals, and expected outcomes.

Key Element 5: Teaching, Learning, & Scholarship

Contractual faculty teaching in the baccalaureate nursing education program(s) are well oriented, mentored, and evaluated.

Documentation

Accreditation Self-Study Report

- The orientation program/process for contractual faculty should be outlined briefly in the self-study report including who delivers it, when, and where.
- The mentoring process for contractual faculty should be outlined briefly.

- The evaluation process for contractual faculty should be outlined briefly.

Supporting Document Section

- Documentation related to the orientation of contractual faculty **may** be submitted with the self-study in the supporting documents section of the self-study.
- The evaluation form that is used to conduct evaluations **may** be submitted as a supporting document.

Interviews

- Interviews will be conducted with regular and contractual faculty teaching in the baccalaureate nursing education program(s) to ascertain that there is an orientation process, ongoing mentoring, and evaluation of contractual faculty.

Key Element 6: Teaching, Learning, & Scholarship

Faculty teaching in the baccalaureate nursing education program(s) integrate the program philosophy.

Documentation

Application for Accreditation

- The philosophy and curriculum framework should be described in the application.

Accreditation Self-Study Report

- A brief assessment should be provided of whether the faculty implementation of the baccalaureate nursing education program(s) reflects its philosophy and the description of any processes or measures taken to foster this.

Core Document Section

- Course syllabi **should** be submitted with the self-study in the core document section of the self-study report.

Interviews

- Interviews with faculty teaching in the baccalaureate nursing education program(s) will be conducted to ascertain their understanding of the program philosophy and their implementation of it in their teaching.

Observation

- Observations of classroom (or online) teaching will be conducted to ascertain how faculty teaching in the baccalaureate nursing education program(s) are implementing the program framework and curriculum in their teaching.

Key Element 7: Teaching, Learning, & Scholarship

Faculty teaching in the baccalaureate nursing education program(s) adhere to the integrity of the curriculum.

Documentation

Application for Accreditation

- The philosophy and curriculum framework should be described in the application.

Accreditation Self-Study Report

- A brief assessment should be provided of whether the faculty implementation of the baccalaureate nursing education program(s) reflects the curriculum framework and the description of any processes or measures taken to foster this.

Core Document Section

- Course syllabi **should** be submitted with the self-study in the core document section of the self-study report.

Interviews

- Interviews with faculty teaching in the baccalaureate nursing education program(s) will be conducted to ascertain their understanding of the program curriculum and their implementation of it in their teaching.

Observation

- Observations of classroom (or online) teaching will be conducted to ascertain how faculty teaching in the baccalaureate nursing education program(s) are implementing the program curriculum in their teaching.

Key Element 8: Teaching, Learning, & Scholarship

Preceptors of baccalaureate nursing students have the academic professional and experiential qualifications for the clinical setting in which they instruct.

Documentation

Accreditation Self-Study Report

- A brief summary overview of the preceptors and their qualifications should be outlined in the self-study report.

Core Document Section

- A completed template (see Templates section) listing the preceptors with their academic and professional qualifications, their current position, and the agency where they are precepting baccalaureate students **should** be submitted as a core document in the self-study.

Key Element 9: Teaching, Learning, & Scholarship

Preceptors of baccalaureate nursing students are well oriented, mentored, and monitored by faculty of the unit.

Documentation

Accreditation Self-Study Report

- The orientation program/process for preceptors of baccalaureate students should be outlined briefly in the self-study report, including who delivers it, when, and where.
- The mentoring process should be outlined briefly.

- The process for evaluating preceptors should be outlined briefly.

Supporting Document Section

- Documentation related to the orientation of preceptors of baccalaureate students **may** be submitted in the supporting documents section of the self-study.
- The evaluation form that is used to assess preceptors **may** be submitted in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with program administrators, faculty, and preceptors to ascertain that preceptors who teach or supervise baccalaureate students in clinical settings are licensed/registered in the jurisdiction in which they practice.
- Interviews will be conducted with faculty and preceptors to ascertain there is a system of orientation, mentoring, supervision, and evaluation in place that is respected and meets preceptors' needs.

Key Element 10: Teaching, Learning, & Scholarship

Regular and contractual faculty evaluate students effectively and constructively in theoretical and clinical courses.

Documentation

Accreditation Self-Study Report

- Brief overview description is provided of evaluation methods used in theoretical and clinical courses in relation to identified objectives/outcomes, timing, and type of feedback provided.

On-Site/Virtual

- A review will be conducted during the review visit of evaluations of assignments, exams, papers, and clinical performance to ascertain that student are appropriately evaluated in relation to the identified objectives/ outcomes.

Interviews

- Interviews with students in the baccalaureate nursing education program(s) will be conducted to ascertain their perceptions of evaluations in relation to identified objectives/outcomes, timing, and usefulness of feedback.

Key Element 11: Teaching, Learning, & Scholarship

Preceptors assess students in clinical courses/practical experiences effectively and constructively.

Documentation

Accreditation Self-Study Report

- A brief description of preceptor assessments in relation to outcomes/objectives, timing, and feedback is provided.

On-Site/Virtual

- A review will be conducted of preceptor assessments of students to ascertain that students are appropriately assessed in relation to the identified objectives/ outcomes.

Interviews

- Interviews with preceptors and students will be conducted to ascertain that students are assessed in relation to the objectives/outcomes and in a timely fashion.

Key Element 12: Teaching, Learning, & Scholarship

The institutional infrastructure and workloads support the development and maintenance of faculty scholarship.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of how scholarship among faculty is supported by the unit. Examples of institutional support include, but are not limited to, research orientation/information, sessions on grantsmanship, information on creating a research program, mentorship programs for new faculty, and workload support for scholarship activities.

Interviews

- Interviews with the unit leader and faculty will be conducted to ascertain how the infrastructure and workload support scholarship amongst faculty teaching in programs.

Key Element 13: Teaching, Learning, & Scholarship

Faculty scholarship is integrated into educational activities of the baccalaureate nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief description should be provided of examples of how scholarship among faculty is integrated into educational activities.

Supporting Document Section

- Course outlines/syllabi demonstrating that scholarship is incorporated into educational activities **may** be submitted in the supporting document section.

Interviews

- Interviews with faculty will be conducted to determine how faculty scholarship is integrated into courses in the baccalaureate program(s).

Key Element 14: Teaching, Learning, & Scholarship

A scholarly climate in the baccalaureate nursing education program(s) strengthens faculty scholarship and the use of evidence among students.

Documentation

Accreditation Self-Study Report

- A brief overview of unit activities that create a scholarly climate in the baccalaureate, and the use of evidence among students is provided. Examples of such activities include, but are not limited to, lunch and learn series for faculty and students; journal club for faculty and students; postings of faculty publications; a research day; and research internship for students.

Interviews

- Interviews with faculty will be conducted to ascertain what activities are being conducted that create a scholarly climate and support the use of evidence among students.

Key Element 15: Teaching, Learning, & Scholarship

Faculty advance nursing knowledge through the scholarship of discovery, teaching, integration, and/or application[7].

Documentation

Self-Study Report

- A brief overview of the scholarship undertaken by faculty should be outlined.

Core Document Section

- CASN's position statement on scholarship in nursing provides a definition of four overlapping domains of scholarship (discovery, teaching, integration, and application) and the defining criteria of scholarship in all four domains (documentation, peer review, and dissemination). Although every faculty member is not expected to contribute to all four domains, the educational unit as a whole is encouraged to engage in scholarship in all the domains.
- Documented evidence of scholarship (e.g., publications, presentations, and grant funding within the last five to seven years) **should** be provided in the core document section using the scholarship template.

[7] See CASN Position Statement Scholarship for definitions of the scholarship of discovery, teaching, integration, and application.

Evidence: Standard 4 - Program Framework and Curriculum

Key Element 1: Program Framework & Curriculum

The curriculum is based on clear statements of expected learning outcomes that are congruent with the program's mission and goals and with the nursing roles for which baccalaureate students are being prepared.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and the curriculum structure, should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief summary of the information presented in the application should be provided in the accreditation self-study.
- A brief description should be provided of how the program aligns with the CASN *National Nursing Education Framework* expectations.

Core Document Section

- Course syllabi **should** be submitted in the core document section.

Interviews

- Interviews will be conducted with faculty and students in the baccalaureate nursing education program to ascertain that they are aware of the philosophy and program framework.

Key Element 2: Program Framework & Curriculum

The curriculum provides a sequence of learning opportunities and a logical flow for students as they move through the program to achieve the program outcomes.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and the curriculum structure are described in the application for accreditation.

Accreditation Self-Study Report

- A brief description should be provided in the self-study report outlining the rationale for the sequence of learning opportunities in the program in relation to the expected outcomes at the end of the program.

Interviews

- Interviews will be conducted with faculty and students in the baccalaureate nursing education program to ascertain that the sequence of learning opportunities provide a logical flow and foster expected outcomes.

Key Element 3: Program Framework & Curriculum

The curriculum provides a solid foundation in health sciences, and includes social sciences, humanities, and ethics.

Documentation

Application for Accreditation

- The curriculum structure should be provided with the application for accreditation.

Accreditation Self-Study Report

- A brief overview should be provided of where in the curriculum, and how health sciences, social sciences, and humanities including ethics are integrated.

Interviews

- Interviews with faculty engaged in curriculum development and evaluation will be conducted to ascertain how the baccalaureate nursing education program(s) integrates health sciences, social sciences, and humanities including ethics.

Key Element 4: Program Framework & Curriculum

The curriculum is congruent with the essential components for baccalaureate nursing education as articulated in the *CASN National Nursing Education Framework*.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and curriculum structure should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief overview should be provided of how the outcomes address the domains of the *CASN National Nursing Education Framework*.

Core Document Section

- A template (see Baccalaureate Templates) **should** be completed and submitted electronically in the core document section mapping course outcomes/objectives/ ends in view/or themes to the essential components of each domain of the *CASN National Nursing Education Framework*.

Interviews

- Faculty involved in the curriculum will be interviewed regarding how the outcomes/objectives address the domains of the *CASN National Nursing Education Framework*.

For international accreditation: The curriculum prepares graduates to be evidence-informed knowledge workers, effective communicators and team-based collaborators, entry-level clinicians, and professional change agents who demonstrate leadership, act professionally, and advocate for clients.

Key Element 5: Program Framework & Curriculum

The curriculum addresses jurisdictional entry-to-practice competencies and standards of practice for baccalaureate nursing graduates.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of how the expected outcomes address the regulatory competencies. It is important to note, however, that assessment of this key element will be waived if the program has been approved or is being approved by a regulatory body within the previous two years in a process that verifies integration of regulatory entry-to-practice competencies. In these situations, only the date of the approval need be indicated in the self-study.

Core Document Section

- A template **should** be completed and submitted electronically mapping course outcomes, objectives, and/or themes to regulatory competencies. If the program has been approved or is being approved by a regulatory body within the previous two years in a process that verifies integration of regulatory entry-to-practice competencies, assessment of this key element will be waived, and no mapping is required.

Key Element 6: Program Framework & Curriculum

The curriculum provides practice experiences[8] with individuals across the life span, families, and communities/populations.

Documentation

Accreditation Self-Study Report

- A description outlining the sequence of planned practice experiences in relation to the expected outcomes and to the baccalaureate entry-to-practice competencies should be provided.

Core Document Section

[8] Practice experiences include clinical placements and simulation; both are required.

- Syllabi/course outlines for practice-based courses **should** be submitted to the core document section for Key Element 1, and it may provide evidence for this key element as well.

Supporting Document Section

- A sequential plan for practice experiences that links to the expected outcomes of the baccalaureate nursing education program **may** be provided.

Interviews

- Interviews with preceptors, faculty, and students will be conducted to ascertain that the practice experiences support learner outcomes.

Key Element 7: Program Framework & Curriculum

The curriculum includes practice experiences related to primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life care.

Documentation

Accreditation Self-Study Report

- A description briefly outlining the practice experiences in primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life.

Interviews

- Interviews with preceptors, faculty, and students will be conducted to ascertain what practice experiences students in the education program have in the following areas: primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life care.

Key Element 8: Program Framework & Curriculum

The sequence, selection, and implementation of planned practice experiences prepare graduates to address complex health issues that affect clients in a variety of settings.

Documentation

Accreditation Self-Study Report

- A description briefly outlining how the sequence of practice experience prepare graduates to address complex health issues and includes primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life.

Interviews

- Interviews with faculty, clinical teachers, simulation teachers, and preceptors will be conducted to ascertain how practice experiences in the baccalaureate nursing education program prepare students to address complex health issues.

Key Element 9: Program Framework & Curriculum

The curriculum provides learning opportunities to develop clinical reasoning and clinical judgement.

Documentation

Accreditation Self-Study Report

- A description briefly outlining learning opportunities in the curriculum to develop clinical reasoning and clinical judgement.

Interviews

- Interviews with faculty, clinical teachers, simulation teachers, and preceptors will be conducted to ascertain what learning opportunities are integrated into the curriculum to develop clinical reasoning and clinical judgement in the baccalaureate nursing education program.

Key Element 10: Program Framework & Curriculum

The curriculum provides learning opportunities to use information communication technology in accordance with professional and regulatory standards and workplace policies.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning opportunities that develop students' abilities to use information communication technology in accordance with professional and regulatory standards and workplace policies.

Interviews

- Faculty will be interviewed to ascertain that there are learning opportunities in the program that foster the use of information communication technologies in accordance with professional and regulatory standards and workplace policies.
- Students in the baccalaureate nursing education program will be interviewed to ascertain that they are aware of professional and regulatory standards related to the use of information communication technologies.

Key Element 11: Program Framework & Curriculum

The curriculum promotes intraprofessional team-based collaborative practice and provides opportunities for intraprofessional education.

Documentation

Self-Study Report

- An overview should be provided of outcome expectations for graduates related to intraprofessional collaborative practice.
- Courses in which there is intraprofessional education should be identified.
- Examples of teaching and learning strategies in the curriculum that promote intraprofessional collaboration should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of intraprofessional collaborative practice **may** be made available to reviewers.

Interviews

- Faculty and students in the nursing education program will be interviewed to ascertain how intraprofessional collaborative practice is promoted in the baccalaureate nursing education program(s).

Key Element 12: Program Framework & Curriculum

The curriculum promotes interprofessional team-based collaborative practice and provides opportunities for interprofessional education.

Documentation

Self-Study Report

- An overview should be provided of outcome expectations for program graduates related to interprofessional collaborative practice.
- Courses in which there is interprofessional education should be identified.
- Examples of teaching and learning strategies in the curriculum that promote interprofessional collaboration should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of interprofessional collaborative practice **may** be made available during the review.

Interviews

- Faculty and students in the nursing education program will be interviewed to ascertain how interprofessional collaborative practice is promoted.

Key Element 13: Program Framework & Curriculum

The approaches for teaching, learning, and student evaluation articulated in the program framework facilitate achievement of the expected learning outcomes.

Documentation

Application for Accreditation

- The underpinning philosophy or conceptual framework of the curriculum, expected, outcomes, mission, and goals of the program, along with the curriculum structure, should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief description of the approaches for teaching and learning and how these contribute to the expected outcomes should be provided in the self-study.
- A description of how and when students in the baccalaureate nursing education program are evaluated should be provided as well as how the evaluation process contributes to achievement of expected outcomes.

On-Site/Virtual

- Evaluations of students in the baccalaureate nursing education program will be reviewed. These may include assignments, papers, clinical evaluation forms, and examinations for a variety of levels of students in the baccalaureate nursing education program and from a variety of classes and clinical courses.

Interviews

- Faculty and students in the baccalaureate nursing education program will be interviewed to ascertain what approaches to teaching and learning are being implemented and how these contribute to outcomes.

Key Element 14: Program Framework & Curriculum

For Canadian Schools of Nursing: The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.

Documentation

Accreditation Self-Study Report

- An overview should be provided of outcome expectations for graduates related to Call to Action 24 of the Truth and Reconciliation Commission (TRC).
- Courses which address Call to Action 24 should be identified.
- Examples of teaching and learning strategies in the curriculum that promote decolonisation, indigenization, and reconciliation should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of decolonization, indigenization, and reconciliation **may** be made available during the reviewers' visit.

Interviews

- Faculty and students in the baccalaureate nursing education program will be interviewed to ascertain how the TRC is being addressed.

Evidence: Standard 5 – Program Outcomes

Key Element 1: Program Outcomes

The ability to reflect on one's practice, take responsibility for one's actions, and continuously improve is developed among baccalaureate nursing students.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning situations that foster reflection on one's practice, self-regulation, accountability, and responsibility for one's practice.

On-Site/Virtual

- Course documents developed specifically to foster reflection, self-regulation, accountability, and ethics among students in the nursing education program **may** be provided during the reviewers' visit.

Key Element 2: Program Outcomes

Baccalaureate nursing students develop the ability to anticipate, recognize, and manage situations that place a person or community at risk.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning activities in which students learn to anticipate, recognize, and manage situations that place clients at risk.

On-Site/Virtual

- Documents outlining learning activities that develop the students' abilities to anticipate, recognize, and manage situations that place clients at risk **may** be made available during the reviewers' visit.

Interviews

- Interviews will be conducted with faculty, preceptors, and students in the baccalaureate nursing education program to ascertain that students have learning opportunities to anticipate, recognize and manage situations that put clients at risk.

Key Element 3: Program Outcomes

The ability to recognize, respond to, and disclose adverse events is developed among students in the baccalaureate program(s).

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning situations in which students learn to recognize, respond to, and disclose adverse events.

Core Document Section

- Syllabi submitted to the Core Document Section for the Program Framework and Curriculum Standard, Key Element 1, provide evidence for this element also.

On-Site/Virtual

- Documents outlining learning activities that develop the students' abilities to recognize, respond to, and disclose adverse events **may** be made available during the reviewers' visit.
- Documents outlining learning activities designed to develop the students' abilities to continuously improve competence **may** be made available during the reviewers' visit.

Interviews

- Interviews will be conducted with faculty, preceptors, and students to ascertain that students have learning opportunities to recognize, respond to, and disclose adverse events.

Key Element 4: Program Outcomes

The ability to apply existing codes of nursing ethics in practice is developed among baccalaureate nursing students.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning situations in which students learn to apply codes of ethics in clinical situations.

Interviews

- Interviews with students and preceptors will be conducted to ascertain that students and graduates have had learning opportunities related to the application of ethical codes in practice situations.

Key Element 5: Program Outcomes

Baccalaureate nursing students engage in relational practice and advocacy and provide culturally safe care.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning opportunities in the program for students to apply relational practice knowledge, provide culturally safe care, and carry out social and political advocacy activities.

Core Document Section

- Syllabi submitted to the Core Document Section for Key Element 1 of the Program Framework and Curriculum Standard may also serve as evidence for this key element.

Interviews

- Interviews will be conducted with faculty, preceptors, and students of the baccalaureate nursing education program to ascertain that students have opportunities for applying relational skills in practice.
- Interviews will be conducted with faculty, preceptors, and students to ascertain that students have learning opportunities related to the provision of culturally safe care.
- Interviews will be conducted with faculty, preceptors, and students to ascertain that students have opportunities related to advocacy.

Key Element 6: Program Outcomes

The education program demonstrates evidence of students' achievement of each end-of-program learning outcome.

Documentation

Accreditation Self-Study Report

- Description of how students' achievement of the end-of-program learning outcomes is assessed, and the results over recent years should be provided.

Interviews

- Interviews will be conducted with faculty of the baccalaureate nursing education program to ascertain how students' achievement of the end-of-program learning outcomes is assessed.

Key Element 7: Program Outcomes

Completion rates demonstrates the education program's effectiveness in achieving its societal mandate.

Documentation

Accreditation Self-Study Report

- The process to track completion rates, the formula to calculate the completion rate is described, and the completion rate for the previous three years is outlined. If the average completion rate is less than 70%, a brief analysis is provided.

Interviews

- Interviews will be conducted with the program leadership of all educational units of the program and faculty regarding positive and negative factors affecting the completion rates.

Key Element 8: Program Outcomes

Registration pass rates, certification of graduates, and admission into graduate programs of nursing demonstrate program relevance.

Documentation

Accreditation Self-Study Report

- Pass rates for program graduates for the previous three years on the registration examination in the jurisdiction should be provided. Supplementary data regarding graduates' success on certification examinations within three years following graduation that demonstrates the program's relevance may also be outlined.

Key Element 9: Program Outcomes

Employment rates of the education program's graduates demonstrate the program's effectiveness in meeting societal needs for registered nurses.

Documentation

Accreditation Self-Study Report

- A brief report is provided on data collected on the employment of graduates in the first 12 months following graduation for the previous three years.

Evidence: Standard 6 - Quality Improvement

Key Element 1: Quality Improvement

An evaluation plan that includes an environmental scan guides the assessment of the curriculum, program delivery, and program outcomes.

Documentation

Accreditation Self-Study Report

- A brief outline should be provided of an ongoing evaluation process that assesses the curriculum, curriculum delivery, clinical placements, and student outcomes.

Core Document Section

- An evaluation plan of the baccalaureate program **should** be submitted to the Core Document Section articulating an ongoing comprehensive evaluation process that includes assessment of the curriculum, curriculum delivery, clinical placements, and student outcomes.

Key Element 2: Quality Improvement

There is on-going implementation of the evaluation processes which include data collection from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of the data collection process conducted over the last two years to obtain evaluation information about the education program from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders.

On-Site/Virtual

- Evaluation data collected during the previous two years **should** be provided during the reviewers' visit.

Interviews

- Interviews with program administrators will be conducted to ascertain how the evaluation process was implemented during the previous two years**.**

Key Element 3: Quality Improvement

Faculty in all sites and all educational units of the program engage in the assessment and evaluation of the program and in identifying changes to improve the program.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of how faculty in all sites and educational units are engaged in the assessment and evaluation of the education program and in identifying changes to improve the program.

Supporting Document Section

- Terms of reference and minutes of committees involved in making post-evaluation changes to the curriculum **may** be submitted.

Interviews

- Interviews will be conducted with faculty of the educational unit(s) to ascertain engagement in the assessment and evaluation process of the baccalaureate nursing education program.

Key Element 4: Quality Improvement

Students' and graduates' ability to provide safe, ethical nursing care and to meet entry-to-practice competencies and standards of practice is monitored and evaluated.

Documentation

Accreditation Self-Study Report

- A brief description of the processes and measures taken to monitor integration of the following among students in the education program:
    - Ethical standards,
    - Practice standard, and
    - Entry-to-practice competencies.

On-Site/Virtual

- Documentation of student evaluations in theoretical and practice courses (simulation and clinical placements) should be provided during the reviewers' visit.
- Examples of adequate and less adequate student assignments should be provided during the reviewers' visit.

Interviews

- Graduates of the education program will be interviewed to ascertain how well prepared they were to practice in accordance with ethical standards and practice standards for baccalaureate nurses.
- Employers will be interviewed to ascertain that graduates of the program demonstrate preparedness to practice in accordance with ethical and practice standards for baccalaureate nurses.
- Administrators of the baccalaureate nursing education program will be interviewed to ascertain what measures or processes are being implemented to monitor that students are being prepared to:
  - Provide ethical care.
  - Integrate standards for registered nurses.
  - Integrate entry-to-practice competencies into their practice.

Key Element 5: Quality Improvement

Evaluation data are used to make improvements to the program.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of processes in place to use evaluation data collected to make improvements to the program. Some recent examples of changes made as a result of evaluation data collected may also be provided.

Supporting Document Section

- Terms of reference and minutes of the evaluation or other committee(s) involved in making post-evaluation changes to the curriculum **may** be submitted.

Interviews

- Interviews will be conducted with faculty of the educational unit(s) who are involved with program evaluation to ascertain that evaluation data is used to improve the baccalaureate nursing education program.

Section 5: Process, Procedures, and Guidelines

In this section of the manual, the steps of an accreditation review are outlined; guidelines are provided to assist schools in preparing for, and following up on, an accreditation review; and the templates available for schools to document evidence are included.

Steps in an Accreditation Review

The steps in an accreditation review are outlined from the initial application to the submission of interim reports that may be required following the accreditation decision.

1. Application for an Accreditation Review

School Completes the CASN Accreditation Program Application

The school, (or schools in a collaboration), completes the *CASN Accreditation Program Application Form* (see *Appendix A -Form 1*). This form has four parts.

1. Identification of the applicant(s)
2. Identification of the program(s), institution(s), and sites to be reviewed
3. Description of the educational unit(s) and education program(s) to be reviewed
4. Applicant's declaration (signature)

The application form must be signed by the head of the school of nursing. In a collaborative partnership, it must also be signed by the head of each partner school wishing to be part of the review.

School Submits Completed Application Form and Application Fee

The school submits:

1. Application form
2. Application fee

These should be sent by email to the Managing Director of Accreditation and Evaluation. The school should consult the application fee schedule to determine the amount required for the application fee.

Once the application has been received and reviewed, the school is advised of this. Based on the information provided by the school, the following recommendations for the review are made**:**

1. Number of educational units and nursing education programs to be reviewed;
2. Sites to be reviewed (if any);
3. Number of reviewers required; and
4. Number of educational unit and nursing education program reports that the school is required to submit.

2. Preparation for the Reviewers' Visit

Selection of a Review Team and Confirmation of the On-Site or Virtual Visit Dates

CASN national office staff and the school determines a mutually agreeable date for the reviewers to visit the school either on-site or virtually.

CASN's accreditation staff recruits the reviewers for the visit. A three-member team is the norm for a single-site review. Additional reviewers are required when there are multiple units and/or programs to review, and when campuses are separated by considerable distances.

The list of proposed review team members is sent to the school head who verifies that there is no conflict of interest with any proposed member (see *Guideline 1: Conflict of Interest).*

The reviewers sign the *CASN Reviewer Commitment Form* (see *Appendix B: Form 2*) in which they commit themselves to CASN policies and procedures, including professional and ethical conduct; respect of confidentiality; and respect of the intellectual property of the school(s) and of CASN.

School Prepares a Self-Study Report Submission

The school of nursing prepares a self-study report using the *Self-Study Report Template* that is sent out with the application decision letter.

In developing the self-study report school should carry out the following activities:

1. Review any recommendations made by CAB following the last accreditation review and the report provided by the school on the follow-up;
2. Review *section 4* of this manual which specifies the evidence to be provided for each key element of every standard;
3. Locate and attach to the submission the required and supporting documents that are specified in section 4; and
4. Consult the guidelines listed below.

Guideline 5: Self-Study Report:

a) Writing the Self-Study Report

b) Strategic Planning

c) Human Resource Planning

d) The Nature of Scholarship

e) Providing Evidence of Scholarship

School Submits the Self-Study Reports

The school sends the self-study reports along with required and supporting documents (electronically) to the CASN national office and to the reviewers four weeks (six weeks for collaborations) before the scheduled reviewer visit (See Guideline 3: Document Submission Prior to the Review Team Visit). Some supporting documents may be made available during the review only (i.e., student assignments and minutes of meetings).

School Creates and Submits the Review Visit Schedule

The school of nursing should prepare a schedule for the on-site or virtual visit at least three months before the visit and send this draft to the CASN national office (see *Guideline 2: Review Team Visit)*. The schedule is reviewed by CASN accreditation staff to ensure that it is consistent with CASN accreditation guidelines and is then shared with the reviewer team lead and team members. The schedule will be reviewed in detail during the pre-review virtual meeting with the review team, school representatives, and CASN accreditation staff approximately three weeks before the accreditation visit.

Pre-Review Virtual Meeting

The CASN accreditation staff conducts a virtual meeting with the review team and school representatives, and where required, with the regulatory staff, approximately three weeks prior to the review (see *Guideline 4: Pre-Review Virtual Meeting*).

Adjustments to the review visit schedule may be requested during this meeting. This is followed by a meeting of the review team members and CASN accreditation staff to address any operational issues.

The review team members of an on-site review submit their travel expense claims directly to the school (see *Appendix E: Form 5 - Reviewer Expense Claims*). The school may use its own travel guidelines (rather than the CASN travel guidelines), but it must notify CASN accreditation staff two months prior to the on-site visit and provide a copy of the guidelines to the reviewers if this is the case.

3. Review Visit

School Ensures the Logistics of the Visit

The school organizes the logistics of the review team's visit (see *Guideline 2 (a) or (b): Review Team Visit,* and *Guideline 6: Planning Reviewer Travel and Accommodation)*.

For an on-site visit, the review team arrives at the hotel arranged by the school the day before the on-site visit is to begin. The school ensures transportation for the team to and from the hotel and to all locations to be visited during the on-site visit. The team is provided with a secure on-site room/office, phone, computer or laptops with internet access, printer, office supplies, and the documents required to conduct the review.

In a virtual visit, the team members meet the day before the review begins at a meeting arranged by CASN staff. They are responsible for ensuring they have access to a phone, computer, internet,

printer, and office supplies. They are also responsible for ensuring the confidentiality of all communication with the school. Documents are accessed electronically.

The team carries out the review visit as scheduled to validate the self-study reports. At the end of the visit, the team provides the administration and the faculty with feedback on the strengths, vulnerabilities, and opportunities for improvement identified during the on-site visit at a meeting arranged by the school. It is important to note that the reviewers do not provide an accreditation decision.

During the on-site visit process, both the reviewers and the school of nursing head may consult with CASN accreditation staff at any time.

The CASN accreditation staff sends the review team reports and the school's response to the CASN Accreditation Bureau.

4. Review Team Reports and School Response

Review Team Submits its Reports

The review team's reports are submitted to CASN accreditation staff within two weeks following the on-site or virtual visit, along with the signed *Checklist* (see *Appendix D: Form 4- Transmittal Memo* and *Review Team Report*), which each reviewer must sign. Electronic signatures are acceptable.

School Submits a Response to the Report

The school receives the review team's reports from CASN accreditation staff. It reviews the reports and submits a written response within two weeks. The school's response includes comments, clarification, and corrections to any factual errors contained in the review team reports.

5. CASN Accreditation Bureau Decisions

The CASN Accreditation Bureau Reviews the Reports and the Response

The CASN Accreditation Bureau members assess the documentation provided by the school and reviewers. The CAB reads the review team reports and the school's responses as companion information documents prior to making its final decision It may hold (as required) one teleconference with the review team and another teleconference with the head of the school of nursing and/or any other school representatives who have knowledge of the unit(s)/program(s) under consideration, before making its accreditation decision. The purpose of the teleconference is for CAB members to clarify or obtain further information on elements in the report that they do not fully understand. CASN accreditation staff schedule the teleconferences prior to the CAB meeting but will cancel them during the CAB meeting if there are no points requiring further clarification.

School Receives Accreditation Decision

The accreditation decisions of the CASN Accreditation Bureau are conveyed in writing to the head of the school, the president of the institution, and to the executive director.

In the case of a denial or revocation of accreditation, or a deferral of a path A accreditation, the school may ask for a reassessment/appeal within 30 working days of receiving the letter outlining the accreditation decision. To ensure receipt within the time limits, the letter requesting reassessment/ appeal must be sent by registered mail to the chair/co-chair of the CASN Accreditation Bureau (care of the CASN executive director) for signature upon receipt.

School Accreditation Status is Made Public

Accreditation status is made public on the CASN website. In the case of denial or revocation, publication of the status would be deferred until (1) the appeal period has lapsed, or (2) the school accepts the decision, or (3) the decision of a reassessment is accepted, or (4) the appeal process has been completed.

School Follows-Up on Recommendations

If the accreditation decisions include recommendations from the CASN Accreditation Bureau, the school is responsible for follow-ups on these requirements. If CAB requires an interim report or an interim visit report, the school submits the report by the date indicated in the final decision letter using the *Interim Report Template* (see *Guideline 7: Interim Report*).

Guidelines

CASN has created seven guidelines to provide direction to schools of nursing and reviewers related to the process and procedures of an accreditation review.

- *Guideline 1: Conflict of Interest*
- *Guideline 2: Review Team Visit*
    - *a. Planning an On-Site Review Visit*
    - *b. Planning a Virtual Review Team Visit*
- *Guideline 3: Document Submission Prior to the Review Team Visit*
- *Guideline 4: Pre-Review Virtual Meeting*
- *Guideline 5: Self-Study Report*
    - *a. Writing the Self-Study Report*
    - *b. Strategic Planning*
    - *c. Human Resource Planning*
    - *d. The Nature of Scholarship*
    - *e. Providing Evidence of Scholarship*
- *Guideline 6: Planning Reviewer Travel and Accommodation*
- *Guideline 7: Developing an Interim Report*

Guideline 1: Conflict of Interest

Members of the CASN Accreditation Bureau, reviewers, and schools of nursing must respect conflict of interest guidelines. A conflict of interest refers to prejudice based specifically on self-interest and is present when an individual has an outside interest that can be reasonably expected to influence how the individual might act or respond to a given situation. A conflict of interest exists whether the individual is, or would be, swayed by the competing interest.

The following processes are followed to avoid conflicts of interest during an accreditation review:

- CASN reviewers sign a commitment form prior to each accreditation review. Their signature indicates commitment to professional and ethical conduct, and compliance with CASN policy related to conflict of interest, confidentiality, and respect for intellectual property.
- CASN Accreditation Bureau members sign a commitment form for their three- year term. Their signature indicates commitment to professional and ethical conduct, and compliance with CASN policy related to conflict of interest, confidentiality, and respect for intellectual property.
- A conflict of interest with a school of nursing disqualifies an accreditation bureau member or a reviewer from assessing that school. Any known conflict of interest must be brought to the attention of CASN national office staff.
- Schools of nursing must also report any known conflict of interest when they are notified of the review team members who will be conducting their upcoming accreditation review.
- In the case that a school of nursing identifies a conflict of interest with a proposed reviewer, the reviewer is informed of the nature of the conflict of interest identified.
- Before assessing a given school or collaboration, reviewers and accreditation bureau members must disclose the following to CASN staff:
  - If they are living or working in the province in which the school of nursing is located
  - If they attended or worked at the school of nursing or with its collaborative partners within the last five years.
  - If they have served on an advisory, governing, research or evaluation body associated with the school of nursing or its collaborative partners within the last five years.
  - If they have a family member who is employed or is a student in the school of nursing or in one its collaborative partner schools
  - If they are partnered financially or have economic interests with a member of the school of nursing, its collaborative partners, or its students.
- Reviewers and accreditation bureau members must not use the school of nursing review information or their association with the CASN Accreditation Program to gain preferential treatment.
- Reviewers and accreditation members must not accept any gifts or favours offered by the school of nursing, its collaborative partners, or students.
- As schools of nursing may extend their hospitality to reviewers in the form of a reception before, during, or after the review, reviewers are expected to use discretion in accepting invitations to attend such events.

Guideline 2(a): Planning an On-Site Review Team Visit

The purpose of the on-site visit is for external faculty peers, to validate the information provided in the self-study report.

Timing of the On-Site Visit

Because the reviewers observe learners engaged in classroom and clinical activities, it is important to avoid scheduling the visit during the following periods:

- Examination week
- Last week of classes
- Reading week
- Orientation days.

It is also important to take note of clinical practice days when confirming the dates of the visits.

When to Plan the Schedule

The school of nursing should start preparing a draft schedule no later than three months before the visit and should send it to the CASN national office at that time. The schedule is reviewed by CASN staff to ensure it is consistent with the accreditation guidelines. It is reviewed again during the pre-review virtual meeting attended by the review team, school representatives, and CASN accreditation staff approximately three weeks before the on-site visit. This allows time for any changes to be made if requested at the virtual meeting.

People to be Interviewed

The school of nursing is encouraged to develop a schedule that allows the review team members to meet the following individuals:

- Chief executive officer of the university (e.g., president, provost, or rector)
- Person to whom the head of the school of nursing reports (e.g., dean of health sciences)
- Vice-president of academic affairs
- Dean/director/head of the school of nursing
- Associate/assistant dean/director, or coordinator responsible for the specific program being reviewed
- Key groups such as curriculum, administrative, scholarship, and evaluation committees
- Full-time and part-time faculty
- Full-time and part-time learners
- Personnel in health care organizations who deal with the learners in clinical training or as graduate employees
- Faculty in other disciplines who teach non-nursing courses
- Graduates of the program
- Librarian and information technology resource persons
- Head of research in the nursing unit.

It is important to provide advance notice to learners and faculty when the reviewers' schedule is finalized.

Settings to be Observed

The review team must have opportunities to observe the following:

- Classroom learning in all program years
- Clinical settings including learner clinical conferences
- Library
- Laboratories
- Other facilities and resources supporting students.

Planning for Reviewer Requirements

- *Hotel room reservation*: The review team usually begins the review with a meeting at the hotel the day before the on-site visit (generally from 13:00- 16:00 local time). They also continue to work on their report at the hotel after the on-site visit for approximately five to eight hours. They will need reservations for this period.
- *Office equipment at the hotel*: The review team works on their report at the hotel in the evenings of the on-site visit and, as noted, up to about eight hours following the on-site visit. Although they usually have their own computers, they will need a printer, office supplies, and access to internet in the hotel during this period.
- *On-site equipment during the visit*: The reviewers require a room or office which has a telephone, computer, internet access, printer, office supplies, and assigned administrative support. Any documentation to be reviewed on-site should be made available in this room.
- *Breaks:* It is important to reserve time on the schedule for the reviewers to review on-site documentation and to schedule time for refreshment breaks in the morning, at noon, and in the afternoon.
- *Review team meeting:* Time on the daily schedule should be reserved, preferably later in the day, for the team to meet separately from school representatives to discuss the day's findings, and review additional materials provided by the school.
- *Informal Meetings:* Reviewers often find it useful if the schedule includes lunch with a group so that informal interaction can take place. This usually works well if sufficient time is included on the schedule to transport the team to and from the luncheon site, and if the group is small enough to permit a meaningful discussion. Meals with very large groups tend to be pleasant but not as helpful in terms of eliciting information.
- *Review team escorts:* Reviewers go from one location to another. It is advisable to assign individuals to escort reviewers to and from each interview or observation to ensure that they find the location, keep to the schedule, and are introduced to the individuals they are to meet. Escorts should not be present during the reviewers' interviews.

- *Transit time:* Time should be built into the schedule for reviewers to go from one location to another especially, when they need to be transported between campuses, clinical sites, or teaching sites.
- *Interviewee title & role:* It is essential to note on the schedule the name and titles/roles of individuals to be interviewed by the reviewers; if groups are large, a list of the 30-60 individuals should be appended to the schedule. Meeting times vary in length, according to the purpose of the meeting; they are normally 30 to 60 minutes.

Planning the Interviews

Team members conduct some interviews together and others individually to make the most effective use of the team's time.

It is recommended that the review team be together at the following interviews:

- Opening meeting
- Debriefing session
- Meeting with senior administration
- Meetings with the program administration
- Common activities such as luncheons.

The team members may be allocated individually to interview groups of learners, faculty, alumni, and community representatives.

Key meetings to plan for are the opening meeting and the wrap-up debriefing session.

Opening meeting

The on-site visit typically starts with a meeting attended by all members of the review team with the dean/director/head of the school and the administrative team. Discussions may include items such as confirming the location and availability of a team meeting room, arrangements for special meetings, additional material required from the organization, an overview of how the review team will implement the schedule, clarification of any issues of concern or areas of confusion, an overview of the program(s) to be assessed, and answers to any questions from the school representatives concerning the process of accreditation and the on-site visit.

Debriefing session

The team's schedule concludes with a debriefing session on the last day on-site. Collaborations (generally) have a common debrief. The dean/director/head and faculty attend this meeting. The attendance of other stakeholders is at the discretion of the dean/director/head but is strongly encouraged.

In this meeting, no accreditation recommendations are made. The CASN Accreditation Bureau is the decision-making body for accreditation reviews. The focus of the debriefing session is for the reviewers to provide feedback to the school on the strengths and areas for improvement. It also

provides the review team members with a final opportunity to clarify information and allows the school to comment on any information that may have been misinterpreted. In addition, the debriefing session is the time for the team leader to review the next steps in the accreditation review process (e.g., the team members will submit expenses for the on-site visit within two weeks; the team leader will submit the review team report to CASN accreditation staff within two weeks; and the dean/director/head will receive the report within a month to comment on factual information).

Approximately four hours should be reserved for the team members to meet before the debriefing session to conclude their review of additional materials requested, summarize their findings, and prepare for the debriefing session.

Guideline 2(b): Planning a Virtual Review Team Site Visit

The purpose of a virtual visit is the same as an on-site visit, to provide the opportunity for peers to validate the self-study report through interviews, observations, and review of documents.

Timing of the Virtual Visit

As with an on-site review, reviewers interview learners and observe them virtually engaged in learning activities. It is important, therefore, to avoid exam periods, mid-term breaks, and periods when they are not engaged in the normal round of curricular activities.

When to Plan the Schedule

A draft schedule for a virtual review should be finalized three months before the visit. CASN accreditation staff can assist the schools in planning the schedule to ensure that the review is equivalent to an on-site review. The schedule will be carefully reviewed during the pre-review virtual meeting with the review team, school representatives, and CASN accreditation staff approximately three weeks before the accreditation visit.

People to be Interviewed

As with an on-site review, the review team will conduct digital interviews with the following individuals:

- Chief executive officer of the university (e.g., president, provost, or rector)
- Person to whom the head of the school of nursing reports (e.g., dean of health sciences)
- Vice-president of academic affairs
- Dean/director/head of the school of nursing
- Associate/assistant dean/director, or coordinator responsible for the specific program being reviewed
- Key groups such as curriculum, administrative, scholarship, and evaluation committees
- Full-time and part-time faculty
- Full-time and part-time learners
- Personnel in health care organizations who deal with the learners in clinical training or as graduate employees

- Faculty in other disciplines who teach non-nursing courses
- Graduates of the program
- Librarian and information technology resource persons
- Head of research in the nursing.

Settings to be Observed

The review team must have opportunities to observe the following through remote technology either in real time or asynchronously:

a. Class lectures for both nursing and non-nursing courses in all program years
b. Clinical settings including learner clinical conferences
c. Library
d. Laboratories
e. Other facilities supporting students.

Planning for Reviewer Requirements

- Reviewers need to have contact information (name, title, mobile phone number, office number, and email address) of key faculty and staff should they need to communicate with the school during the review process.
- Although reviewers require a mobile phone, computer, good internet access, and access to a shredder and printer, unlike an onsite review, they provide these themselves.
- Reviewers may require further documentation during the site visit, however, and the school must be able to make this documentation available to them virtually during the site visit.
- As with an on-site review, the review team meets virtually, the day before the visit (generally from 13:00- 16:00 Eastern Standard Time (EST) to accommodate time differences across the country). The school organizes this virtual meeting and provides meeting information for it to the members of the review team.
- During the visit of a Canadian accreditation review, the review team will generally conduct observations and meetings with the school between 11 am and 16.00 EST, to accommodate different time zones across the country (in international reviews these times may have to be adapted).
- It is important to schedule breaks between each interview and each observation to avoid meeting fatigue.
- Team meetings occur once the meetings at the school is completed for the day and, in contrast with an on-site visit, are not scheduled during the day. Following a break of an hour or two after the meetings with the school is completed for the day, the review team will meet again, for an hour or so, to review evidence collected, make plans for the next day, and begin their report. These meetings are organized by CASN national office staff or by the team members themselves, and not by the school.
- During an on-site visit, time is allocated during the day for reviewers to look at on-site documentation, but in a virtual review the time at the school is shorter and documents are reviewed after the meetings are completed for the day. Reviewers, therefore, reserve

another hour or so after the meetings to review documents submitted by the school during the visit.

- Following the virtual review visit, the team continues to work on the report, communicating with one another electronically, which generally takes an additional five to eight hours. Again, in contrast with an on-site review, these virtual meetings do not require any involvement by the school.

Planning the Interviews

Interviews vary in length but are normally scheduled for 30 to 60 minutes. As with an on-site review, team members conduct some interviews together and others individually to make the most effective use of the team's time.

The full review team generally attends the following interviews:

- Opening meeting
- Debriefing session
- Meeting with senior administration
- Meetings with the program administration.

The interview schedule should identify the name, title/role, and email address of individuals to be interviewed by the reviewers; if groups are large, a list of the individuals with this information should be appended to the schedule. Once the schedule is finalized, the school will need to send meeting information to those who will be participating in the meeting including the reviewers.

As with an on-site review, key meetings to plan for are the opening meeting and the wrap-up debriefing session.

Opening meeting

The virtual visit typically starts with a meeting attended by all members of the review team, the dean/director/head of the school and the administrative team. The focus of the meeting is to provide an introduction to the review and an overview of the program(s) to be assessed. Discussions may include items such as confirming arrangements for special meetings, additional material required from the organization, an overview of how the review team will implement the schedule, and clarification of any issues of concern or areas of confusion.

Debriefing session

The team's schedule concludes with a virtual debriefing session on the last day. Collaborations (generally) have a common debrief. The dean/director/head and faculty attend this meeting. The attendance of other stakeholders is at the discretion of the dean/director/head but is strongly encouraged.

The focus of the debriefing session is for the review team to provide feedback to the school on the strengths and areas for improvement while clarifying that their role is not to make the accreditation decisions. They may also use the meeting as a final opportunity to clarify a piece of information. By the same token, the session allows the school to comment on any information that may have been misinterpreted.

In addition, the debriefing session is the time for the team leader to review the next steps in the accreditation review process (e.g., the team leader will submit the review team report to CASN accreditation staff within two weeks, and the dean/director/head(s) will receive the report within a month to comment on factual information).

At least four hours should be reserved in the schedule prior to the debriefing session for the team members to prepare for the debriefing session. Time differences should be accommodated.

Guideline 3: Document Submission Prior to the Review Team Visit

The school of nursing submits a self-study report to the CASN national office prior to the on-site or virtual visit of the reviewers. This submission includes the self-study report templates and four additional documents that must accompany the report as well as a number of required documents and some optional supporting documents that provide evidence on certain key elements.

Additional Documents to be Submitted

The self-study submission by the school to the CASN national office must include the following additional documents**:**

1. A copy of the previous accreditation decision letter, if applicable;
2. A report on actions taken on any recommendations of the CASN accreditation bureau at the last review;
3. The application for accreditation; and
4. A schedule/plan for the on-site or virtual visit.

Self-Study Report Templates

The self-study reports should be developed using templates provided by the CASN national office.

- *Educational Unit Self-Study Report Template*
- *Education Program Self-Study Report Template*
- *Variant Report Template* used for one program when differences are limited, to minimize unnecessary duplication. This template will be sent to the school based on the information provided in the application.

In *section 4* of this manual, the type of evidence to be provided in the self-study report templates for each key element is outlined. It is important to carefully review the evidence requirements in *section 4*.

Required and Supporting Documents

The evidence to be provided for each key element in *section 4* of the manual, specifies the submission of a number of required documents as evidence for some of the key elements. The templates listed below are available for schools to use for a number of the required documents to be submitted.

- Human resource plan
- Strategic plan
- Faculty scholarship
- Unit and program evaluation plan
- Curricula vitae of nursing and non-nursing faculty (as many institutions have guidelines for curricula vitae, this template is often not used)

Guideline 4: Pre-Review Virtual Meeting

Approximately three weeks prior to the on-site visit, CASN accreditation staff conduct a pre-review meeting with all review team members and the school leaders.

The purpose of the meeting is to ensure the following:

- All materials for the review have been submitted and received;
- Final adjustments to the schedule are made;
- The logistics for the visit are finalized;
- Schools are provided with an overview of the roles and responsibilities of the national office, reviewers, and CAB; and
- Any general questions about logistics and the review are answered.

Following the pre-review meeting, the reviewers and CASN staff stay online to finalize plans for the review.

Agenda for the Pre-Review Virtual Meeting

ITEM	DETAILS
1. Introductions	• Welcome and introductions • School representatives provide name, role at school, and role in the accreditation review • Reviewers provide name, school where they are working, and experience with accreditation
2. Program(s) to be Reviewed	• CASN staff specify: Program(s) to be reviewed, post-secondary institutions involved, any additional sites to be assessed
3. Documentation	• CASN staff confirms that all self-study reports have been sent and received
4. Schedule	• Proposed schedule is reviewed, and reviewers request changes if needed
5. Logistics	CASN staff reviews logistics <u>On-Site Review</u> • Travel, accommodation, airport pickup • Getting to and from sites • Hotel suite for reviewer work in evening as well as prior to and after the on-site visit • Room at school for reviewers • Computers and printers • Access to internet Virtual Review • Clarifying the school's role as virtual host • Ensuring the school and the reviewers have the connections required for a virtual review • Mechanisms to protect confidentiality of information shared digitally • Contact mechanisms between a) the team members and the school, b) the school and CASN staff, c) the team members and CASN staff, and d) among the team members during the review • Mechanisms team members to use to ensure confidentiality of the documents provided and how they will ensure interview information will not be overheard. • Setting up of meetings • Document provision during the visit • Ensuring time differences are accommodated.

6. Roles and Responsibilities	CASN staff review roles and responsibilities <u>Reviewers</u> • Review materials • Analyze and synthesize information • Validate self-study report based on objective observations of evidence • Identify strengths, vulnerabilities, and opportunities for improvement • Provide a debrief • Make **no** accreditation decisions • Submit review team report, two weeks after visit (date) <u>Schools</u> • Schedule meetings • Facilitate the visit • Provide materials during the visit • Clarify information for reviewers • Cover reviewer expenses (accommodation and travel) • Respond to review team report, two weeks to submit (date) <u>National office</u> • Resource <u>Accreditation Bureau</u> • Review the school's self-study • Review team report and school's response read as companion documents • Teleconferences with review team leader and school representatives (if required) • Projected date for CAB decision • <u>Regulatory Body (as necessary)</u>
7. Questions and Wrap-Up	

Guideline 5(a): Self-Study: Writing the Self-Study Report

Developing a self-study report is a core component of an accreditation review. The self-study is examined carefully by the members of the review team who validate the information provided during the on-site or virtual visit. The CASN Accreditation Bureau will also read the school's self-study report along with the reviewers' validation of it to determine whether each of the key elements of the standards are met, partially met, or are unmet.

Key Elements

The self-study report includes the school's assessment of how it is meeting the key elements of the standards. When reporting on each key element, the school should do the following.

- Read the standard statement, descriptor, and key element thoroughly to understand the main focus that the information presented should address.
- Read the Evidence Guidelines for each key element of the standards (*section 4* of the manual), which outlines the type of information/evidence to be provided.
- Present the information concisely and succinctly. The report for each key element should be from 15 to 20 sentences, and no more than 250 words.
- Ensure that the evidence provided on a key element is specific to the key element being addressed.
- Avoid using any personal identifiers or names of specific individuals in the report; titles or general terms such as faculty, student, or clinical partner should be used instead.

Strengths, Vulnerabilities, Improvement

The self-study report provides an opportunity for the school to conclude the reports on the educational unit(s) and education program(s) by identifying the following:

- Strengths
- Vulnerabilities
- Opportunities for improvement
- Priorities and activities to address vulnerabilities and/or opportunities.

While the entry for each school and each program will be unique, fictive examples are provided below of strengths, vulnerabilities, and opportunities for improvement for an educational unit and for an education program.

Education Program - Strengths, Vulnerabilities, Opportunities, Priorities
Fictive Example 1

SUMMARY OF STRENGTHS, VULNERABILTIES, AND OPPORTUNITIES FOR IMPROVEMENT –

Summary of Findings

Note the Education Program's strengths, vulnerabilities, and opportunities for improvement.

General Strengths

Regional, provincial, and national health priorities and community needs are incorporated into the curriculum, courses, assignments, and in clinical and community placements.

Vulnerabilities

Students are knowledgeable of provincial standards and National Council Licensure Examination (NCLEX-RN)© blueprint, however, national registration examination pass rates have fluctuated between 75% and 80% in the last three years.

Opportunities

Orientation of clinical placement preceptors can be improved by offering curriculum information sessions on-site at the agencies providing the placements.

Identify the School's Priorities and any School Activities to Address these Vulnerabilities and/or Opportunities for Improvement.

The curriculum committee is exploring how to address concerns regarding regulation requirements. One strategy is to have a representative from the provincial regulatory body attend the September curriculum review committee.

Faculty members are planning orientation sessions for preceptors that will also be videotaped so that preceptors can view them at their convenience.

Guideline 5(b): Self-Study: Strategic Planning

Strategic planning is a process whereby the goals, objectives, actions, and accountabilities of an organization are identified for a given period of time. The resulting strategic plan is a public statement of priorities and activities to achieve these priorities. It provides a base for evaluating progress and a roadmap to achieve the aspirations of the organization. It is formulated to be realistic for the context in which it will be operationalized.

The strategic planning process in schools of nursing should involve as many faculty members and other stakeholders as possible. This can lead to a sense of cohesion among the group and ownership of the plan. At times, the strategic planning process can lead to a recognition that not all desirable goals are possible to achieve, and, therefore, the planning group must determine which goals and objectives should be addressed within the designated time period.

Strategic planning includes:

- Developing a vision for the future (where the organization should be by a certain date);
- Specifying the mission of the educational unit or the collaboration (its purpose for existing);
- Articulating values that will be reflected in the plan;
- Creating goals that relate to the mission and vision;
- Developing objectives to achieve the goals;
- Identifying actions to achieve each objective;
- Specifying individuals responsible for completing the action;
- Determining deadlines to complete the actions;
- Delineating indicators and/or criteria which will form the basis for evaluating achievement of the objectives and/or success of the actions;
- Identifying dates to achieve the objectives and/or success of the actions; and
    - Identifying individuals or groups responsible for evaluating the achievement of the objectives and/or success of the actions in accordance with the indicators and/or criteria.

Strategic planning for a collaborative partnership must take into account the vision, mission, and values of each educational unit. Together, the partners formulate the vision, mission, and values of the collaborative partnership and then formulate the strategic plan for the partnership. This plan must be consistent with the strategic plans of each partner while representing the goals, objectives, etc., of the collective group.

Schools may use the strategic planning template provided in the manual when submitting their strategic plans. This optional template, however, is only a guideline to assist schools. Schools may choose a different strategic plan method or format.

Guideline 5(c): Self-Study: Human Resource Planning

Human resource (HR) planning can be defined as the process by which management ensures that it has the right personnel who have the ability to complete the tasks that will help the organization reach its objectives. HR planning links people and management to the organization's mission, vision, goals, and objectives as well as its strategic plan and budgetary resources. Human resource planning is a systematic process of matching the interests, competencies, and talents of the staff and faculty with the long-term goals and opportunities within the organization.

An organization's human resource plan must be directly tied to the overall strategic plan and linked to the plan for student enrolment. It provides the future needs and availability of human capital for the organization. There is no one way to undertake human resource planning. Human resource planning within an educational unit typically flows from the strategic plan of the institution. It is an indicator of the educational unit's support for scholarship and of the effective operations of the nursing education program.

The CASN Accreditation Bureau has prepared a template, which schools of nursing may use when planning human resources for the education program under review (see *Template 2: Human Resource Plan*). **Please note that if the school already has a human resource plan, it does not need to use this template.**

Guideline 5(d): Self-Study: Nature of Scholarship

As the national voice for nursing education in Canada, the Canadian Association of Schools of Nursing has a mandate to promote high standards for undergraduate and graduate programs for nurses. Scholarship is an essential component of quality in baccalaureate education and as a result, faculty scholarship is an accreditation expectation. This guideline articulates CASN's conceptualization of scholarship.

Background

The knowledge development needs of a practice profession require a broad vision of scholarship. Advancing nursing knowledge includes building a body of scientific evidence to underpin the discipline; enhancing nursing education by increasing knowledge of teaching and learning in nursing; generating new nursing knowledge through the integration and synthesis of existing knowledge; and creating evidence-based, applied knowledge to be used in nursing service and practice. These areas of scholarship correspond with the scholarship domains of discovery, teaching, integration, and application, first identified by Boyer (1990). These domains capture the wide boundaries for scholarship in a practice discipline and offer heuristic categories to classify scholarship activities. They are not, however, mutually exclusive. Scholarship activities frequently fall into more than one domain. Moreover, activities in all four domains must meet the same criteria to be identified as scholarship.

Scholarship: Standards and Criteria

Scholarship includes inquiry that builds a scientific body of knowledge (scholarship of discovery); inquiry that advances the pedagogy of the discipline (scholarship of teaching); the advancement of knowledge related to expert practice (scholarship of application); and the development of new insights through integrative, interdisciplinary, and synthesizing work (scholarship of Integration).

Scholarship involves rigorous and reflective thinking, expert knowledge, and new ways of viewing phenomena of interest. It reflects the following standards identified by Glassick and colleagues (1997), that apply across the four domains:

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique.

Three defining criteria differentiate scholarship activities from other intellectual and creative activities in all four domains (Fincher & Work, 2006; Glassick et al., 1997).

Scholarship Criteria
1. Documentation of the intellectual and creative activities carried out;
2. Peer review of the documented work; and
3. Public dissemination of this work, enabling critique and replication of the activities that led to a work's finding.

Peer reviewers are generally individuals of similar academic status to, and at arms-length from, the author(s) of the document, who have recognized expertise in the phenomenon under review. All three criteria must be met for the work to be considered scholarship.

Scholarship vs. Scholarly Activities

Scholarship differs from scholarly activities. Scholarly activities reflect knowledge depth, breadth, and quality, as well as learned thinking (Acorn & Osborne, 2013). Although scholarship involves these attributes, it requires documentation, peer review, and public dissemination, thereby adding new knowledge to a field.

Although scholarly work and scholarly teaching are essential in nursing education and are highly valued by CASN, they should not be confused with scholarship, as defined above.

In differentiating scholarship from scholarly works, the following questions should be asked:

1. Has the work been made public?
2. Is the work peer-reviewed/critiqued?
3. Can the work be built upon and reproduced by other scholars as a result of dissemination?
4. Is the answer yes to all three of these questions?

Evidence of Scholarship

In this section, evidence of scholarship in each domain is discussed. It is important to keep in mind, however, that the domains are not mutually exclusive and frequently overlap.

Scholarship of Discovery

The scholarship of discovery represents knowledge gained through research. It involves systematic investigation of phenomena using a range of qualitative and quantitative methods, with the results adding to, confirming, or rejecting what is already known. The scholarship of discovery is integral in building a strong scientific basis for nursing.

Documented evidence of the scholarship of discovery may include, but is not limited to, the following:

1. Peer-reviewed grant awards to support research related projects;
2. Peer-reviewed publications of empirical research; and
3. Peer-reviewed presentation of research papers at scientific and scholarly conferences.

Scholarship of Teaching

Initially, the scholarship of teaching, introduced by Boyer, included building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This, however, came to be identified as scholarly teaching rather than the scholarship of teaching (Allen & Field, 2005). The scholarship of teaching is reserved for activities in which questions related to teaching and learning are examined (Sawatzky et al., 2009). For nursing, such questions include those concerned with academic, clinical, and simulation-based teaching and learning. They may be examined using research or evaluation methodologies, or through theoretical and philosophical modes of inquiry involving the integration of existing knowledge, often from a variety of disciplines.

Documented evidence of the scholarship of teaching may include, but is not limited to, the following:

1. Peer-reviewed presentations and/or publications regarding teaching and learning;
2. Peer-reviewed grant awards to support teaching and learning activities/projects;
3. Creation and dissemination of innovative curriculum modalities and teaching materials as well as instructional tools and learning platforms that are adopted by educators in other courses and programs in both the home institution and more broadly; and
4. Dissemination of peer-reviewed innovative clinical or preceptorship modalities.

Scholarship of Integration

The scholarship of integration is defined as the generation of new knowledge and perspectives from the purposeful examination of original work in various academic fields (Boyer, 1990),

including nursing. Synthesizing findings and discovering patterns and connections across disciplines creates an integration of knowledge and brings new meanings to original work.

Documented evidence of the scholarship of integration may include, but is not limited to, the following:

1. Publication of a textbook or chapter in a textbook that synthesizes different professional perspectives on an issue;
2. Public dissemination of a policy analysis paper on a health or professional issue;
3. Public dissemination of a new program to improve the health and well-being of society; and
4. Publication of a scoping review synthesizing existing literature on a phenomenon of interest for nursing.

Scholarship of Application

The scholarship of application refers to the generation of knowledge that is developed in working with the community (including the nursing practice community) and is of use to this community. It is concerned with the relationship between knowledge and action, in which service to the community results in practice generated research questions. In nursing, the scholarship of application includes investigations leading to new understandings as practices are explored in relation to concepts, principles, research findings, theories, and results. Nursing faculty develop the scholarship of application by drawing on their clinical knowledge and expertise.

Documented evidence of the scholarship of application may include, but is not limited to, the following:

1. Peer-reviewed grant award providing financial support for practice initiatives;
2. Grant to conduct a knowledge translation project;
3. Publication and dissemination of an environmental scan;
4. Peer-reviewed presentation related to health and health care issues;
5. Published evaluative report of a practice demonstration project including recommendations for future implementation; and
6. Publication of a policy paper related to practice and/or to larger health issues impacting society with peer review and dissemination.

Conclusion

This conceptualization of scholarship includes rigorous scientific studies; evaluation and action research; historical analyses; policy papers; teaching and learning resources; integrative reviews; and theoretical and philosophical work. To be considered scholarship, however, a work must be documented, reviewed by peers, and disseminated publicly.

While all faculty members have a responsibility to engage in scholarship, they are not expected to carry out scholarship activities in all four domains. Scholarship activities in several domains within an educational unit, however, enriches the quality of the learning environment. It is important to note that the overlapping nature of the domains may allow smaller units to generate scholarship in several domains, because work in one domain often falls into two or three others.

References

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Fincher, R., & Work, J. (2006). Perspectives on the scholarship of teaching and learning. *Medical Education, 40*(4), 293-295. https://doi.org/10.1111/j.1365-2929.2006.02404.x

Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate.* Jossey-Bass Inc.

Sawatzky, J. V., Enns, C. L., Ashcroft, T. J., Davis, P. L., & Harder, B. N. (2009). Teaching excellence in nursing education: A caring framework. *Journal of Professional Nursing, 25*(5), 260-266. https://doi.org/10.1016/j.profnurs.2009.01.017

Guideline 5(e): Providing Evidence of Scholarship

Faculty scholarship in the previous seven years is reported in the *Evidence of Scholarship Template* (see the next section which provides samples of templates that are available for use). For each scholarship activity reported, the faculty member's name is identified first, and the activities are listed in chronological and alphabetical order. They should be categorized according to the nature of scholarship in the following categories:

- Peer-reviewed project funding
- Peer-reviewed conference presentation
- Peer-reviewed publications
- Peer-reviewed scholarship activities.

Indicate the domains of scholarship of each scholarship activity entered. This is a report on the scholarship of an educational unit. Note that the scholarship activities of each faculty member will also be listed in the faculty CVs.

For Funded Scholarship Activities

- List the names of team members.
- Indicate the role of each member of the team.

  If a Research Project:

  - PI: Principal Investigator
  - Co-PI: Co-Principal Investigator

- Co-I: Co-Investigator
- Col: Collaborator

If a Service, Practice, or Teaching Project:

- PL: Project Leader
- Co-PL: Co-Project Leader
- PM: Project Member

- Highlight in bold the name of the faculty member(s) of the unit involved in the team.
- Include the full name of the funding agency (abbreviations for provincial or regional agencies may not be known to reviewers and CASN Accreditation Bureau members).
- Specify if funding is pending (i.e., a funding application has been made, but the decision has not been announced).
- Indicate the start and end dates of the project.

For Conference Presentations

- List all individuals currently or previously involved in the presentation.
- Identify the name, date, and location of the conference, and the title of the presentation.
- Highlight in bold the names of the faculty members of the unit.

For Publications

- List all the authors.
- Highlight in bold the name(s) of the faculty of the educational unit.
- Provide the full reference.

Other

- List all involved.
- Highlight in bold the name(s) of the faculty of the educational unit.
- Provide full information on the activity.

EXAMPLES OF SCHOLARSHIP IN EACH DOMAIN

*Please note that many of the activities below could be classified in more than one domain.

DISCOVERY:

- A faculty member is the principal investigator on a research team to identify the mediating effects of physical activity on fatigue in patients with chronic obstructive pulmonary disease (COPD).
- A faculty member presents a peer-reviewed paper at a conference reporting on a qualitative investigation into patients' experiences of care in an emergency department of a regional hospital.
- A faculty member designs, tests, and publishes a valid, reliable, and parsimonious instrument to measure continuity and discontinuity of self following a stroke.

- A team of faculty publish a study to describe characteristics, attitudes, and communications of nurses regarding hospice and caring for terminally ill patients.

TEACHING:

- A faculty member presents a paper at a peer-reviewed conference on the development, implementation, and evaluation of an innovative curriculum grounded in First Nations cultures.
- A faculty member publishes a document describing the integration and evaluation of a new technology in the delivery of a course, thereby transforming the learning experiences of the students.
- A faculty member assists graduate students to develop papers for peer-reviewed journals, and the papers are coauthored and published.

INTEGRATION:

- A faculty member publishes a systematic review of literature on caretaker burden using the Joanna Briggs Methodology.
- An interdisciplinary team reviews the literature across nursing, psychology, and health education and develops an integrated model of health promotion for use among adolescents with peer-reviewed funding from a provincial Ministry of Health.
- A faculty member publishes a peer-reviewed paper that examines ethical perspectives in relation to nursing practice.
- A faculty member publishes a peer-reviewed article providing a new understanding of the concept of cultural humility.
- A faculty team present a paper at a peer-reviewed conference proposing a new conceptual framework regarding the risk factors for medication errors that is based on a synthesis of existing literature.
- A faculty member publishes a peer-reviewed historical analysis of the introduction of nursing services in a particular region of Canada using secondary sources.

APPLICATION:

- A faculty member serves on a community board to establish group homes for mentally challenged individuals who will be relocated from institutional environments. In this capacity, the faculty member is among the eight authors of a report that is reviewed by a panel of civil servants and disseminated to the public by the provincial Ministry of Health.
- A faculty member serves on a national committee designed to examine and revise a code of ethics, and is involved in a review of relevant literature, critical analyses, professional consultations, reflection, and the development of a final document that is peer-reviewed and disseminated to the public.
- A faculty member responds to the downsizing of acute care hospitals by developing non-traditional practice opportunities for students and publishes a peer-reviewed evaluation of the results.
- A faculty member conducts a policy analysis of the impact of casinos on the health of a

community, a report of which is reviewed by the provincial Ministry of Health and publicly disseminated by them.

- A faculty member is part of a team that develops evidence-based practice standards and protocols for a new outpatient care unit in collaboration with current practitioners and consumers, which is then reviewed by a panel of peers and publicly disseminated electronically.

- A faculty member collaborates with nursing staff on a demonstration project to evaluate the outcomes of an early discharge program, the results of which are peer-reviewed and publicly disseminated.

Guideline 6: Planning Reviewer Travel and Accommodation

IMPORTANT NOTE: If a school requires reviewers to use its institutional travel and expense claim guidelines, procedures and expense rates, CASN accreditation staff must be advised of this at least two months prior to the on-site visit. If this information is not conveyed to CASN staff then CASN's *Travel Arrangement Instructions and Expense Account Allowances* will apply.

Reviewer Travel

- The school of nursing is responsible for making travel arrangements for the reviewers. The school may choose to allow the reviewers to book their own flights, but it is preferable for the school to provide an account number and/or contact for a travel agency that will allow the team members to arrange travel without having to use personal credit cards.
- CASN policy is that the most economical form of travel be used for any CASN-related activities. Booking travel for reviewers well in advance frequently results in savings for the school.
- Should the school wish to use its own travel and expense claims guidelines, it must notify CASN accreditation staff within two months prior to the on-site visit and provide a copy of the guidelines to ensure that CASN accreditation staff can provide them to reviewers in advance of travel.
- The reviewers are responsible for submitting all expense claims to the degree-granting school of nursing within two weeks of the completion of the on-site visit.
- Due to different arrival times and potentially undependable flight schedules, team members do not expect to be picked up at their point of arrival. It would be helpful, however, to give them instructions about the best means to get to the hotel. Information about price differentials, such as those between an airport bus and a taxi, is also helpful. Unless faced with time constraints, team members will usually select the least costly form of transportation. Please let the team members know if the hotel provides complimentary van service to and from their point of arrival, and how to use that service.

Reviewer Accommodations

- Reviewers usually arrive the day before the on-site visit and conduct a preliminary meeting in the afternoon or evening. A single hotel room should be reserved for each team member, with arrival on the day before the review and departure on the day following the review.
- The team should have comfortable, but not lavish, accommodations. Individual hotel rooms should have a desk or table with good lighting and a comfortable work-style chair. It would be beneficial to have team members in adjacent rooms or on the same floor where possible.
- The team leader's room (preferably a suite) should accommodate the full team, with a table large enough to seat the team and enough workspace for laptop computers and documents. If hotel rooms cannot accommodate the team, a small conference or meeting room should be arranged in the hotel.
- Facilities should be conducive to work, as the team members generally have several hours of reading and writing to do in the evenings. If possible, arrange for a hotel near the school that has an on-site restaurant, room service, a business centre open before and after business hours, and internet access in the rooms.

Review Team Transport and On-Site Support

- If the hotel is not within walking distance of the institution, arrangements should be made to transport the team between the hotel and the institution.
- The school should provide the team leader with information about who will meet the team, at what time, and where.
- Appropriate personnel should be available during the on-site visit to assist the team, escort them to appointments, and provide administrative support (e.g., photocopying, supplies, document/record retrieval, etc.).
- There should be a room on-site at the school that is designated for the review team. The room should be locked when the team is at other areas of the campus. The team must be provided with a table in this room, which should be large enough to accommodate the full team, their personal belongings, and documents for review on-site.
- Although team members may bring a laptop computer, some may ask to borrow one from the institution, if one is available. This can be confirmed during the pre-review meeting. Team members will also likely need access to a printer during the on-site visit. The review team would appreciate knowing the type of printer available so that they can pre-program their laptops. Having a printer in the team's workroom is ideal.

Guideline 7: Developing an Interim Report

The Accreditation Bureau accreditation decision may include that the school of nursing or collaborative program submit an interim report by a specified date on recommended actions to be taken to address partially met or unmet key elements. This report should be provided on the *Interim Report Template,* and often a supporting document will need to be submitted along with the *Interim Report Template*.

Tips on Preparing the Interim Report

The information in the interim report allows the CASN Accreditation Bureau to determine the extent that the educational unit or the education program has carried out the recommended action(s), and the progress that has been made in meeting the key element(s) that needed to be addressed. In developing the interim report, it is important to be guided by the following:

- ***Clarity***
  - Actions taken by the school to address recommendations should be outlined clearly and concretely.
- ***Brevity***
  - The information provided should be succinct.
- ***Specificity***
  - Information and supporting documentation provided should directly address the recommendations and the key element(s) needing attention.
- ***Progress Achieved***
  - What has been achieved to date should be directly related to the recommendations and the key element to be addressed.
- ***Barriers***
  - Any barriers encountered that impeded progress should be described briefly as well as how they were/are handled.
- ***Next Steps***
  - Plans for future progress or for continuing to meet the key element should be provided.

Templates

A number of templates are provided to assist schools in developing their self-study report and in providing interim reports to the CASN Accreditation Bureau following an accreditation review.

- *Template 1: Strategic Plan*
- *Template 2: Human Resource Plan*
- *Template 3: Scholarship Presentation Guide*
- *Template 4: Curriculum Vitae*
- *Template 5: Interim Report*

Template 1: Strategic Plan

Educational Unit/Collaborative Partnership _____

name

Dates of the Strategic Plan: **From**_____ **To** _____

year **year**

Vision:

Mission:

Values:

Strategic Goals:

1.

2.

3.

4.

5.

Strategic Goal:

Objectives	Actions – Accountability - Completion Date	Evaluation Criteria - Accountability - Date
1.		
2.		
3.		
4.		

Template 2: Human Resource Plan

Instructions: Complete one form for each program under review.

Name of Program:_____

A. Current Faculty Resources for the Education Program

Number of Faculty Resources for Current Year		
Full-Time Regular	Part-Time Regular	Contractual

Non-Teaching Administrative Faculty and their Role in the Program					
Full-Time Regular		Part-Time Regular		Contractual	
Name	Role	Name	Role	Name	Role

B. Teaching/Demands of the Program

List classroom/virtual classroom courses in the program.

List laboratory courses and numbers of groups per course.

List clinical courses and numbers of groups per course.

Note any contextual demands on faculty time.

List the names of additional baccalaureate nursing programs currently being offered by the educational unit.

C. Current Student Enrolment in the Program (Unit)

Provide information about enrolment in the following chart:

Education Program Enrolment
Number of admissions (previous year)
Number of admissions (current year)
Total current enrolment in the program

D. Human Resource/Enrolment Plans

1. Provide information about your plans for upgrading faculty academic qualifications in the next three years by completing the following chart*:

Projections – Academic Upgrading	Year		
	1	2	3
Number of faculty projected to enroll in masters' program			
Number of faculty projected to enroll in doctoral program			

2. Anticipated retirements of full-time faculty teaching in the program in the next three years:

Projections – Anticipated Retirements	Year		
	1	2	3
Number of full-time faculty projected to retire			

3. Projected number of new full-time faculty to be hired in the next three years:

Projections – Anticipated New Hires	Year		
	1	2	3
Number of new full-time faculty projected to be hired			

4. Projected number of student admissions to the program in the next three years:

Projections – Student Admissions	Year		
	1	2	3
Number of student admissions projected			

**Note that this may not be applicable if all faculty have appropriate qualifications.*

Template 3: Scholarship Presentation Guide

Category	Names	Scholarship Activity	*Domains of Scholarship (discovery, teaching, etc.)
A. Project Funding			
B. Conferences			
C. Publications			
D. Other			

**Note that scholarship activities may belong to more than one domain and all applicable domains should be identified.*

Template 4: Curriculum Vitae

Please note that if the school already has a curricula vitae system, it does not need to use this template.

Name of Faculty Member:_____Name of Institution:_____All information should be in chronological order, with the most recent information listed first.

EDUCATION

Degrees, Certificates, Diplomas	Year Completed	Area of Study	Institution

ACADEMIC APPOINTMENTS

Years of Appointment	Institution	Academic Rank

NON-ACADEMIC EMPLOYMENT

Years of Employment	Institution	Position

ADMINISTRATIVE APPOINTMENTS (within the educational institution)

Dates of Appointment	Institution	Position

TEACHING EXPERIENCE

Institution	Title of Course(s) Taught	Course Level	Dates*

**Dates that course was taught (for example 2016 – 2020).*

GRADUATE STUDENT SUPERVISION

Student	Program	Year Completed	Thesis or Project Title

SCHOLARSHIP

Please list the evidence of scholarship conducted **in the last seven years** in the domains of discovery, teaching, application, and integration. Although these domains overlap, and a particular scholarship activity may fall in more than one domain, please list each evidence of scholarship in one domain only.

SCHOLARSHIP OF DISCOVERY

Project Title and Dates	Funding Source and Amount	Project Members	Roles	Peer-Reviewed Scholarly Products and Dissemination

SCHOLARSHIP OF TEACHING

Project Title and Dates	Funding Source and Amount	Project Members	Roles	Peer-Reviewed Scholarly Products and Dissemination

SCHOLARSHIP OF APPLICATION

Project Title and Dates	Funding Source and Amount	Project Members	Roles	Peer-Reviewed Scholarly Products and Dissemination

SCHOLARSHIP OF INTEGRATION

Project Title and Dates	Funding Source and Amount	Project Members	Roles	Peer-Reviewed Scholarly Products and Dissemination

DEVELOPMENT OF CURRICULUM, COURSES, OR COURSE MATERIALS (which have not undergone external peer review)

Date	Development Activities

PROFESSIONAL MEMBERSHIPS (list current professional memberships)

Date	Organization

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

Date	Location	Activity*	Program Title

**Conference, workshop, lecture, etc.*

Template 5: Interim Report

For each recommended action specified by the CASN Accreditation Bureau, please provide the information indicated on the template. Depending on the recommendation, you may need to append supporting documentation.

I. Identifying Information

1. Name of the educational unit (s) submitting the interim report.

   _____

   _____

   _____

2. Please identify which set of standards are being addressed in this interim report.

   The educational unit standards ( )

   The education program standards ( )

3. If education programs standards are being addressed, please provide the name of the education program.

   _____

4. Interim Report Submission Date: _____

5. Please provide the following information for each key element to be addressed in the interim report.

Key Element	Standard	Recommended Action and Report Due Date

II. Action Taken by the School to Address Recommendation(s)

For each key element with a recommended action to be carried out, please describe the actions taken, what outcomes have been achieved to date, and any future steps that are planned to address the recommendation.

Key Element	Actions Taken	Outcomes and Future Steps

References

Council for Higher Education Accreditation. (2016). *The CIQG international quality principles: Towards a shared understanding of quality.* https://www.chea.org/ciqg-international-quality-principles-toward-shared-understanding-quality

Hartrick Doane, G. (2002). Beyond behavioral skills to human-involved process: Relational nursing practice and interpretive pedagogy. *Journal of Nursing Education*, *41*(9), 400-404.

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Glossary

Clinical instructors: Nursing educators who teach and assess students in clinical placements.

Collaborative Partnership: A nursing education program offered in a partnership of a degree granting educational unit and one or more college-based educational units. The degree granting institution grants the baccalaureate degree to all graduates of the collaborative program.

Descriptor: A descriptor describes components of a standards statement.

Distributed Model: A decentralized instructional model of learning in which educators and students are not co-located, allowing for flexibility in regard to the time and place in which learning and instruction occur.

Faculty: Educators who are employed by the educational unit to teach students enrolled in the program under review: Regular faculty are employed on an ongoing basis either full-time or part-time; Contractual faculty are employed on a time-limited basis to teach one or more specified theoretical and/or clinical courses.

Intraprofessional Collaboration: Opportunities to collaborate with one or more practical nurses or practical nursing students.

Interprofessional Collaboration: Opportunities during a clinical placement to collaborate with one or more non-nursing health professional or non-nursing health professional student to provide team-based, person-centred care.

Intersectoral Collaboration: Actions undertaken with social groups outside the health sector, on health or health equity outcomes or on the determinants of health or health equity.

Key Element: An essential, observable phenomenon that, when combined with other key elements, provides evidence that a standard is met.

New Collaborative Partnership Program: A baccalaureate degree program in nursing developed and delivered in a new partnership, including a university and one or more colleges.

New Program: A new undergraduate or degree completion program that will be offered by a university, university college, and any college partners that has not previously been offered.

Nursing Educational Program: The nursing curriculum offered by a school, department, college, or faculty of nursing.

Partner: An educational unit collaborating with one or more educational units to deliver one or more nursing education program(s).

Practice Experiences: Includes clinical placements and simulation experiences.

Preceptor: A service agency staff member assigned to one or more nursing students in a practice placement who guides, tutors, and provides direction to the student to foster the development of their practice competencies.

Program Change: Any alteration in the curriculum or learning outcomes of a nursing education program from that which was previously accredited is termed a program change.

> Major Program Change – A major program change occurs when the philosophical underpinnings of the curriculum, or more than one third of the learning outcomes/intents are changed.
>
> Minor Program Change – A minor program change occurs when the flow of learning or revisions to the course and learning outcomes happen without altering the underlying philosophical underpinnings of the curriculum and less than one third of the learning outcome/intents are changed.

Relational Practice: "A humanely involved process of respectful, compassionate, and authentically interested inquiry into another (and one's own) experiences" (Hartrick Doane, 2002, p. 401).

School of Nursing: A unit that offers part or all of a baccalaureate or graduate degree in nursing.

Standard: An agreed-upon level of performance. When using a standard as a basis of evaluation, actual performance is measured against the desirable and achievable level of performance (standard). There are three types of standards generally used in measurements: structure, process, and outcome.

Strategic Plan: A public statement of priorities and activities, which provides a base for evaluating progress. The plan is a roadmap to achieve a school's (or a collaboration's) aspirations and is formulated to be realistic for the context in which it will be operationalized.

Strategic Planning: A process whereby important goals, objectives, actions, evaluation, and accountabilities are specified for a particular time period.

Student Assessment: An appraisal process involving the collection of data to provide evidence of student learning.

Student Evaluation: Interpretations about the value or degree of student learning that has occurred based on an appraisal.

Appendices

Appendix A: Form 1- Accreditation Application

CASN ACESI Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

CASN Baccalaureate Accreditation Program Application Form

Schools of nursing wishing to apply for an accreditation review of one or more baccalaureate program(s) of nursing and/or an entry-to-practice (RN) master's programs are asked to fill out this application form.

The information provided serves to identify the baccalaureate program(s) and/or entry-to-practice master's program to be reviewed for accreditation, as well as the educational institution(s) delivering the program(s). It also provides preliminary data on the program(s) to be reviewed.

INSTRUCTIONS TO SCHOOLS

Complete the four parts of the application form and submit it to CASN Accreditation Bureau (CAB). Ensure to c/o CASN staff with the relevant appendices at least one year prior to the preferred date of visit.

PART I: IDENTIFICATION OF THE APPLICANT(S)

Some baccalaureate programs of nursing are delivered by one post-secondary institution whereas others are delivered by a collaborative partnership of post-secondary institutions.

1.1 Please Indicate whether this is an application for an accreditation review from a single post- secondary institution or from a collaborative partnership of post-secondary institutions.

Review in a single educational institution ( )
Review involving a collaborative partnership ( )

2.1 Please provide the name and website address of the post-secondary institution(s) applying for the accreditation review in the table below. If a collaborative partnership is applying jointly, provide this information for each partner.

Name of the Post-Secondary Institution	Name of the Faculty/School/Department	Website of the Faculty/School/Department

3.1 Please provide contact information for an initial contact person (i.e., name, address, telephone number, and email) in the table below.

Name of the Initial Contact Person	Address	Telephone	Email

4.1 Please identify the school head, the president/rector, and administrative assistant from each post-secondary institution participating in the accreditation review as well as any other key personnel who will be involved in organizing it. This should be done in the table below.

Name	Position	Institution	Telephone, Email

PART ll: IDENTIFICATION OF THE PROGRAMS, INSTITUTIONS AND SITES TO BE REVIEWED

Many post-secondary institutions offer more than one baccalaureate program of nursing. CASN uses the definition below to identify a program.

*For the purposes of accreditation, **a program** is a course of study that has a single and unique university degree conferred on the student by a single degree-granting institution; a single curriculum framework; and a single sequence of defined courses with single course descriptions and specified options to meet a single and specific set of program outcomes. A program also has a set of specified admission requirements.*

2.1 Specify the name of each baccalaureate program and/or entry-to-practice master's to be reviewed in the table below. For each program, identify the post-secondary institution delivering it. If the program is being delivered by a collaborative partnership, list each post-secondary institution in the partnership. In the case of a new program or curriculum, please identify the month and year the first cohort will graduate. For existing programs, please identify the date that the current accreditation expires.

	Program Name	Post-Secondary Institution(s) Delivering It	**New Program/ Curriculum:** Month/Year of First Cohort to Graduate	**Existing Accredited Programs:** Accreditation Expiry Date
Four-Year Baccalaureate Nursing Program				
Baccalaureate Nursing Program for Advanced Standing Students/Second Degree Program				
Baccalaureate Nursing Program for Practical Nurses				
Baccalaureate Nursing Program for Diploma Prepared RNs				
RN Entry-to-Practice Master's Program				
RN to Baccalaureate Program				
Other Baccalaureate Program of Nursing				

2.2 If a collaborative partnership is submitting the application, please identify each post-secondary institution in the collaboration(s) and the number of years of the program that are being offered by the educational unit in the table below.

Post-Secondary Institution	Collaborative Program(S) to Be Reviewed	Years of the Program Delivered by the Unit

A post-secondary institution may deliver a baccalaureate program of nursing at more than one site.

A site *refers to a location where classes or laboratory sessions of an education program under review are held. Sites are visited by a member of the accreditation review team.*

2.3 If one or more post-secondary institution(s) applying for an accreditation review is delivering some or all of the program at an additional site, please provide the information identified below.

- Name of the post-secondary institution delivering some/all the program at an additional site(s).
- Location of the site(s) (include a map of the site(s) as Appendix A.
- Courses in the program under review offered at the site.
- Total number of students taking one or more courses in the program under review at the site.

Post-Secondary Institution	Program Name	Location of Site	Courses Offered and Delivery Modality	Number of Students

2.4 Please provide a narrative overview description of the nursing education programs to be reviewed. If one or more are delivered collaboratively or at additional sites, please provide a description of this in the narrative overview box below.

PART III: DESCRIPTION OF EDUCATIONAL UNIT(S) AND PROGRAM(S)

In this section of application, information is requested on the educational unit(s) applying for an accreditation review and the education programs to be assessed.

*An **educational unit** refers to the faculty, school, or department of a post-secondary institution delivering part or all of a baccalaureate program of nursing, and/or an entry-to-practice master's program.*

3.1 Please provide the following information using the headings below for each educational unit applying for an accreditation review.

- **Leadership:** Briefly describe the administrative and leadership structure of the educational unit(s).
- **Environment:** Briefly situate the educational unit(s) on a rural – urban continuum (i.e. remote, rural, small town/city, metropolitan environment).
- **Resources** Outline the learning resources that are made available to students, including the library, access to a professional librarian, access to electronic information, and learning laboratories in the educational unit(s).
- **Admissions:** Outline the academic criteria and admission assessment process for each program to be reviewed.
- **Faculty:** List the number of full-time and part-time faculty and contractual faculty, and summarize academic qualifications of faculty (PhD, masters, baccalaureate prepared).
- **Clinical Instruction:** Describe how clinical instructing is organized and the qualifications of clinical instructors.
- **Learners:** Provide the total number of full-time and part-time learners in each program and the number of admissions to each program in the current year.

3.2 Please provide information about each education program to be reviewed under the headings below. This information should also be placed at the beginning of the self-assessment document to aid reviewers in their understanding of the program.

- **Mission, Goals**: Briefly identify the mission and goals of the school.
- **Philosophy and Curriculum Framework:** Provide a description of the program's philosophy, and curricular framework.
- **Outcomes** List the program outcomes for each program.
- **Courses** Provide an overview of courses and their sequence,
- **Practice Experience** Provide an overview of clinical sites and simulation-based learning,
- **Student evaluation** Briefly describe how students are evaluated in clinical and theoretical courses.

3.3 Some programs use distance delivery modalities.

- For each program using distance delivery, identify the mode of delivery with percentage of face-to-face classes (i.e., teleconferencing, videoconferencing, online asynchronous web-based).
- Briefly describe how the school addresses clinical placement for students

PART IV: APPLICANT DECLARATION

Applicant Declaration

I declare that I am the school head and that I am authorized to commit the aforementioned school to CASN's accreditation process. I have identified all nursing education program, options, tracks, and streams for accreditation review in this application. I have read *CASN Accreditation program Manual for Schools* (December 2020) and agree to comply with all CASN policies, procedures, guidelines, and fees.

Name: _____

Title: _____

Signature: _____ Date: _____

1. **Preferred Date of Accreditation Visit**

The preferred date of the review is the week of: _____ 20 .

Note that students in all years of the programs being reviewed must be present in both class and clinical settings during the period of the visit. The preferred date excludes statutory holidays and reading or study week(s). It is best to consult with CASN accreditation staff regarding the availability of reviewers during the school's preferred week.

Appendix B: Form 2- CASN Reviewer Commitment

Reviewers for the CASN Accreditation Program are representatives of CASN while participating in the accreditation process. As such, they are required to read and sign the following in order to ensure that they understand and commit themselves to CASN policies and procedures, including professional and ethical conduct, confidentiality, and respect for the intellectual property of the program.

Commitment to Review

I commit myself to participate in the accreditation visit of the undergraduate program(s) at _____ (insert name of school(s)) on _____ (insert date). I have reviewed and understood the roles and responsibilities of the CASN accreditation review team members and leaders, and I agree to abide by them during my period as an accreditation reviewer. I shall be bound by and shall faithfully observe and abide by all rules, policies, procedures, and regulations of CASN that are in effect during the time of my appointment as a reviewer.

Confidentiality

I understand that, as a participant in an accreditation review of any CASN member school, I will have access to confidential material and information. I will respect the confidentiality of any materials and information that I deal with at all times during the accreditation review process. I will also assume responsibility for disposing (e.g., shredding) of any confidential materials once the decision has been taken by the CASN Accreditation Bureau in order to ensure the confidentiality of the accreditation materials. I will not divulge to any third party any material or information received, directly or indirectly, during and after an accreditation review.

Ethical Behavior

I understand that, as a participant in the accreditation review of the undergraduate program(s) at _____(insert name of school(s)), I am representing CASN and the accreditation program. I will conduct myself in a professional and ethical manner at all times with the other members of the review team and with the persons whom I encounter during the course of the review, whether from the institutional, faculty, clinical, or employer setting.

Conflict of Interest

I have read, understood, and agree to comply with CASN's conflict of interest guidelines. I am not living or working in the same province where the school of nursing is licensed. I have not attended or worked at the school of nursing or with its collaborative partners within the last five years. I have not served on an advisory, governing, research, or evaluation body associated with the school of nursing or its collaborative partners within the last five years. I do not have family relationships with members of the school of nursing, its collaborative partners, or its learners. I do not have financial partnerships or economic interests with members of the school of nursing, its collaborative partners, or its learners.

I will not use my connection with CASN to position myself for preferential treatment after the accreditation process is complete. I will not use school of nursing review information to gain preferential treatment. I will not accept any gifts and/or favors offered by the school of nursing, its collaborative partners, or its learners.

Privileged and Intellectual Property

I understand that the CASN Accreditation Program is the exclusive property of and copyrighted by the Canadian Association of Schools of Nursing (CASN). I understand that it contains information which is privileged and to be used only with the authorization of CASN. I agree not to copy, disseminate, or distribute any of the materials without the prior written consent of CASN. I agree not to provide advice, counsel, or information about the CASN accreditation program or the review process to any person except as authorized by CASN.

_____
Signature of Reviewer

_____
Print Name

_____
Date

Appendix C: Form 3- Accreditation Service Agreement

CASN Accreditation SERVICE AGREEMENT

This Agreement is made as of the_____day of_____,_____(m/y)

BETWEEN:

CANADIAN ASSOCIATION OF SCHOOLS OF NURSING ("CASN")

a corporation incorporated under the laws of Canada

- and –

_____

[INSERT NAME OF CLIENT]

(the "Client")

NAME OF SCHOOL(S):

_____

_____

NAMES OF SPECIFIC PROGRAM(S) UNDER REVIEW:

_____

_____

1. INTERPRETATION

This Agreement shall be governed by the standard conditions set forth in *Appendix A.*

2. ACCREDITATION PROCEDURES AND OBLIGATIONS OF CASN

The policies, procedures, and services provided by CASN, and the relevant appeal procedures, are those set forth in the *CASN Accreditation Manual for Baccalaureate Nursing Programs* (2020).

3. RESPONSIBILITIES OF THE CLIENT

The Client shall use the policies, procedures, and services provided by CASN, and the relevant appeal procedures set forth in the *CASN Accreditation Manual for Baccalaureate Nursing Programs.*

The Client shall advise CASN forthwith of any changes in the Client's accredited school of nursing which may discredit, minimize, or misrepresent the accreditation award to the public. Such changes include:

a. Alternations in organization structure,
b. Changes in financial, human, learning, or space resources,
c. Changes in learner enrolment, and
d. Changes in the school of nursing, title, philosophy, or curriculum.

Upon request by CASN staff, the Client shall submit any documents to the CASN staff that are deemed necessary by CASN with respect to any changes in the Client's accredited school of nursing. If determined by CASN, the Client shall submit to a reassessment of its accreditation. Any costs associated with such reassessment shall be the sole responsibility of the Client.

4. EXCLUSIVE ACCREDITATION BY CASN

Schools of nursing continue to be subject to such regulatory approval processes as are prescribed by law. However, aside from CASN accreditation, the Client agrees not to seek or promote any other domestic or international nursing accreditation during the period in which the Client is accredited by CASN. Accredited programs cannot extend their accreditation to programs that were not reviewed or if they offer the accredited program outside of Canada.

5. COMMUNICATIONS

All communications by the Client to CASN, CAB, and the reviewers shall be made through the CASN national office. Failure to abide by this provision may, at the discretion of CASN, necessitate reassessment of all or part of the school of nursing of the Client at the Client's expense.

6. FEES

The Client agrees to pay to CASN their accreditation fees for the accreditation visit 30 days in advance of the accreditation visit, in respect of the accreditation and services provided by CASN under this Agreement. CASN accreditation fees are determined by the CASN Board of Directors, approved by CASN Council, and are outlined in the CASN accreditation fee summary. The school of nursing will not receive their accreditation decision until their accreditation fees are paid to CASN.

***7.* TERMINATION**

The Client shall remain bound by the provisions of this Agreement from the date of execution hereof until the date on which the accreditation provided by CASN terminates (the "Accreditation Termination Date"). The Client shall pay to CASN any and all amounts owing or payable to CASN pursuant to this agreement prior to receipt of the CASN review team report or immediately following the accreditation termination date.

This Agreement shall also terminate if the Client fails to submit to CASN the self-study report for their program four to six weeks prior to the accreditation visit; or fails to submit their program response to the review team report; or fails to submit a report if so requested by the CASN Accreditation Bureau to comply with conditions associated with their recognition decision.

Where no accreditation award has been granted, this Agreement shall terminate on the delivery to the Client of the CAB decision, and the end of the subsequent appeal period, normally 30 business days. Any subsequent request for accreditation review shall be subject to the execution of a new Service Agreement between CASN and the Client.

The Client may terminate this Agreement without penalty 12 months or more in advance of the review; if less than one year notice is given by the Client, penalties are applied as defined by CASN policy regarding withdrawal, as set forth by, or in accordance with the CASN Accreditation Program. Upon termination of this Agreement, the Client shall forthwith pay all outstanding fees for that year, in addition to a withdrawal penalty.

APPENDIX TO SERVICE AGREEMENT: STANDARD CONDITIONS

1. DEFINITIONS

In this Agreement, unless the subject matter or context is inconsistent with such meaning,

"CAB" refers to the CASN Accreditation Bureau;

"Agreement" refers to this Agreement, all schedules attached hereto, and any agreement or schedule supplementing or amending this Agreement;

"Business Day" refers to any day of the week except Saturday, Sunday, or any statutory or civic holiday observed in Ottawa, Ontario, Canada;

"CASN" refers to the Canadian Association of Schools of Nursing;

"including" and **"includes"** shall be deemed to be followed by the statement "without limitation" and neither of such terms shall be construed to limit any word or statement that it follows to the specific or similar items or matters immediately following it;

"Nursing Education Program" refers to one or more educational unit(s) located on one or several campus(es) of the Client;

"CASN Review Team" refers to the CASN accreditation review team;

"Parties" refers to CASN and the Client, collectively, and **"Party"** means any one of them;

"Person" includes an individual, corporation, partnership, joint venture, trust, unincorporated organization, the Crown, or any agency or instrumentality thereof, or any other entity recognized by law;

"Reviewer Report" refers to the report prepared by the CASN review team, which provides evidence for the CASN Accreditation Bureau to determine an accreditation decision for a school of nursing;

"Program Response" refers to the report prepared by the school of nursing in response to the CASN review team, and which provides evidence for the CASN Accreditation Bureau to determine an accreditation decision for a school of nursing.

2. HEADINGS

The division of this Agreement into articles, sections, subsections, and schedules and the insertion of headings are for convenience of reference only and shall not affect the construction or interpretation of this Agreement. The article, section, and schedule headings in this Agreement are not intended to be full or precise descriptions of the text to which they refer and shall not be considered part of this Agreement.

3. NUMBER, GENDER, AND SECTION REFERENCES

In this Agreement, words in the singular include the plural and vice-versa and words in one gender include all genders. References to an article, section, subsection, or schedule refer to the applicable article, section, subsection, or schedule of this Agreement.

4. CALCULATION OF TIME

In this Agreement, a period of days shall be deemed to begin on the first day after the event that began the period and to end at 6:00 p.m. EST on the last day of the period. If, however, the last day of the period does not fall on a Business Day, the period shall terminate at 6:00 p.m. (Eastern Standard Time) on the next Business Day. References to time in this Agreement shall be to local time in Ottawa, Ontario, Canada unless otherwise stated.

5. CURRENCY

Unless specified otherwise, all monetary amounts are expressed in Canadian dollars.

6. TIME OF THE ESSENCE

Time is of the essence in this Agreement and each of its provisions.

7. PERFORMANCE ON HOLIDAYS

If any action is required to be taken pursuant to this Agreement on or by a specified date that is not a Business Day, then such action shall be valid if taken on or by the next succeeding Business Day.

8. GOVERNING LAW

This Agreement shall be governed by, and interpreted and enforced in accordance with, the laws in effect in the Province of Ontario (excluding any conflict of laws rule or principle which might refer such construction to the laws of another jurisdiction) and shall be treated in all respects as an Ontario contract. Each Party irrevocably submits to the non-exclusive jurisdiction of the courts of Ontario with respect to any matter arising hereunder or related hereto.

9. ENTIRE AGREEMENT

This Agreement, together with any agreements and other documents to be delivered pursuant hereto, constitutes the entire agreement between the Parties pertaining to the subject matter hereof and supersedes all prior agreements, negotiations, discussions, and understandings, written or oral, between the Parties.

10. FURTHER ASSURANCES

Each Party shall take (or cause to be taken) all reasonable steps, including the execution of all further documents as the other Party may in writing from time-to-time request be done in order to consummate the transactions contemplated hereby or as may be necessary or desirable to give effect to this Agreement or any document, agreement, or instrument delivered pursuant hereto.

11. AMENDMENT

This Agreement may be amended or supplemented only by a written agreement signed by each Party.

12. ASSIGNMENT

The Client may not assign any rights or benefits in this Agreement to any Person. The Client agrees to perform its obligations under this Agreement itself, and not to arrange in any way for any other Person to perform those obligations. No assignment of benefits or arrangement for substituted performance by the Client shall be of any effect against CASN except to the extent that CASN has consented in writing to it.

13. SUCCESSORS AND ASSIGNS

This Agreement shall ensure to the benefit of and be binding upon the Parties and their respective successors and permitted assigns.

14. NOTICE

Any notice, demand, or other communication (in this Section, a "notice") required or permitted to be given or made hereunder shall be in writing and shall be sufficiently given or made if:

a. Delivered in person during normal business hours on a Business Day and left with a receptionist or other responsible employee of the relevant party at the applicable address set forth below.
b. Sent by prepaid first class mail.
c. Sent by any electronic means of sending messages, including email, internet, or web-based transmission, which produces a paper record ("electronic transmission") during normal business hours on a Business Day, with charges prepaid and confirmed by first class mail.

Address a notice to CASN at this address:
ATTN: CASN Accreditation
1145 Hunt Club Road Unit 450
Ottawa, ON, K1V 0Y3

Address a notice to Client at this address:

Attention: _____
Address: _____
_____
_____
_____

Each notice sent in accordance with this section shall be deemed to have been received:

a. At the time it was delivered.
b. At the beginning of business on the third Business Day after it was mailed (excluding each Business Day during which there existed any general interruption of postal services due to strike, lockout, or other cause).
c. One hour after they were sent on the same day that it was sent by electronic transmission, or on the first Business Day thereafter if the day on which it was sent by electronic transmission was not a Business Day.

Any Party may change its address for notice by giving notice to the other Parties as provided in this section.

15. COUNTERPARTS

This Agreement may be executed in any number of counterparts. Each executed counterpart shall be deemed to be an original; all executed counterparts taken together shall constitute one agreement.

Appendix D: Form 4- Transmittal Memo and Review Team Report Checklist

Form 4: Transmittal Memo and Review Team Report Checklist

Date:	

CASN Accreditation Bureau
Canadian Association of Schools of Nursing
1145 Hunt Club Road Unit 450
Ottawa, ON, K1V 0Y3

Dear Members of the CASN Accreditation Bureau,

We hereby submit our review team reports for the following applications for accreditation review and for recognition decision by the CASN Accreditation Bureau:

Educational units:

a. University A
b. College B

Nursing education programs:

c. University A and College B Collaborative Nursing Degree Program
d. University A Post RN Program

Our review team reports are based on our review of the educational unit and nursing education program, self-study reports submitted by the schools of nursing to CASN, other documentation provided, and data collected during our accreditation visit_____(*insert dates of visit*).

The review team has included the documents noted on the attached review team report checklist.

Accreditation review team members included the following CASN reviewers: _____
(*insert names of reviewers and review team leader*). We are in full agreement with the contents of these reports and commit the review team reports to your review.

Review Team Report Checklist	Review Team Leader Initials
Transmittal memo signed by each reviewer	
Educational Unit Review Team Report	
University A, School of Nursing	
College B, Nursing	
Nursing Education Program Reports	
University A and College B Collaborative Nursing Degree Program	
University A Post RN Program	
Appendices	
A. Final on-site/virtual visit schedule	
B. Review team notes for debriefing session	

Sincerely,

Review Team Leader:

Name	Signature	Date

Review Team Member:

Name	Signature	Date

Review Team Member:

Name	Signature	Date

Electronic signatures are acceptable.

Appendix E: Form 5- Reviewer Expense Claims

TRAVEL ARRANGEMENT INSTRUCTIONS AND EXPENSE ACCOUNT ALLOWANCES

Reviewers shall be reimbursed for expenses incurred by attendance at on-site visits.

Reviewers shall not be compensated for loss of income or salary resulting from attending meetings representing CASN.

To ensure cost effectiveness of travel and accommodation arrangements, CASN requires that reviewers book travel as soon as possible after the review has been confirmed. Should you require further clarification concerning any of these directives, please contact CASN's accreditation staff.

If a reviewer is travelling internationally, expenses will be reimbursed at the same rates, but in Canadian dollars.

TRANSPORTATION

When planning the itinerary, reviewers shall select the most economical means of transportation (i.e., economy air, bus shuttle to and from airport, train, bus.)

AIR

- Schools of nursing make air travel arrangement for reviewers. The reviewer retains an original copy of the boarding pass for reimbursement.
- Each school ensures that all bookings are made at the lowest possible fare, unless this proves to be an inconvenience.
- Bookings are made by the school of nursing or their travel agency as soon as possible after the application is accepted by CAB and a review date is confirmed. The advanced booking and confirmation of flights ensures that space is available at the most advantageous fare and that there is ample time for ticket delivery.
- Staying overnight on Saturday may reduce airfare by 50-60%. If such savings are possible, the school of nursing will pay the additional hotel and meal costs.
- Tickets should be purchased at least 14-21 days in advance to provide a greater choice of flights and substantially reduce airfare.

FLIGHT

Please let the school of nursing know of any changes or cancellations and return cancelled or unused tickets immediately to them.

TRAIN/BUS

For travel destinations of less than 200 km, a school of nursing should use train transportation, with the most economical ticket, or bus transportation.

AUTOMOBILE

When travel by car is necessary and the travel destination is less than 100 km away, a school of nursing will reimburse at $0.57 per km, plus parking charges **(receipts required).**

1. When travel by car is necessary and travel destination is 100 kilometres or more away, a school of nursing will reimburse the LESSER of $0.57 per km and parking or the cost of the lowest-priced commercial transportation available.

OR

2. Excursion airfare or train/bus fare available plus costs of transportation, which would have been incurred to and from the carrier's terminal.

It is the individual's responsibility to substantiate the claim by submitting a comparison of the costs.

PARKING

Parking is reimbursed directly by school of nursing. Travel receipts must be attached to the expense claim form.

TAXI FARES

Actual taxi fares will be reimbursed. Individuals are requested to use bus shuttle/service to and from airports and hotels. Where taxis are necessary, individuals are asked to share taxis and fare whenever possible. Travel receipts must be attached to the expense claim form.

HOTELS

- Hotel arrangements will be made for each individual by the school of nursing at the corporate rate.
- Confirmation of hotel arrangements will be forwarded to each individual.
- The school of nursing must be notified immediately, with at least 24 hours notice, of any change or cancellation affecting hotel reservations as all rooms are guaranteed for late arrival.
- Reimbursement of $25.00 per night may be claimed for private accommodation.
- The hotel room charges and taxes will be billed directly to the school of nursing. Meals and incidentals must be paid by the individual and claimed on the expense claim form.
- If a reviewer arranges to stay at a non-corporate hotel, the member must pay the hotel bill, submit the receipt, and the school of nursing will reimburse the reviewer at the school's corporate rate.

MEAL ALLOWANCES

- Reviewer may claim $70.00 per day for meals**: Breakfast–$15.00, Luncheon–$15.00, Dinner–$40.00. Receipts are not required.**
- When meals are provided, do not include a claim for these meals on the expense claim form.
- If the reviewer claims for a meal that was provided, the appropriate amount shall be deducted from the expense claim.
- Individuals residing in the city where a meeting is held may only claim expenses for taxis and meals consumed during regular meeting times (where meals are not provided).
- **Bar service fees cannot be claimed.**

INCIDENTALS

Individuals may claim $15.00 per day for incidentals. Incidentals include gratuities for meals, porters and maids, laundry, dry cleaning, telephone calls, or other personal expenses.

REIMBURSEMENT

The expense claim must be submitted within two weeks after the on-site visit. Claims in excess of the allowed expenses will be deducted when the expense claim is paid. Receipts are required for the following items: hotel accommodations (if staying at a different hotel), airfare, train fare, taxi fares, and registration fees.

THE EXPENSE CLAIM IS SENT DIRECTLY TO THE SCHOOL OF NURSING

Expense claims and all original receipts should be submitted to the school of nursing **no later than three weeks (maximum)** following the date of the conference/meeting/event.

REVIEWER EXPENSE CLAIM

NAME/NOM : _____

(please print / svp imprimer en letter moulées)

ADDRESS/ADRESSE : _____

_____

_____

PURPOSE OF TRAVEL / OBJET DU DÉPLACEMENT : _____

EXPENSES/DÉPENSES

DATE (S)	MEALS/ REPAS		B/L/D/A D/D/S/ (specify/ indiquer)	DESCRIPTION in 2 words (transportation, hotel, incidentals, other) DESCRIPTION en 2 mots (transport, hotel, taux quotidian, autres)	TOTAL		GST/HST TPS/TVH		PST TVP		INVOICE (Y/N) REÇU (O/N)
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
	$	$			$	$	$	$	$	$	
TOTAL	$_____						$_____	$	$_____	$	

Total expenses excluding taxes /total des dépenses avant taxes **$_____$**

Total GST/HST – Total de la TPS/TVH $** **$_____

Total PST – Total de la TVP $** **$_____

TOTAL **$_____$**

SIGNATURE : _____

DATE : _____

CASN Accreditation
Agrément de l'ACESI

CASN
ACESI

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
1145 Hunt Club Road, Unit 450
Ottawa, Ontario K1V 0Y3
www.casn.ca

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Appendix D– Proposed Calendar Description

Nursing – Second Entry Program

General information

The Faculty of Health Sciences offers a Second Entry Bachelor of Science in Nursing (Honours) program. The Faculty's mission is to envision, innovate and embrace opportunities to deliver caring dynamic nursing education, which facilitates the vision of leading and challenging the boundaries of nursing education, practice and research, in order to improve and promote the human health experience.

The Second Entry BScN Program enables learners to complete a BScN in 2 years. Entering with a minimum of 60 earned university credits and defined pre-requisites, students will earn an additional 90 credits over 6 consecutive terms. The state-of-the-art nursing labs provide students with practical, hands-on experience, with the latest technology right at their fingertips. These experiences prepare students for practicum placements in a variety of acute care and community settings.

Nurses are dedicated to serving the health care needs of the public; therefore, obtaining the best possible outcomes for the patient, family (of origin or choice), community, or population is always paramount. In order to meet this expectation on graduation, it is important that applicants considering the Second Entry Bachelor of Science in Nursing (Honours) program are expected to demonstrate an ability to meet the competencies outlined by the College of Nurses of Ontario. In addition, students should be aware of the College of Nurses of Ontario Requisite Skills and Abilities for nursing practice in Ontario (visit the College of Nurses of Ontario's website for additional information).

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken and performance in subjects relevant to the academic program.

Admission Requirements:

- Completion of at least 60 credits at a recognized university prior to admission
- Overall average of 3.0 (B) or better on a 4-point scale (or equivalent) and a 3.3 (B+) or better on a 4-point scale (or equivalent) in the last year of study (or last 30 credits)
- The 60 credits must include the following:
    - 6.0 credits in Psychology* (Psychology Statistics and Research Methods do not fulfill this requirement)
    - 6.0 credits in Human Anatomy and Physiology, OR 3.0 credits in Human Anatomy and 3.0 credits in Human Physiology
    - 3.0 credits in Statistics
    - 3.0 credits in Microbiology

- Note: Each prerequisite course must be completed with a grade of B or better
- Note: Prerequisite courses must be taken within 10 years of the year seeking admission.

For applicants applying with only 60 credits, no more than 30 credits may be at the introductory level (equivalent to courses numbered 1000 to 1999 at Ontario Tech University).

Applicants with university preparation outside of North America must submit a course-by-course evaluation through the World Education Services (WES). For more information, please consult the following: International documents.

Transfer Credits: Transfer credits are not awarded for any nursing courses.

EXCEPTIONS to Applying:

- Applicants who have already completed a nursing program (diploma RN or PN) will not be considered due to curriculum requirements. All education must be disclosed at the time of application

Note: Meeting the minimum requirements outlined above, does not ensure admission totheprogram.

Practicum

Students begin their hands-on experience in the first term of first year within the state-of-the- art nursing labs. Starting in their second term of their first year, students will engage in learning within a practicum setting with practicing professionals. Over one hundred employers from the health sector provide practicum experience and supervision.

Professional qualifications

Graduates are eligible to write the NCLEX-RN Examination to become a registered nurse. Individuals must comply with the registration requirements of the College of Nurses of Ontario (CNO).

Program details and degree requirements

The Second Entry BScN Program enables learners to complete a BScN in 2 years. Entering with a minimum of 60 earned university credits and defined pre-requisites, students will earn an additional 90 credits over 6 consecutive terms. Learning will take place in hybrid format for theory courses, with lab, simulation, and practicum experiences throughout the Program. With a Strengths Based (Gottlieb, 2017) program philosophy, and a curriculum that is concept-based, competency-driven, and technology focused, this degree will prepare graduates to meet the challenges of current and future Registered Nursing practice requirements.

The following program map is only a guide and is to be used in combination with proper academic advising. Students wishing to make changes to their program of study should consult their academic advisor.

Students must achieve a minimum grade of C in all nursing courses (identified by the subject code NRSE) to be eligible for the degree.

Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change. For the most up-to-date list of course offerings, please visit the faculty website at healthsciences.ontariotechu.ca.

Year1

- HLSC 1050U Professional Communication in Nursing
- HLSC2460U PathophysiologyI
- HLSC2461U PathophysiologyII
- HLSC 3601U Interprofessional Health Care Teams
- HLSC 3712U Professional Ethics in Nursing
- NRSE 2000U Introduction to Strengths-based Nursing
- NRSE 2001U Nursing Professional Development
- NRSE 2050U Strengths-based Nursing in the Context of Disability and Rehabilitation
- NRSE2100U NursingPracticeFundamentals
- NRSE2101U Strengths-basedHealthAssessment
- NRSE 2102U Pharmacotherapeutics for Nurses
- NRSE 3010U Strengths-based Nursing in the Contextof Aging
- NRSE 3050U Strengths-based Nursing in the Context of Health Alterations

Year2

- HLSC 3823U Health & Indigenous People in Canada
- HLSC 3910U Research Methods for Health Care Professionals
- NRSE 3000U Current Issues and Ideas in Nursing and Healthcare
- NRSE 3011U Strengths-based Nursing in the Context of Families
- NRSE 3051U Strengths-based Nursing in the Context of Health Promotion and Community Health
- NRSE4000U Leadership and Management DevelopmentforNurses
- NRSE 4001U Global and Planetary Health Nursing
- NRSE4002U KnowledgeTranslationforNurses
- NRSE 4010U Strengths-based Nursing in the Context of Mental Health and Addictions
- NRSE 4050U Strengths-based Nursing in the Context of Complex Health Alterations
- NRSE 4051U Integrated Practicum

Program progression requirements
A student must achieve a minimum grade of C in all professional nursing courses (NRSE) in order to pass the course. Students who earn a grade lower than a C in any of the courses designated NRSE will be put on program probation, regardless of their overall GPA.

A second grade of less than C in any repeated NRSE designated course will result in an academic standing of Program Dismissal.

In addition, a second grade of less than C in any repeated or subsequent theory and practicum (NRSE) course will result in program dismissal.

Also, a total of three failures in any combination of required HLSC or NRSE courses will result in an academic standing of Program Dismissal.

In addition, a student who has two withdrawals from a single NRSE course and/or a total of three withdrawals from a combination of required HLSC or NRSE courses will be program dismissed. This is effective for all students from policy approval.

Students who have failed a third attempt of any required program course will be dismissed from the program as per the university's repeat policy.

Students who are dismissed from the program but have maintained the academic standing to remain at the university, may apply for a change of program.

Programprogressionreview
Students who have been dismissed from the program may, with sufficient grounds, request a Review of Academic Standing as outlined in the university's academic regulations.

Program readmission
See readmission of former students of the university.

Program professional suitability
Safety of students and patients in placement settings is of paramount importance for the Second Entry Nursing program and for the clinical setting. The following requirements are in place to ensure the provision of safe, competent and ethical nursing care while students are undertaking a placement in a clinical setting.

Requirements for safe practice
In order to be eligible to participate in placement, new and returning students are required to meet specific requirements for safe practice within established timelines as stated in Nursing Program Handbook. These requirements include, but are not limited to, the

successful completion of course-related mathematics and practicum assessments, health and safety requirements, and vulnerable sector criminal reference check.

Students who do not successfully meet the requirements for safe practice, with the established timelines, will not be approved to participate in their practicum placement and will be required to withdraw from their respective NRSE Theory and Practicum course until the next time the course is offered, the requirements are met, and a placement site is available.

Clinicalreview
A student on placement in a clinical setting, who has exhibited behaviour that is inconsistent with the norms and expectations of the profession, or that places the student, patients or others at risk, may be immediately suspended from the program and subject to a review and possible sanctions, in accordance with the university's academic regulations.

Program learning outcomes
The following outcomes outline the knowledge and skills students will have achieved upon completion of the program.

ProgramLearningOutcomes– SecondEntryNursing

Appendix E – Proposed Program Map

Bachelor of Science in Nursing - Second Entry Program

	Semester 1 (Fall)	Semester 2 (Winter)	Semester 3 (Summer)
Year 1	HLSC 2460U - Pathophysiology I	HLSC 2461U - Pathophysiology II	HLSC 3712U – Professional Ethics in Nursing
	HLSC 1050U - Professional Communication in Nursing	NRSE 2001U – Nursing Professional Development	HLSC 3601U – Interprofessional Health Care Teams
	NRSE 2000U – Introduction to Strengths-based Nursing	NRSE 2102U - Pharmacotherapeutics for Nurses	NRSE 3050U - Strengths Based Nursing in the Context of Health Alterations
	NRSE 2100U - Nursing Practice Fundamentals	NRSE 2050U – Strengths-based Nursing in the Context of Disability and Rehabilitation	NRSE 3010U – Strengths-based Nursing in the Context of Aging
	NRSE 2101U – Strengths-based Health Assessment		
	Semester 1 (Fall)	**Semester 2 (Winter)**	**Semester 3 (Summer)**
Year 2	NRSE 3000U – Current Issues and Ideas in Nursing and Healthcare	HLSC 3823U Health & Indigenous People in Canada	NRSE4001U – Global and Planetary Health Nursing
	HLSC 3910U - Research Methods for Health Care Professionals	NRSE 4000U - Leadership and Management Development for Nurses	NRSE 4002U – Knowledge Translation for Nurses
	NRSE 3011U – Strengths-based Nursing in the Context of Families	NRSE 4010U – Strengths-based Nursing in the Context of Mental Health and Addictions	NRSE 4051U - Integrated Practicum
	NRSE 3051U – Strengths-based Nursing in the Context of Health Promotion and Community Health	NRSE 4050U - Nursing in the Context of Complex Health Alterations	

- Black: Theory course
- Green: Lab course
- Blue: Theory/practicum course
- Orange: Simulation course

Appendix F – Program Courses - Existing Course Syllabi

Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.

We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home.

This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

FACULTY OF HEALTH SCIENCES
HLSC 2460U: Pathophysiology I
Course outline for Fall 2024

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Fall	In Person & Online ("Hybrid")	Fridays	8:10-9:30 am

Location	CRN #	Classes Start	Classes End	Final Exam Period
UA 1350	42120 006	September 6, 2024	November 29, 2024	Not Applicable

* Visit https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php for other dates

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Otto Sanchez	SHA 425	2994	Canvas Inbox
Office Hours: Fridays 9:30 am to 1:00 pm			

Teaching Assistant Name	Office	Phone	Email
Daniel Borges			Daniel.Borges1@ontariotechu.net
Office Hours:			

3. Course Description

This course will be an introduction to human disease and focus on how alterations in homeostatic mechanisms disrupt the human body. It will initially concentrate on central concepts of pathophysiology such as how cells and tissues respond to pathogenic challenges, principles behind genetic disorders, alterations in immunity and inflammation, stress and disease and cancer biology. These principles will be then applied to understanding the pathogenesis of common diseases affecting the neurologic, endocrine and reproductive systems. A good understanding of normal anatomy and physiology is an essential prerequisite.

Credit Hours: 3, Lecture Hours: 3
Prerequisite: HLSC 1201U Anatomy and Physiology II or HLSC 2202U Comprehensive Anatomy and Physiology.
Credit restriction: HLSC 2462U Altered Physiology: Mechanisms of Disease I.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Demonstrate knowledge of pathophysiologic principles, including the mechanisms of cellular injury and tissue responses to injury.
2. Contrast the pathogenesis and clinical importance of types of genetic diseases in humans.
3. Describe cellular and chemical mediators in inflammatory responses and the pathogenesis and clinical importance of primary and secondary immunodeficiencies.
4. Describe the mechanisms that explain the relationships between stress and disease.
5. Recognize the biological and clinical importance of cancer, including processes of carcinogenesis, metastasis and clinical manifestations.
6. Demonstrate knowledge of the pathophysiology of common disorders affecting the central and peripheral nervous systems.
7. Identify the physiological alterations and clinical manifestations relevant to important endocrine disorders.
8. Describe the pathophysiological and clinical features of common reproductive disorders.
9. Integrate pathophysiology concepts into clinical importance.
10. Apply pathophysiologic concepts to better understand diagnostic laboratory and imaging tests, as well as the rationale behind therapeutic interventions.

5. Course Design

- Online lectures will be uploaded on a weekly basis (Fridays) and asynchronously discussed as topic-specific Discussions.
- Mandatory in-person classes (Fridays 8:10-9:30 @ UA 1350) will interactively clarify and clinically apply concepts from the online lectures.
- Required textbook (please see Section 7 below) will complement course content. It is highly recommended that each student has access to the pathophysiology textbook.
- Canvas online platform will be used to access online lectures, announcements, communications and discussion, and as such, should be accessed frequently.

6. Outline of Topics in the Course

Central Concepts of Pathophysiology:

1. Altered cellular and tissue biology
2. Cellular environment alterations
3. Genetic diseases
4. Alterations in immunity and inflammation
5. Pathophysiology of infections
6. Stress and disease
7. Cancer biology

Pathophysiologic Alterations in Systems:

8. Neurological disorders
9. Reproductive disorders
10. Endocrine disorders

7. Required Texts/Readings

Rogers JL, McCance & Huether's Pathophysiology, The Biologic Basis for Disease in Adults and Children
Ninth Edition, 2023, Elsevier
Print ISBN: 978-0-323-78987-5
Ebook on VitalSource ISBN: 9780323789905

You can purchase the e-book at https://evolve.elsevier.com/cs/product/9780323789905?role=student

Additional suggested readings may be recommended during the course.

8. Evaluation Method

Your success will be assessed in four modular tests. Each test will consist of multiple-choice questions and will be scheduled as follows:

Module 1 Test	Fri Sept 27, 8:10 am	Weeks 1-3	25% of final mark	50 MCQs
Module 2 Test	Fri Oct 25, 8:10 am	Weeks 4-6	30% of final mark	60 MCQs
Module 3 Test	Fri Nov 15, 8:10 am	Weeks 7-9	30% of final mark	60 MCQs
Module 4 Test	Fri Nov 29, 8:10 am	Weeks 10-11	15% of final mark	30 MCQs

Students must obtain a minimum final mark of 50% to pass the course.

Further information on grading can be found under Academic Regulations at:
https://calendar.ontariotechu.ca/content.php?catoid=81&navoid=3688#examination-and-grading

9. Missed Modular Tests

If a student misses a Modular Test for a legitimate reason due to an extenuating circumstance, such as an incapacitating illness, severe family emergency or other compelling personal reason, a new test will be scheduled by the course instructor in the two weeks after the original test date. It is the responsibility of the student to request rescheduling of the missed test with the course instructor.

If a student misses a Modular Test without a legitimate reason, the student will receive a mark of zero for the missed test.

Please see additional information on Requests for deferral of missed coursework or examinations: https://registrar.ontariotechu.ca/services/deferred-exams/index.php

10. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas*™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity.

Students experiencing technical difficulties such that they are unable to meet the technology requirements may contact the IT Service Help Desk at: servicedesk@dc-uoit.ca

Students experiencing financial difficulties such that they are unable to meet the technology requirements may contact Student Awards and Financial Aid Office at: connect@ontariotehu.ca

By remaining enrolled in this course, you acknowledge that you have read, understand and agree to observe the Recommended Technology Requirements for accessing university online learning resources, including those minimum requirements that are specific to your faculty and program.

11. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@ontariotechu.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

12. Students with Disabilities

Ontario Tech University is committed to promoting an environment where everyone has an equal opportunity to contribute to their fullest potential. Students who require accommodation for a disability are advised to contact Student Accessibility Services (SAS) as soon as possible. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining integrity.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Monday, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. For more information on services provided, you can visit the SAS website. Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@ontariotechu.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module. Students must sign up for tests, midterms, or quizzes **AT LEAST seven (7) working days before the date of the test.**

13. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. Please note that generative artificial intelligence (GAI) tools should not be utilized without advance, specific written approval by the faculty member teaching the course. For more details on the university's Academic Integrity Policy go to Academic Integrity.

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services are provided by Student Life.

14. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes, and other evaluative material in your courses in the Faculty of Health Sciences.

Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent. FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@ontariotechu.ca

Notice of Collection and Use of Personal Information

Throughout this course, personal information may be collected through the use of certain technologies under the authority of the *University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O.* and will be collected, protected, used, disclosed and retained in compliance with Ontario's *Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.*

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Canvas as a peer-shared application that supports and enhances online learning, which may be reviewed, assessed or used as part of the coursework, and
- Kaltura Virtual Classroom to facilitate remote instruction and interactive learning.

Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G0C5, email: accessandprivacy@ontariotechu.ca.

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

15. Human Rights and Respect

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring an equitable and inclusive learning environment. Requirements to refrain from harassment and discrimination apply broadly to on campus activities, e.g., on University property, in the classroom, including in lectures, labs and practicums, and also apply to off-campus activities, e.g. during any organized Ontario Tech class or extra-curricular activity including experiential learning opportunities such as co-op, practicum or during research endeavors, during official Ontario Tech events or using University equipment and technological tools that facilitate remote learning, e.g., class and other chat functions, video conferencing, and electronic mail.

16. Freedom of Expression

Pursuant to Ontario Tech's Freedom of Expression Policy, all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

17. Copyright Notice

All Teaching Materials, as they are defined under Ontario Tech's Intellectual Property policy ("IP Policy"), provided by the instructor throughout the course, including, but not limited to, in whole or in part, course notes, teaching notes, custom books, tutorials, evaluation tools, presentations and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42 and the IP Policy. Subject to the IP Policy, Teaching Materials are owned by the faculty member, instructor or other third party who creates such works, with a license to the University. The copyright owner(s) reserves all intellectual property rights in and to the foregoing materials. Consistent with the IP Policy, Teaching Materials are intended to be used by Ontario Tech University students registered in the course that is the subject of this course outline for educational purposes only. Any distribution or publishing of this material (e.g., uploading material to a third-party

website) by a student is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the IP Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News, and signage around the campus.

19. AODA

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.

Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.

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FACULTY OF HEALTH SCIENCES
HLSC 2461U: Pathophysiology II
Course outline for Winter 2024

1. Course Details & Important Dates*

Term	Course Type	Day	Time
W	Online & On Campus	Friday	12:40-14:00

Location	CRN #	Classes Start	Classes End	Final Exam Period
SIRC 2060	72706	January 12, 2024	April 5, 2024	Not applicable

* Visit https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php for other dates

2. Instructor Contact Information

Instructor	Office	Phone	Email
Otto Sanchez	SHA-425		Canvas Inbox
Office Hours: Mondays & Fridays, 2-4 pm @ SHA-425			

Teaching Assistant	Office	Phone	Email
Hala Shamaa			
Office Hours:			

3. Course Description

This course will build on the HLSC 2460U Pathophysiology I course. The student will explore common disorders in specific systems including hematologic, cardiovascular, respiratory, urinary, gastrointestinal, musculoskeletal and integumentary. The course will finalize with a look at multi-organ dysfunction syndromes, including those associated with shock and burns. A good understanding of normal anatomy and physiology, and a solid pathophysiology background are essential prerequisites.

Credit hours: 3 Lecture hours: 3
Prerequisite: HLSC 2460U Pathophysiology I
Credit restriction: HLSC 2463U Altered Physiology: Mechanisms of Disease II

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Understand the pathogenesis and clinical importance of common hematologic disorders.
2. Demonstrate knowledge of the pathophysiology of common disorders affecting the cardiovascular system.
3. Understand the physiologic alterations and clinical manifestations relevant to important respiratory disorders.
4. Describe the pathogenesis and clinical features of common disorders affecting the urinary system.
5. Describe the pathogenesis and clinical features of common disorders affecting the gastrointestinal system.
6. Understand the physiologic alterations and clinical manifestations relevant to important musculoskeletal disorders.
7. Describe the pathogenesis and clinical features of common dermatologic disorders.
8. Understand the physiologic alterations and clinical manifestations relevant to multi-organ dysfunction syndromes, including shock and burns.
9. Integrate pathophysiology concepts into clinical relevance.
10. Apply pathophysiologic concepts to better understand diagnostic laboratory and imaging tests, as well as the rationale behind therapeutic interventions.

5. Course Design

- Online lectures will be uploaded on a weekly basis (Friday afternoon), reviewed during classes and asynchronously discussed as topic-specific Discussions.
- Mandatory classes (Fridays 12:40-14:00 @ SIRC 2060) will interactively clarify and clinically apply concepts from the online lectures.
- Suggested textbook (please see Section 7 below) will complement course content. It is highly recommended that each student has access to a pathophysiology textbook.
- Canvas and Kaltura online platforms will be used to access online lectures, announcements, communication and discussion, and as such, should be accessed frequently.

6. Outline of Topics in the Course

- Hematologic disorders
- Cardiovascular disorders
- Respiratory disorders
- Renal and urologic disorders
- Digestive disorders
- Musculoskeletal disorders
- Integumentary disorders
- Shock and burns

7. Required Textbook

Rogers JL (2023). McCance & Huether's Pathophysiology, The Biologic Basis for Disease in Adults and Children. Ninth Edition, Elsevier.
Print ISBN: 9780323789875; E-book on VitalSource ISBN: 9780323789905

8. Evaluation Method

Your success will be assessed in four Module Tests. Each test will consist of multiple-choice questions and will be scheduled as follows:

Module Test 1	Fri Feb. 2 @ 12:40	Hematologic Cardiovascular	30% of final mark	60 MCQs
Module Test 2	Fri Mar. 1 @ 12:40	Respiratory Renal/Urologic	30% of final mark	60 MCQs
Module Test 3	Fri Mar. 22 @ 12:40	Digestive Musculoskeletal	25% of final mark	50 MCQs
Module Test 4	Fri Apr. 5 @ 12:40	Integumentary Shock/Burns	15% of final mark	30 MCQs

Students must obtain a minimum final mark of 50% to pass the course.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found under Academic Regulations at: https://calendar.ontariotechu.ca/

9. Missed Module Tests

If a student misses a Module Test for a legitimate reason, such as an incapacitating illness or a severe family emergency, a new test will be scheduled by the course instructor in the two weeks after the original test date. It is the responsibility of the student to request rescheduling of the missed exam with the course instructor.

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10. Technology Requirements and Learning Management System Information

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To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity which are available at: https://itsc.ontariotechu.ca/remote-learning.php.

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Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Monday, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. For more information on services provided, you can visit the SAS website at https://studentlife.ontariotechu.ca/services/accessibility/index.php. Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@ontariotechu.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.ontariotechu.ca/uoitclockwork/custom/misc/home.aspx. Students must sign up for tests, midterms, or quizzes AT LEAST seven (7) working days before the date of the test.

Students must register for final exams no later than 3 weeks prior to the start of the final examination period. The final examination period is given at https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php.

13. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

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application. Please note that generative artificial intelligence (GAI) tools should not be utilized without advance, specific written approval by the faculty member teaching the course.

More information can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php.

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.ontariotechu.ca/services/academic-support/index.php.

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FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

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This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Canvas, as a peer-shared application that supports and enhances online learning, which may be reviewed, assessed or used as part ot the coursework; and
- Kaltura Virtual Classroom to facilitate remote instruction and interactive learning.

For more information relating to these technologies, we encourage you to visit: https://tlc.ontariotechu.ca/educational-tech/index.php.

Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: accessandprivacy@ontariotechu.ca.

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

15. Human Rights and Respect

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring an equitable and inclusive learning environment. Requirements to refrain from harassment and discrimination apply broadly to on campus activities, e.g., on University property, in the classroom, including in lectures, labs and practicums, and also apply to off-campus activities, e.g. during any organized Ontario Tech class or extra-curricular activity including experiential learning opportunities such as co-op, practicum or during research endeavors, during official Ontario Tech events or using University equipment and technological tools that facilitate remote learning, e.g., class and other chat functions, video conferencing, and electronic mail.

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Pursuant to Ontario Tech's Freedom of Expression Policy, all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

17. Copyright Notice

All Teaching Materials, as they are defined under Ontario Tech's Intellectual Property policy ("IP Policy"), provided by the instructor throughout the course, including, but not limited to, in whole or in part, course notes, teaching notes, custom books, tutorials, evaluation tools, presentations and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42 and the IP Policy. Subject to the IP Policy, Teaching Materials are owned by the faculty member, instructor or other third party who creates such works, with a license to the University. The copyright owner(s) reserves all intellectual property rights in and to the foregoing materials. Consistent with the IP Policy, Teaching Materials are intended to be used by Ontario Tech University students registered in the course that is the subject of this course outline for educational purposes only. Any distribution or publishing of this material (e.g., uploading material to a third-party website) by a student is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the IP Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News, and signage around the campus.

19. AODA

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.

FACULTY OF HEALTH SCIENCES
HLSC3601: Interprofessional Healthcare Practice
Course outline for Winter 2024

1. Course Details & Important Dates*

Term	Course Type	Day	Time
W	LEC/WEB	Thursdays CRN#70552/Fridays CRN#72536	12:40- 2:00 p.m. Synchronous Online

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	70552	January 8	April 9	April 10-20

*Visithttps://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.phpforotherdates

Important Note – Final Exams

The final exam for this course will be run virtually during the regular final exam period; however, students may have an option to book a formal space on campus should they wish. Connect with the Student Accessibility Services (SAS) through link: SASOntarioTech

2. Instructor Contact Information

Name	Email	Office/Phone
Syani Packianathan	Syani.Packianathan@ontariotechu.ca	N/A
Office Hours: By appointment Please allow 48 hours for a response. Emails received after 5pm on Friday will be responded to on Monday. For emails, please label your Subject line as: HLSC3601CRN#		
Teaching Assistants		
Reem Gafaar – CRN 70552	Reem.Gaafar@ontariotechu.ca	N/A
Glory Gabel – CRN 72536	Glory.Gabel@ontariotechu.ca	N/A

3. Course Description

The use of well-organized cross-functional teams has led to dramatic improvements in innovation, productivity and levels of service for organizations in all sectors. The course will focus on the meaning and nature of purposeful relationships and interactions. Students will deal with issues such as empowerment, team building, motivation, diversity, conflict management, negotiation, and change.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Debate the strengths and limitations of interprofessional collaborative team-based practice;
2. Explore self and the personal values and beliefs that influence interprofessional collaborative team-based practice;
3. Integrate knowledge of effective communication, negotiation skills and conflict resolution strategies to enhance interprofessional practice and positive team functioning;
4. Examine how empowering others' influences collaboration and colleagueship;
5. Compare and contrast the potential influence that diverse professional values and beliefs, and codes of ethics have on team functioning, and critically analyze and synthesize these concepts into a fictional patient situation;
6. Analyze the need for quality improvement strategies, and as a simulated interprofessional health care team propose a quality improvement change project for a fictional health care organization;
7. Assimilate into practice the principles of performance management of self and others.

5. Course Design

This class will provide students with enhanced learning opportunities about interprofessional health care teams through multiple teaching-learning methods and class activities. Discussion, teamwork, critique, and reflection are the processes we will use in the course through which you will be introduced the concepts and practices of interprofessional practice.

Students' participation will be evaluated through 1) two midterm tests; 2) a final exam; 3) contribution to the community of learning through robust online participation in both individual and team posts evaluated upon submission.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

6. Outline of Topics in the Course

Week	Focus	Readings	Due	Due Date
1: Jan 8-14	Welcome to IPP and creating a community of learning Course Overview Introduction to IPP **ASYNCHRONOUS – pre-recorded lecture**	Coffey and Anyinam: Chapter 1		
2: Jan 15-21	Dimensions of IPP and IPP Frameworks: 1. Coffey and Anyinam Framework 2. National Interprofessional Competency Framework	Coffey and Anyinam: Chapter 2 National Interprofessional Competency Framework (2010): http://www.cihc-cpis.com/publications1.html	**Course Scavenger Hunt (3%)**	**Sunday January 21st by 2359 hrs**
3: Jan 22-28	Foundations of IPP (I) – Teams and Teamwork	Coffey and Anyinam: Chapter 3 & 4	**Synthesis Posting #1 with**	**Sunday January 28th by 2359 hrs**

	Foundations of IPP (II) – Professional roles and relationships		**rotating small group lead (2%)**	
4: Jan 29-Feb 4	Foundations of IPP (III) – Introduction to collaboration	Coffey and Anyinam: Chapter 5	**Individual responses #1 (2%)**	**Sunday February 4th by 2359 hrs**
5: Feb 5-11	**Midterm Test 1 (25%) – online and closed book Friday February 09 0800 to Sunday Feb 11 2359 hrs – 2 hours to write)**			
6: Feb 12-18	Foundations of IPP (IV) – Problem-solving, conflict resolution and negotiation	Coffey and Anyinam: Chapter 6	**Synthesis Posting #2 with rotating small group lead (2%)**	**Sunday February 18th by 2359 hrs**
Feb 19-25 MIDTERM BREAK				
7: Feb 26-March 3	Foundations of IPP (V) – Leadership	Coffey and Anyinam: Chapter 7	**Individual responses #2 (2%)**	**Sunday March 3rd by 2359 hrs**
8: Mar 4-10	Issues in IPP (I) – Interprofessional education	Coffey and Anyinam: Chapter 8	**Synthesis Posting #3 with rotating small group lead (2%)**	**Sunday March 10th by 2359 hrs**
9: Mar 11-17	Issues in IPP (II) – Interprofessional health care policy and regulation	Coffey and Anyinam: Chapter 9	**Individual responses #3 (2%)**	**Sunday March 17th by 2359 hrs**
10: Mar 18-24	**Midterm Test 2 (25%) – online and closed book Friday March 22 0800 to Sunday March 24 2359 hrs – 2 hours to write)**			
11: Mar 25-31	Issues in IPP (III) – Practice outcomes and measuring success with IPP	Coffey and Anyinam: Chapter 10		
12: April 1-7	Future Directions – Moving beyond IPP to Intersectoral Collaboration	Coffey and Anyinam: Chapter 11		
Final Exam – cumulative – 35% during exam period April 10-20, 2023 TBD				

7. Required Texts/Readings

Coffey, S. & Anyinam, C. (2015). *Interprofessional Healthcare Practice.* Toronto, ON: Pearson Toronto. ISBN: 9780133777055

Canadian Interprofessional Health Collective (CIHC). (2010). *National Interprofessional Competency Framework.* Vancouver B.C.: Author. http://www.cihc-cpis.com/publications1.html

The following resource is highly recommended for use across the program:
American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington: APA

Additional readings, video and audio resources will be assigned or recommended during the course, please ensure you watch for your weekly announcement.

8. Evaluation Method

Components	Due Dates*	Grade Distribution
Midterm Test 1 Covers only weeks 1-4) Format: Multiple Choice	Date/time: Online and open Feb 9 at 8 am to Feb 11 end of day 2 hours to write Respondus Lockdown browser used Closed book	25 %
Midterm Test 2 (covers only weeks 6-9) Format: Multiple Choice	Date/time: Online and open March 22 at 8 am to March 26 end of day 2 hours to write Respondus Lockdown browser used Closed book	25 %
Final Exam (Cumulative) Format: Multiple Choice, and possible other formats such as short answer, fill-in-the-blank, etc.). Respondus Lockdown Browser used. Closed book.	Date/time: TBA Location: TBA	35 %
Individual and group posts/activities, including Scavenger Hunt and Team Synthesis postings and individual responses	See Outline of Topic schedule in the course outline or Course at a Glance for dates	15 % total
Total		**100 %**

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at: http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

Description of course assignments and marking rubrics are available in the Course Assignment folder in Canvas.

Team Participation and Contribution

Class and team participation are required in this course. Collaborative teams for synthesis posting will be established prior to the start of the course. All students are expected to participate fully in assigned teamwork, indicated by inclusion of only the names of participating team members on any submission. Teams having any difficulties with tasks or relationships may meet with the instructor by appointment.

Policy on Missed IN-TERM Academic Work

If, for any reason, a student misses an in-class assignment or test (including any regular or midterm test) for a legitimate reason and can provide appropriate documentation within three (3) days, they will not be

penalized. Once the documentation has been validated, it is the responsibility of the student to negotiate alternative arrangements with the course professor and set a new deadline for completion.
If a student misses a test without a legitimate reason or does not provide the proper documentation, they will receive a mark of zero.

If a student misses a set assignment deadline without a legitimate reason or does not provide the proper documentation they will be penalized 10% per calendar day (Saturday and Sunday are included) and the assignment will not be accepted after the third day.
If a student cannot complete a piece of academic work for any reason, it MUST be discussed with the course professor at least 2 days BEFORE they is scheduled to write, or submit, the piece of work. The course professor will make a decision on a case-by-case basis.

It is expected that all students will post to the small group or large group discussion board by the deadline. As a community of learning, it is essential that all learners be part of creating a robust course discussion. The course rubric details grading that includes a 0 grade for posts that are not submitted on time unless a prior agreement has been made with the professor.

10. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas™* as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity which are available at: https://itsc.ontariotechu.ca/remote-learning.php.

Students experiencing technical difficulties such that they are unable to meet the technology requirements may contact the IT Service Help Desk at: servicedesk@dc-uoit.ca
Students experiencing financial difficulties such that they are unable to meet the technology requirements may contact Student Awards and Financial Aid Office at: connect@ontariotehu.ca

By remaining enrolled in this course, you acknowledge that you have read, understand and agree to observe the Recommended Technology Requirements for accessing university online learning resources, including those minimum requirements that are specific to your faculty and program.

11. Sensitive/Offensive Subject Matter

The classroom (both physical and virtual) is intended to provide a safe, open space for the critical and civil exchange of ideas and opinions. Some articles, media and other course materials may contain sensitive content that is offensive and/or disturbing. The Course Instructor will try to identify such material and communicate warnings to students in advance of the distribution and use of such materials, affording students the choice to either emotionally prepare for, or not to view or interact with, the content.

12. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@ontariotechu.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

13. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@ontariotechu.ca
- Learn more about your options at: https://studentlife.ontariotechu.ca/sexualviolence/

14. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

When on campus access is allowed, students taking courses on north Oshawa campus can visit Student Accessibility Services in the Student Life Building, U5, East HUB (located in the Founders North parking lot). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Monday to Friday, closed Wednesday's 8:30am – 10:00am. For more information on services provided, you can visit the SAS website at https://studentlife.ontariotechu.ca/services/accessibility/index.php. Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@ontariotechu.ca.

When on campus access is allowed, students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.ontariotechu.ca/uoitclockwork/custom/misc/home.aspx. Students must sign up for tests, midterms, or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

15. Professional Suitability (if applicable)

[Include faculty statement on professional conduct, if applicable.] The *Professional Suitability* policy can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php and the related procedures are hosted at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php

16. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.ontariotechu.ca/services/academic-support/index.php

17. Turnitin (if applicable)

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet_updatedmay2021-1.pdf

18. Online Test and Exam Proctoring (Virtual Proctoring)

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

19. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed,** may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are required to show their Student ID card (campus ID) when **in-person examinations are allowed.** Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. More information on ID cards can be found at https://registrar.ontariotechu.ca/campus-id/index.php.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for

Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

20. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes, and other evaluative material in your courses in the Faculty of [Insert Faculty name]

Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@ontariotechu.ca

Notice of Collection and Use of Personal Information

Throughout this course, personal information may be collected through the use of certain technologies under the authority of the *University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O.* and will be collected, protected, used, disclosed and retained in compliance with Ontario's *Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.*

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Respondus Monitor to maintain academic integrity for examinations (i.e. Math Test);
- Google Meet and Kaltura Virtual Classroom to facilitate remote instruction and interactive learning;
- Peer-shared applications, services or technologies that may be reviewed, assessed, or used as part of coursework.
- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: [Instructor to list all relevant components].

For more information relating to these technologies, we encourage you to visit: https://tlc.ontariotechu.ca/learning-technology/index.php Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: accessandprivacy@ontariotechu.ca.

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

21. Human Rights and Respect

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

22. Freedom of Expression

Pursuant to Ontario Tech's Freedom of Expression Policy, all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

23. Copyright Notice

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

24. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News, and signage around the campus.

University Response to COVID-19

The government response to the COVID-19 pandemic is continually evolving. As new information becomes available from federal and provincial public health authorities, the Province of Ontario and the Regional

Municipality of Durham, Ontario Tech University will remain nimble and prepared to respond to government orders, directives, guidelines and changes in legislation to ensure the health and safety of all members of its campus community. In accordance with public health recommendations, the university may need to adjust the delivery of course instruction and the availability and delivery mode of campus services and co-curricular opportunities. Ontario Tech University appreciates the understanding and flexibility of our students, faculty and staff as we continue to navigate the pandemic and work together to demonstrate our strong commitment to academic, research and service excellence during these challenging and unprecedented times.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.

Faculty of Health Sciences

HLSC 3712U: Professional Ethics for Nursing

Course Outline for Fall 2024

1. Course Details & Important Dates*

Term	Course Type	Day	Time
F	Hybrid (44435) OR Online (45278)	Thursday	9:40-11 a.m.

Location	CRN #	Classes Start	Classes End	Final Exam Period
UA1120/ WB2	44435 45278	Sept 3	Dec 2	No Final Exam

* **Visit** https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php **for other dates.**

** **Please Note:** ***Tutorials are cancelled for Week 1 and Week 2. However, Georgian College attendees should check with their tutorial instructor. Tutorials meet every other week from Week 3 to Week 12. Check your personal timetables and the course shell for more information.***

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Milly Ryan-Harshman	SHA 459	Ext. 5334	Via Canvas Message Only
Office Hours: Thursdays 11 a.m.- 3 p.m. by appointment only. Appointments on other days can be made as necessary.			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Office Hours:			

3. Course Description

In this course, students will explore the history of ethics with particular emphasis on the theories that apply to ethics in health care. Ethical decision-making will be discussed, and students will gain practical knowledge in the application of ethics to health care by examining special topics in biomedical ethics.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

- Describe and create content about the key philosophers who contributed to ethics.
- Illustrate ways in which religion, politics/policy, culture, science/technology, and economics influences ethical decisions.
- Describe the development of ethical theories.
- Explain the roles of health care professionals in ethical decisions affecting individuals, families, communities.
- Discuss the importance of narrative ethics in health care.
- Apply the principles of ethical decision-making to case studies.

5. Course Design

Lectures will be posted to Canvas and may include presentations, case studies, or other materials re: current issues in health care ethics. As this is both a hybrid course (CRN 44435) and an asynchronous online course (CRN 45278), slide sets and recorded presentations will be made available. Students will have one quiz on the history of ethics and all other assignments will be focused on students' abilities to demonstrate knowledge, understanding, and application re: issues in health care ethics. All assessments are focused on students' abilities to present evidence and arguments about ethical dilemmas. Learning facts about ethics is not sufficient to understanding health care ethics.

6. Outline of Topics in the Course

Week	Dates	Topics	Notes
1	September 5	History of Ethics	Watch the *Ethics Minutes* videos and review the scripts and slide sets for the history quiz. Take the *History of Ethics* quiz. Due Date: Sunday, Sep 29 at 11:59 p.m.
2	September 12	Moral Philosophy: Deontology, Utilitarianism, and Virtue Ethics; Doctrine of Double Effect	Reading: Biomedical Ethics: A Canadian Focus, Chapter 1.
3	September 19	Biomedical Ethics: Principlism and Narrative Ethics	Watch the *Ethics Minutes* video on Principlism. Review the Narrative Ethics content. Reading: Principlism or Narrative Ethics article by McCarthy.
4	September 26	Public Health Ethics	Readings: Biomedical Ethics: A Canadian Focus, Chapter 8;

			Public Health Article by Kass.
5	October 3	Management of Health Information: Predictive Genetic Testing	Readings: Biomedical Ethics: A Canadian Focus, Chapter 3; Assigned and recommended reading.
6	October 10	Allocation of Resources and Justice as Fairness	Reading: Biomedical Ethics: A Canadian Focus, Chapter 7. (Thanksgiving and Fall Break begins Oct 14).
7	October 24	Health Care Decision Making: Capacity and Informed Consent, Personhood	Readings: Biomedical Ethics: A Canadian Focus, Chapter 2; Assigned and recommended reading.
8	October 31	Assisted Human Reproductive Technologies and Eugenics	Readings: Biomedical Ethics: A Canadian Focus, Chapter 5; Assigned and recommended reading.
9	November 7	End-of-Life Care	Readings: Biomedical Ethics: A Canadian Focus, Chapter 6; Assigned and recommended reading.
10	November 14	Regenerative Medicine and Artificial Intelligence	Readings: Posted articles and websites
11	November 21	Research Ethics	Readings: Biomedical Ethics: A Canadian Focus, Chapter 9; Assigned and recommended reading.
12	November 28	***No Lecture but some of you have your final tutorial in Week 12.***	

7. Required Texts/Readings

Biomedical Ethics: A Canadian Focus, (2018) 3rd edition. ISBN:9780199022281

There is an e-book available to rent or buy through Vital Source:

https://www.vitalsource.com/en-ca/products/biomedical-ethics-v9780199022298

Publication Manual of the American Psychological Association, (2020), 7th Edition. ISBN: 9781433832161

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Components	Mark (% Total Grade)	Due Dates
Quiz: The History of Ethics	20%	September 29
Assignment 1 Case Analysis	20%	October 27
Assignment 2 Case Development	25%	November 17
Assignment 3 Argument and Evidence	20%	December 1
Tutorials	15%	TBD

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

This course consists of one major quiz (History of Ethics, 40 MC questions) and tutorials. These are meant to ensure that students have an appropriate foundation in ethics. Students will have three other assignments that require them to respond to an ethical dilemma with evidence followed by informed opinion. In-text citations and a reference list should be included.

10. Technology Requirements and Learning Management System Information

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If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@ontariotechu.ca
- Learn more about your options at: https://studentlife.ontariotechu.ca/sexualviolence/

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When on campus access is allowed, students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.ontariotechu.ca/uoitclockwork/custom/misc/home.aspx. Students must sign up for tests, midterms, or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

15. Professional Suitability (if applicable)

[Include faculty statement on professional conduct, if applicable.] The *Professional Suitability* policy can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php and the related procedures are hosted at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php

16. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.ontariotechu.ca/services/academic-support/index.php

17. Turnitin (if applicable)

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: https://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet_updatedmay2021-1.pdf

18. Online Test and Exam Proctoring (Virtual Proctoring)

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

19. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed,** may take place in a different room and on a different day

from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are required to show their Student ID card (campus ID) when **in-person examinations are allowed.** Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. More information on ID cards can be found at https://registrar.ontariotechu.ca/campus-id/index.php.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

20. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes, and other evaluative material in your courses in the Faculty of Health Sciences.

Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@ontariotechu.ca

Notice of Collection and Use of Personal Information
Throughout this course, personal information may be collected through the use of certain technologies under the authority of the *University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O.* and will be collected, protected, used, disclosed and retained in compliance with Ontario's *Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.*

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Google Meet and Kaltura Virtual Classroom to facilitate remote instruction and interactive learning.
- Peer-shared applications, services or technologies that may be reviewed, assessed, or used as part of coursework.
- Other applications, services, or technologies that support or enhance online learning.

For more information relating to these technologies, we encourage you to visit: https://tlc.ontariotechu.ca/educational-tech/index.php Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: accessandprivacy@ontariotechu.ca.

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

21. Human Rights and Respect

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

22. Freedom of Expression

Pursuant to Ontario Tech's Freedom of Expression Policy, all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

23. Copyright Notice

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

24. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News, and signage around the campus.

University Response to COVID-19

The government response to the COVID-19 pandemic is continually evolving. As new information becomes available from federal and provincial public health authorities, the Province of Ontario and the Regional Municipality of Durham, Ontario Tech University will remain nimble and prepared to respond to government orders, directives, guidelines and changes in legislation to ensure the health and safety of all members of its campus community. In accordance with public health recommendations, the university may need to adjust the delivery of course instruction and the availability and delivery mode of campus services and co-curricular opportunities. Ontario Tech University appreciates the understanding and flexibility of our students, faculty and staff as we continue to navigate the pandemic and work together to demonstrate our strong commitment to academic, research and service excellence during these challenging and unprecedented times.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.

FACULTY OF HEALTH SCIENCES

HLSC 3823: Health and Indigenous People in Canada

Course outline for Fall 2023

1. Course Details & Important Dates*

Term	Course Type	Day	Time
F	Online	Tuesdays and/or Thursdays	Video uploaded by end of day

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	44126	September 5, 2023	December 4, 2023	December 6-16 2023

*Visit https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php for other dates

Important Note – Final Exams

The final exam for this course will be run virtually during the regular final exam period; however, students may have an option to book a formal space on campus should they wish. If a student wishes to write on campus you **must submit a request through the link:** Final Examination: On-campus Space Request **ASAP** regarding the possibility of alternate arrangement.

2. Instructor Contact Information

Instructor Name	Office	Email
Dr. Joseph Gurgis, PhD	U5-20	joseph.gurgis@ontariotechu.ca

Office Hours: Mondays and Wednesdays 2:00-5:00PM in-person or via Google Meet.

I am always happy to connect with students during office hours. If these hours do not work with your schedule, please email me to arrange a time to meet. I am also able to provide assistance via email if that is your preference.

Teaching Assistant	Email	Office Hours
Julie Vizza	julie.vizza@ontariotechu.net	By appointment

3. Course Description

This course offers an introduction to Indigenous Health in Canada. Topics include historic practices of health and epidemiological status across pre-European contact, early European contact, and postmodern contact. The health status of Indigenous peoples in Canada will be discussed through the lens of social and political determinants of health. The course will also focus on promising health promotion and research practices with Indigenous communities. The intersection of Indigenous knowledge and Western knowledge will be explored through learning about worldview and cultural practices. This course will also encourage learners to critically appraise colonial practices along with

power, privilege, and racism. The course will culminate with an examination of the findings from the Truth and Reconciliation Commission of Canada.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Describe the terminology used to describe Indigenous Peoples in Canada.
2. Describe the health experiences of Indigenous Peoples from pre-contact to the 21st century.
3. Identify the cultural, ethical and political issues of Indigenous health in Canada.
4. Describe the purpose of colonial practices (such as residential schools) in Canada and their impact on the health of Indigenous Peoples.
5. Identify the determinants of health for Indigenous Peoples.

5. Course Design

Dr. Gurgis has taken great care to ensure that this course syllabus contains all pertinent information regarding expectations for and requirements of HLSC 3823. It is imperative that you read this syllabus in its entirety. Your registration in HLSC 3823 therefore indicates understanding and acceptance of all conditions and policies listed herein.

1. **Watch every online asynchronous lecture.**
   This course includes three hours of lecture every week for one semester, which will be uploaded to Canvas. You are encouraged to watch each video and follow-up with a peer, the TA, or Dr. Gurgis, to receive clarification on course material.
2. **Commit 2-4 hours per week reviewing course materials and readings.**
   A considerable about of information will be covered in this course throughout the semester. To mitigate the risk of falling behind, students are encouraged to allocate 2-4 hours/week reading the assigned material and taking notes to supplement the material covered in class lecture.
3. **Participate in online discussions.**
   Dr. Gurgis will facilitate an ongoing discussion via Canvas to engage students in critical dialogues that relate to the course material. You are expected to participate in a variety of these discussions as a necessary component of assessment.

6. Outline of Topics in the Course

Unit 1: Contextualizing Indigenous identities in Canada (Chapters 1-4)

- Introducing First Nations, Métis, and Inuit in Canada
- Historical overview of Indigenous health
- Western vs. Indigenous perspectives of health

Unit 2: Indigenous Health and the Canadian Healthcare System (Chapters 5-9)

- Physical, emotional, mental, and spiritual health amongst Indigenous populations

Unit 3: Decolonizing the Canadian Health Care System (Chapter 10)

- Health policy
- Indigenizing Canadian healthcare
- TRC: Steps to Reconciliation

7. Required Texts/Readings

Douglas, V. (2020). *An introduction to Indigenous health and healthcare in Canada: Bridging health and healing* (2nd ed.). Springer Publishing.

- **Physical Text:** Campus bookstore or https://www.amazon.ca/Introduction-Indigenous-Health-Healthcare-Canada/dp/0826164129/ref=sr_1_1?crid=18IHNSI8LPNJ1&keywords=An+Introduction+to+Indi

genous+Health+and+Healthcare+in+Canada%2C+2nd+Edition&qid=1692384950&sprefix=an+introduction+to+indigenous+health+and+healthcare+in+canada%2C+2nd+edition%2Caps%2C75&sr=8-1

- **E-text:** https://www.springerpub.com/an-introduction-to-indigenous-health-and-healthcare-in-canada-9780826164124.html

*Additional readings **WILL** be assigned or recommended during the course.*

8. Evaluation Method

Item	Date, Time, Location	Overall Grade Weight
Indigenous Health Photovoice	Oct. 20, 2023, 11:59PM, Canvas	20%
Discussion Posts	Throughout semester, Canvas	15%
Final Paper	Nov. 28, 2023, 11:59PM, Canvas	30%
Final Exam	Take-home, TBD	35%

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

Indigenous Health Photovoice	**Assignment Overview:** In this creative Photovoice project, you will explore the dynamic interplay between health equity and Indigenous well-being through the lens of visual storytelling. By capturing compelling images that reflect health disparities or the promotion of Indigenous health inclusion, you will contribute to a collective narrative that sheds light on important issues while amplifying Indigenous voices. **Assignment Objectives:** - To visually document health inequities affecting Indigenous communities or efforts promoting Indigenous health inclusion. - To use photography as a medium to raise awareness, provoke critical thinking, and stimulate discussions on Indigenous health matters. - To foster a deeper understanding of Indigenous perspectives, challenges, and strengths in the context of health. **Assignment Tasks:** - Photo Selection: o Identify a scene or context within your community that symbolizes health disparities faced by Indigenous people or exemplifies efforts towards Indigenous health inclusion. Capture a photograph that conveys your chosen theme. The image should be clear, evocative, and well-composed. - Photo Reflection (100-200 words): o Write a brief reflection on the chosen photograph. Explain the significance of the scene, context, or subject matter. Describe how the image reflects health inequities or inclusion efforts. - Narrative Context (200-300 words): o Provide background information about the health disparities or inclusion efforts depicted in the

	photograph. Explore the underlying factors contributing to the situation and their implications. - Indigenous Perspectives (100-200 words): o Reflect on Indigenous perspectives related to the health issue or inclusion initiative captured in the photograph. Consider how these perspectives shape perceptions, challenges, and opportunities. - Implications and Action (100-200 words): o Reflect on the potential impact of your chosen photograph. Discuss how it might inspire change, promote dialogue, or encourage action towards addressing health inequities or advancing Indigenous health inclusion. **Assignment Guidelines:** - Ensure the photograph is original and follows ethical considerations in capturing people, places, or moments. - Keep your reflections focused and concise while conveying the significance of your chosen image. - Support your analysis with relevant research, statistics, or resources to provide context (minimum three peer-reviewed resources required) **Submission Instructions:** - Your photovoice assignment must adhere to the APA 7th edition guidelines and submitted through Canvas by 11:59 PM on October 20, 2023.
Discussion Posts	**Assignment Overview:** Throughout the semester, you will participate in a series of discussion posts on Canvas to engage in thoughtful discourse on key topics related to the course. This assignment aims to promote active participation, critical thinking, and collaboration among students. You will respond to discussion questions, share your perspectives, and provide constructive feedback on your peers' posts. **Assignment Objectives:** - To actively contribute to meaningful discussions on course topics. - To showcase critical thinking skills and the ability to express your viewpoints effectively. - To foster a sense of community and mutual learning through interaction with peers. **Assignment Tasks:** Discussion Participation (Original Response): - In September, October, and November, you will respond to two separate discussion posts. For each discussion post, read the provided question or prompt carefully. Craft an original response that addresses the question, presents your viewpoint, and is well-supported with relevant examples, theories, or references from the course materials. Your original response should be substantive, contributing to the depth of the discussion. Peer Interaction (Comment on Someone Else's Post): - After posting your original response, engage with your peers by commenting on someone else's post within the same discussion thread. Provide constructive feedback, respond to their ideas, and extend the conversation with additional insights,

	counterarguments, or questions. Your comments should be respectful, thought-provoking, and contribute to the overall learning experience. **Expectations:** **Original Responses:** Your original responses should be well-written, thoughtful, and demonstrate a clear understanding of the topic. **Peer Comments:** Your comments on someone else's post should be respectful, insightful, and relevant. Contribute to the discussion by adding new perspectives or building upon existing ideas. **Participation:** Active and consistent participation throughout the assignment will be considered in the overall grading. **Submission Instructions:** Access the discussion posts on Canvas on the following dates: - September 11 - September 22 - October 6 - October 20 - November 3 - November 17 You must finish your own discussion post and respond to another student's discussion post before the subsequent discussion topic is made available.
Final Paper	In this final paper, you will explore the critical issue of health inequities faced by Indigenous populations in Canada. You will delve into the root causes of these disparities, examine their multifaceted impact, and propose decolonizing strategies to foster a more culturally relevant and equitable health care system. This assignment aims to promote awareness, understanding, and the application of decolonization principles in the context of health care. **Assignment Objectives:** - To analyze the health inequities experienced by Indigenous populations in Canada. - To understand the historical, social, and structural factors contributing to these disparities. - To explore decolonizing strategies that can lead to a more culturally relevant and equitable health care system. - To promote critical thinking, research skills, and effective communication through a comprehensive final paper. **Assignment Tasks:** - Introduction (1 page): Introduce the topic by outlining the significance of addressing health inequities in Indigenous populations in Canada. Briefly explain the context and structure of your paper. - Health Inequities in Indigenous Populations (1-2 pages): Discuss the health disparities and inequities experienced by Indigenous communities in Canada. Explore the physical, emotional, spiritual and/or mental health dimensions, backed by relevant data, research, and case studies. - Root Causes and Historical Context (1-2 pages): Analyze the historical, social, and structural factors that have contributed to the health disparities faced by Indigenous populations. Discuss the impact of colonization, systemic racism, cultural disconnection, and socioeconomic challenges.

	- Decolonizing Strategies for Culturally Relevant Health Care (2-3 pages): Present a comprehensive analysis of decolonizing strategies that can foster a more culturally relevant and equitable health care system. Explore concepts such as cultural safety, Indigenous-led care, community engagement, and the integration of traditional healing practices. - Case Studies and Best Practices (1 page): Provide examples of initiatives or programs that have successfully implemented decolonizing strategies in health care for Indigenous communities. Highlight best practices and outcomes that demonstrate positive change. - Critical Reflection and Personal Insights (1 page): Reflect on your own insights and learning journey throughout the research process. Discuss how this assignment has deepened your understanding of health inequities and decolonization strategies. - Conclusion (1 page): Summarize the main points discussed in your paper and reiterate the importance of addressing health inequities and working towards a decolonized health care system for Indigenous populations in Canada. **Assignment Guidelines:** - Ensure your paper is 8-10 pages, excluding cover page and references. - Your paper must include a minimum of six peer-reviewed resources and adhere to the APA 7th edition guidelines. - Structure your paper logically with clear headings and subheadings for each section. **Submission Instructions:** - Submit your final paper on Canvas as a Microsoft document.
Final Exam	This take-home exam is designed to assess your understanding and application of key concepts covered in the course. You will have a 24-hour period to complete the exam, during which you are expected to respond to a set of questions using relevant course materials, including lectures and readings. Please note that this is an individual assessment, and you are not permitted to collaborate with fellow students.

Formatting

Every assignment submitted for this course must adhere to the **APA 7th Edition guidelines:** https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

Late/Missed Submission:
A student who fails to submit, without excuse, an assignment before the deadline will receive a deduction of 5% up to three days for a total of 15%. After this, any assignment that is not submitted will be marked as zero (0), with no opportunity for make-up.

Students who have a reasonably foreseeable excuse that would prevent them from submitting an assignment before the weekly deadline, are expected to discuss the conflict with Dr. Gurgis **prior to the deadline.** Alternatively, students may opt to discuss the conflict in a confidential manner with Student Accessibility Services if they would prefer not to disclose sensitive information to Dr. Gurgis. In either case, an accommodation, typically in the form of an extension to the deadline, will be made in all reasonable instances of a documented case of a school conflict (e.g., varsity competition), medical

reason (e.g., an appointment that cannot be rescheduled), or compassionate reasons (e.g., funeral, wedding).

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When on campus access is allowed, students taking courses on North Oshawa campus can visit Student Accessibility Services in Shawenjigewining Hall. Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in Charles Hall, Room 225.

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When on campus access is allowed, students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.ontariotechu.ca/uoitclockwork/custom/misc/home.aspx. Students must sign up for tests, midterms, or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

15. Professional Suitability (if applicable)

The *Professional Suitability* policy can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php and the related procedures are hosted at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php

16. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a

defense against its application. This information can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.ontariotechu.ca/services/academic-support/index.php

17. Turnitin (if applicable)

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: https://tlc.ontariotechu.ca/educational-tech/assignment-cover-sheet_updatedmay2021-1.pdf

18. Online Test and Exam Proctoring (Virtual Proctoring)

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

19. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and **when on campus access is allowed,** may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are required to show their Student ID card (campus ID) when **in-person examinations are allowed.** Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. More information on ID cards can be found at https://registrar.ontariotechu.ca/campus-id/index.php.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

20. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes, and other evaluative material in your courses in the Faculty of Health Sciences.

Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@ontariotechu.ca

Notice of Collection and Use of Personal Information
Throughout this course, personal information may be collected through the use of certain technologies under the authority of the *University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O.* and will be collected, protected, used, disclosed and retained in compliance with Ontario's *Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.*

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Google Meet to facilitate remote instruction and interactive learning;
- Peer-shared applications, services or technologies that may be reviewed, assessed, or used as part of coursework.
- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: Mentimeter, ChatGPT, and Qualtrics, to name a few.

For more information relating to these technologies, we encourage you to visit: https://tlc.ontariotechu.ca/educational-tech/index.php Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: accessandprivacy@ontariotechu.ca.

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

21. Human Rights and Respect

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring a campus environment that is equitable and inclusive. Requirements to refrain from harassment and discrimination apply broadly to the classroom, including in lectures, labs and practicums, as well as through the use of sanctioned and unsanctioned technological tools that facilitate remote learning, e.g. class and other chat functions, video

conferencing, electronic mail and texts, and social media content amongst or about University students, faculty and staff.

22. Freedom of Expression

Pursuant to Ontario Tech's Freedom of Expression Policy, all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

23. Copyright Notice

All teaching materials provided by the instructor throughout the course, including, but not limited to, in whole or in part, recorded lectures, slides, videos, diagrams, case studies, assignments, quizzes, and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42. Teaching materials are owned by the faculty member, instructor or other third party who creates such works. The copyright owner(s) reserves all intellectual property rights in and to the teaching materials, including the sole right to copy, reproduce, distribute, and modify the teaching materials. Consistent with the university's Intellectual Property Policy, teaching materials are intended only for the educational use of Ontario Tech University students registered in the course that is the subject of this course outline. Any distribution or publishing of this material (e.g. uploading material to a third-party website) is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the Intellectual Property Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

24. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News, and signage around the campus.

University Response to COVID-19

The government response to the COVID-19 pandemic is continually evolving. As new information becomes available from federal and provincial public health authorities, the Province of Ontario and the Regional Municipality of Durham, Ontario Tech University will remain nimble and prepared to respond to government orders, directives, guidelines and changes in legislation to ensure the health and safety of all members of its campus community. In accordance with public health recommendations, the university may need to adjust the delivery of course instruction and the availability and delivery mode of campus services and co-curricular opportunities. Ontario Tech University appreciates the understanding and flexibility of our students, faculty and staff as we continue to navigate the pandemic and work together to demonstrate our strong commitment to academic, research and service excellence during these challenging and unprecedented times.

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.

Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.
We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home.
This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

FACULTY OF HEALTH SCIENCES
HLSC 3910U: RESEARCH METHODS FOR HEALTH CARE PROFESSIONALS: THEORY AND APPLICATIONS

Dr. Caroline Barakat

Course outline for Winter 2024

1. Course Details & Important Dates*

Term	Course Type	Day	Time
W	Core	Online	Online

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	70561	January 8, 2024	April 5, 2024	April 10 – 20, 2024

* Visit https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php for other dates

Important Note – Final Exams

The final exam for this course will be run virtually during the regular final exam period.

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Caroline Barakat	Shawenjigewining (pronounced: "zha-wen-ji-ga-WINN'-ing") Hall, Office 429	905 7218668 X2173	Caroline.barakat@ontariotechu.ca
Office Hours: Tuesdays 1:00-2:00pm or by appointment			

Teaching Assistant Name	Office	Phone	Email
Andrew Putman			Andrew.putman@ontariotechu.ca
Office Hours: TBA by appointment via email			

3. Course Description

This course will critically examine a variety of research theories and methodologies employed by both quantitative and qualitative allied health care researchers. The student will be able to critically examine, interpret, analyze and apply findings from published research reports from both human and nonhuman investigations conducted in a variety of laboratory, clinical and community-based research settings. The course will critically examine how published research reports are utilized as the basis for evidence-based practice. Students will have an opportunity to engage in hands-on quantitative and qualitative research experiences including formulating research questions, research design, data collection, database management and coding, interpretation of findings, and their implications for practice.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Critically examine and describe how allied health science research has been employed by health care professionals to advance education, theory development and clinical practice both historically and currently.
2. Critically examine and articulate why evidence-informed research is needed for the advancement of the clinical and non-clinical allied health sciences in Canada and abroad.
3. Critically examine and describe how theory, research and practice are integrated in current quantitative, qualitative and mix-design studies and their implications for health care professionals and workers in the allied and public health sciences
4. Apply the formal principals and concepts of the research process in actual “hands-on” class-based learning experiences, assignments and/or projects involving both qualitative and quantitative research methodologies, approaches and principles.
5. Be knowledgeable about the strengths and limitations of a variety of quantitative, qualitative and mixed-design studies and how they can be utilized by clinical and non-clinical scientists in the health sciences.

5. Course Design

The course consists of online lectures, online activities, a course assignment, and course evaluations. It consists of 11 modules that cover diverse topics related to research methods. Each module requires students to read assigned material in preparation for lectures, view online lectures, and participate in online activities or discussions.

Lectures will highlight theories, principles, and case studies related to health research methods. Lectures may be accompanied by activities where students are required to apply course content in relation to formal principals and concepts of the research process, and to critically analyze and evaluate health science research.

The textbook readings for each module are listed on this Course Outline (see “Outline of Topics in the Course” below). Any additional readings may be provided on Canvas. The PowerPoint slides for the lectures will be posted on Canvas. Please note that the PowerPoint slides will be incomplete. They are to facilitate note taking rather than replace note taking.

6. Outline of Topics in the Course

Module	Week starting:	Topic	Textbook Readings
1	Jan 8	Introduction to the Course Introduction to Health Research	• Bassil & Zabkiewicz – Chapter 1
2	Jan 15	Research in action	***Select assignment topic and obtain TA approval***
3	Jan 22	Research Paradigms Models of Health and Illness	• Bassil & Zabkiewicz – Chapter 2 ***A. Overview of Topic (LOI) Due***
4	Jan 29	Role of social factors in health and illness Applied Ethics	• Bassil & Zabkiewicz – Chapter 5 • Luginaah (2002)
5	Feb 5	Science in Health Research	• Bassil & Zabkiewicz – Chapter 3 • Anderson (2009)
6	Feb 12	Type of Reviews Principles of Health Research	• Bassil & Zabkiewicz – Chapter 4 • Duetz (2003) ***B. Annotated Bibliography Due***
	Feb 19	WINTER BREAK – NO LECTURE	
	Feb 26	***MID-TERM EXAM***	
7	Mar 4	Epidemiological Research Designs	• Bassil & Zabkiewicz – Chapter 6
8	Mar 11	Undertaking research – measurement and sampling methods	• Bassil & Zabkiewicz – Chapters 7 & 8 • Lin (2005)
9	Mar 18	Qualitative and Quantitative Health Research	• Bassil & Zabkiewicz – Chapter 9 • Jones (2004)
10	Mar 25	Data Analysis	• Bassil & Zabkiewicz – Chapter 10 • Miller (2008) ***C. Final Research Proposal Due***
11	Apr 1	Knowledge Translation Epidemiology and demography in health research	• Bassil & Zabkiewicz – Chapters 12 & 13

7. Required Texts/Readings

Bassil, K. & Zabkiewicz, D. (2014). Health Research Methods A Canadian Perspective. Oxford University Press, ISBN: 9780195447163.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

There will be three main evaluative components for this course:

i. One Scaffolded Assignment consisting of three main components:
    1. Topic selection (TA approval required) due by **11:59 pm on January 18, 2024**
    2. Overview of Topic-LOI - 5% due by **11:59 pm on January 25, 2024**
    3. Annotated bibliography - 15% due by **11:59 pm on February 15, 2024**
    4. Research Proposal - 20% due by **11:59 pm on March 29, 2024**

ii. Mid-term Exam – 20% on **March 1, 2024 starting at 9:30 am**

iii. Final exam- 40% TBA

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

See Outline of Topics (6) for dates of assignments and tests.

Instructions for the scaffolded assignment are available via the Canvas course page.

Students will be provided clear instructions on the format, length, due dates, submission requirements, and expectations for the assignment. Some components of the course assignments involved collaborative group work with the expectation that all members of the group have equal roles, responsibilities, and outputs.

All students must participate in online activities and complete their assignments by the due date. All students must also write the exams at the scheduled date and time. Students who miss an assignment or an exam must submit a valid documented explanation (such as an Ontario Tech U Medical Statement or accident report) to the Office of the Dean of Health Sciences. These will be handled in accordance with Faculty rules. Missed assignments or exams without valid documentation will receive a grade of '0'. There will be no make-up assignments or exams. Students who miss an assignment for a valid reason will have their assignment grade component reweighed.

10. Technology Requirements and Learning Management System Information

Ontario Tech uses *Canvas*™ as its learning management system (LMS). Access to the LMS is limited to students formally registered in courses. That access is for the duration of the semester **and for an additional 120 days once the semester is over**. Students are strongly encouraged to

download any/all relevant course material during that access period. Any requests for access post this period must be made in writing to the instructor/faculty member responsible for the course.

To support online learning, the university recommends certain technology requirements for laptops, software and internet connectivity which are available at: https://itsc.ontariotechu.ca/remote-learning.php.

Students experiencing technical difficulties such that they are unable to meet the technology requirements may contact the IT Service Help Desk at: servicedesk@dc-uoit.ca
Students experiencing financial difficulties such that they are unable to meet the technology requirements may contact Student Awards and Financial Aid Office at: connect@ontariotehu.ca

By remaining enrolled in this course, you acknowledge that you have read, understand and agree to observe the Recommended Technology Requirements for accessing university online learning resources, including those minimum requirements that are specific to your faculty and program.

11. Sensitive/Offensive Subject Matter

The classroom (both physical and virtual) is intended to provide a safe, open space for the critical and civil exchange of ideas and opinions. Some articles, media and other course materials may contain sensitive content that is offensive and/or disturbing. For example, some articles or videos may contain human anatomy, or matters pertaining to race, gender, or sexuality. The Course Instructor will try to identify such material and communicate warnings to students in advance of the distribution and use of such materials, affording students the choice to either emotionally prepare for, or not to view or interact with, the content. For instance, you may see the following warning statement in advance of a slide or media course material: *"The content you are about to view contains sensitive subject matter that may be considered offensive and/or disturbing to some viewers. By viewing and/or interacting with the content you acknowledge and agree that it is your decision to view and interact with the content and to take the risk that you will experience a negative emotional response or reaction to the nature of the content."* Students can make a choice to avoid any such matter.

12. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@ontariotechu.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

13. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@ontariotechu.ca

Learn more about your options at: https://studentlife.ontariotechu.ca/sexualviolence/

14. Students with Disabilities

Ontario Tech University is committed to promoting an environment where everyone has an equal opportunity to contribute to their fullest potential. Students who require accommodation for a disability are advised to contact Student Accessibility Services (SAS) as soon as possible. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining integrity.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Monday, Tuesday, Thursday, and Friday, Wednesday's 10:00 am to 4:30. Please note they are closed each day between noon and 1:00 pm. For more information on services provided, you can visit the SAS website at https://studentlife.ontariotechu.ca/services/accessibility/index.php. Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@ontariotechu.ca.

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Students must register for final exams no later **than 3 weeks prior to the start of the final examination period**. The final examination period is given at https://ontariotechu.ca/current-students/academics/important-dates-and-deadlines.php.

15. Professional Suitability

It is expected that all students maintain professional conduct and academic honesty throughout the course. This involves that the professor and students develop a respectful and professional atmosphere in and around the classroom, which ensures that students and professor treat each other with respect and consideration. Specifically, students should arrive / log in to class in a timely manner and come prepared and ready to engage themselves with course content. Electronics should only be used in support of the classroom experience. Phones should be on silent or 'off' and at no time should students during the course of the class engage in making or receiving calls, sending or receiving texts or emails, using cameras, going on social media networks, or surfing the internet for non-class related work. Students should not be working on projects or assignments for other courses. If students breach the professional code of conduct, the professor reserves the right to stop the class and ask the student to leave the classroom. Students will not cheat on assignments and examinations or plagiarize. The *Professional Suitability* policy can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-conduct-and-professional-suitability-policy.php and the related procedures are hosted at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic-misconduct-and-professional-unsuitability.php

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More information can be found at https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/academic-integrity-policy.php

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.ontariotechu.ca/services/academic-support/index.php

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Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: https://tlc.ontariotechu.ca/learning-technology/assignment-cover-sheet_updatedmay2021-1.pdf

Note: The use of Artificial Intelligence (AI) programs like ChatGPT to complete course work (in whole or in part) will be considered a breach of academic honesty. Turnitin has developed a tool that can detect text that is created by AI. Results of the AI detecting tool are not included in the similarity report provided to students; results are only available to the Teaching Assistants and course instructor.
Assignments identified by Turnitin for AI generated text will be reviewed for academic dishonesty. More information on Turnitin's AI detection capabilities is available here https://www.turnitin.com/products/features/ai-writing-detection.

18. Online Test and Exam Proctoring (Virtual Proctoring)

Ontario Tech University will conduct virtual monitoring of examinations in accordance with Ontario privacy legislation and all approved policy instruments.

19. Final Examinations

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are required to show their valid physical or digital Ontario Tech University student photo ID card (campus ID), or a valid government issued photo ID that is in English when writing an **in-person examination.** Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. More information on ID cards can be found at https://registrar.ontariotechu.ca/campus-id/index.php.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit an Academic Consideration form to the applicable Faculty as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found in the university's *Procedures for Final Examination Administration* https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php and in the *Procedures for Consideration of Missed In-Term Course Work and Examinations https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/procedures-for-consideration-of-missed-in-term-course-work-and-examinations.php*

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FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@ontariotechu.ca

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Throughout this course, personal information may be collected through the use of certain technologies under the authority of the *University of Ontario Institute of Technology Act, SO 2002, c. 8, Sch. O.* and will be collected, protected, used, disclosed and retained in compliance with Ontario's *Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. F.31.*

This course will use the following technologies that may collect, use, disclose and retain personal information (including images) for the purposes described below:

- Respondus Monitor and Proctortrack to maintain academic integrity for examinations;
- Google Meet and Kaltura Virtual Classroom to facilitate remote instruction and interactive learning;

- Peer-shared applications, services or technologies that may be reviewed, assessed, or used as part of coursework.
- Other applications, services, or technologies that support or enhance online learning that include, but are not limited to, the following: Zoom.

For more information relating to these technologies, we encourage you to visit: https://tlc.ontariotechu.ca/learning-technology/index.php.

Questions regarding personal information may be directed to: Ontario Tech University Access and Privacy Office, 2000 Simcoe Street North, Oshawa, ON L1G 0C5, email: accessandprivacy@ontariotechu.ca.

By remaining enrolled in this course, you acknowledge that you have read, understand, and agree to the terms and conditions under which the technology provider(s) may collect, use, disclose and retain your personal information. You agree to the university using the technologies and using your personal information for the purposes described in this course outline.

21. Human Rights and Respect

Ontario Tech University is committed to providing a campus environment in which all University Members are treated with dignity and to fostering a climate of understanding and mutual respect. The University will not tolerate, ignore or condone Discrimination or Harassment by or against anyone. Examples of Harassing behavior include, but are not limited to; bullying, taunting or mocking someone's race or creed, ridiculing an individual's disability, or targeting individuals with unwanted sexual or negative stereotypical comments about one's sex, gender, sexual orientation, gender identity and/or gender expression. Pursuant to Ontario Tech's Respectful Campus Policy, students are reminded of their role in ensuring an equitable and inclusive learning environment. Requirements to refrain from harassment and discrimination apply broadly to on campus activities, e.g., on University property, in the classroom, including in lectures, labs and practicums, and also apply to off-campus activities, e.g. during any organized Ontario Tech class or extra-curricular activity including experiential learning opportunities such as co-op, practicum or during research endeavors, during official Ontario Tech events or using University equipment and technological tools that facilitate remote learning, e.g., class and other chat functions, video conferencing, and electronic mail.

22. Freedom of Expression

Pursuant to Ontario Tech's Freedom of Expression Policy, all students are encouraged to express ideas and perspectives freely and respectfully in university space and in the online university environment, subject to certain limitations. Students are reminded that the limits on Freedom of Expression include speech or behaviour that: is illegal or interferes with the university's legal obligations; defames an individual or group; constitutes a threat, harassment or discrimination; is a breach of fiduciary, contractual, privacy or confidentiality obligations or commitments; and unduly disrupts and interferes with the functioning of the university. In the context of working online, different forms of communication are used. Where permitted, students using "chat" functions or other online forms of communication are encouraged to ensure that their communication complies with the Freedom of Expression Policy.

23. Copyright Notice

All Teaching Materials, as they are defined under Ontario Tech's Intellectual Property policy ("IP Policy"), provided by the instructor throughout the course, including, but not limited to, in whole or in part, course notes, teaching notes, custom books, tutorials, evaluation tools, presentations and examinations are subject to the Copyright Act, R.S.C., 1985, c. C-42 and the IP Policy. Subject to

the IP Policy, Teaching Materials are owned by the faculty member, instructor or other third party who creates such works, with a license to the University. The copyright owner(s) reserves all intellectual property rights in and to the foregoing materials. Consistent with the IP Policy, Teaching Materials are intended to be used by Ontario Tech University students registered in the course that is the subject of this course outline for educational purposes only. Any distribution or publishing of this material (e.g., uploading material to a third-party website) by a student is strictly prohibited under the law unless the student has obtained the copyright owner's prior written consent. Any violation of copyright law or the IP Policy, if proven, may be subject to sanction as academic misconduct, and/or under the Student Conduct Policy.

24. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News, and signage around the campus.

25. AODA

The Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this model course template and it adheres to the principles outlined in the University's Accessibility Policy.

NEW COURSE TEMPLATE

Faculty: FHSc

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Collaborative BScN, RPN-to-BScN, 2nd Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2025

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

No

Subject Code: HLSC	**Course Number: 1050U**
Full Course Title: Professional Communication in Nursing	
Short-Form Course Title (max. 30 characters)**:** Communication in Nursing	

Course Description

Professional communication in nursing occurs across a range of contexts using a multitude of modalities. This course will support learners to meet the requirements of both academic and professional communication. Standards, competencies, guidelines, and best practices associated with professional nursing communication in the context of the therapeutic nurse-client relationship will be explored. Implications associated with use of social media will be discussed. Essentials of academic writing, including structuring and referencing written communication in accordance with the American Psychological Association (APA) conventions will be reviewed. Approaches to professional communication will be applied through a variety of simulated and case based patient and professional situations. Teaching-learning within the context of nursing practice and the development of patient

teaching plans will be presented. Learners will be exposed to the use of technology for professional communication.

Credit Hours: 3.0		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3	**Lab:**	
Tutorial:	**Other:**	
Cross-listings		
Prerequisites for Calendar		
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	**HLSC 1701, HLSC 2030U**	**☐ Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	**X Core** **☐ Elective** **☐ Core or Elective**	
Is the course: X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	**X N (normal alpha grade)** **☐ P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

In this course, learners develop skills associated with academic and professional communication, aligned with standards, competencies, best practices, and current conventions. Both individual and group learning opportunities are provided in the course. Learners will be expected to participate in a variety of activities, including independent readings, small and large group in-person and online discussions, application exercises involving simulated or case-based situations, virtual and/or VR simulations, formal and informal writing assignments. Assessment methods include: development of a patient teaching plan, evaluation of mastery of oral and written scholarly communication, quizzes.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, learners will be able to: 1. Demonstrate the ability to structure and reference a scholarly paper using APA.

2. Explore how communication styles and strategies impact communication effectiveness.
3. Explain the intersection of professional communication in nursing and the development of therapeutic nurse-client relationships.
4. Apply principles and professional standards associated with communication to a variety of case-based nursing situations with patients, families, and colleagues.
5. Identify key nursing regulatory standards and best practices associated with nursing communication.
6. Engage in simulated patient, family, and inter/intraprofessional team communication that meet standards of best practice for nursing.
7. Engage in simulated patient teaching by developing, delivering, and evaluating a teaching-learning plan.
8. Utilize healthcare technology (e.g., electronic health record, platforms for digital nursing, e-health information and resources) appropriately in the context of nursing practice.

Does this course contain any experiential learning components? ☐ Yes X No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes X No
WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. In particular for communication, attention to various modes of communication (beyond traditional written and oral communication), need to be attended to. The importance of oral communication (and oral history), and increased awareness of a variety of modes of communication (beyond written) is essential as we increasingly work within a society with a variety of literacy and English language skills - understanding how to integrate a variety of needs within nursing practice is essential.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? **☐ Yes X No ☐ Unsure**

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? **☐ Yes ☐ X No**

If yes, when?

n/a

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

n/a

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? **☐ Yes ☐ No ☐ N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? **☐ Yes ☐ No ☐ N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes X No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes X No**

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee Approval:
Curriculum Committee Approval:
Faculty Council Approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**☒ Yes ☐ No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 2000U**
Full Course Title: Introduction to Strengths Based Nursing	
Short-Form Course Title (max. 30 characters)**: Strengths Based Nursing**	

Course Description

This course provides an introduction to Strengths Based Nursing and Healthcare - SBNH - (Gottlieb, 2023) as an overarching framework for professional nursing practice. The current context and construction of nursing practice in Ontario will be presented. Learners will explore how SBNH situates patient challenges within the context of the unique strengths all people possess. Health promotion and the facilitation of healing (where appropriate) will be examined through a lens where nurses recognize, mobilize, capitalize on, and develop these unique strengths with patients/persons in all situations. Learners will explore the four foundational pillars of SBNH (person-centered, empowerment, relational, and innate capacities). The eight core values through which SBNH is operationalized (health

and healing; uniqueness; holism and embodiment; subjective reality and created meaning; self-determination; person-environment are integral; learning, readiness, and timing; collaborative partnership) will be examined and applied in a variety of nursing situations.

Credit Hours: 3.0			
Contact Hours – please indicate total number of hours for each component			
Lecture: 3		**Lab:**	
Tutorial:		**Other:**	
Cross-listings			
Prerequisites for Calendar			
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions			☐ **Equivalency***
Recommended Prerequisites			
Course Restrictions			
Course Type	☐ **X Core**	☐ **Elective**	☐ **Core or Elective**
Is the course: ☐ X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)			
Grading scheme	☐ **X N (normal alpha grade)**	☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

In this course, learners develop an appreciation of the theoretical and philosophical underpinnings of Strengths Based Nursing and Healthcare (Gottlieb, 2013). Reading, reflecting, and discussing the ideas presented throughout the course is essential. Both individual and group learning opportunities are presented throughout the course. Learners will be expected to participate in a variety of activities, including independent readings, small and large group in-person and online discussions, presentations, personal reflective/analytical exercises. Assessment methods include: presentations, reflective/analytical assignments and discussion posts, tests, application exercises.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, learners will be able to: 1. Explain the role of a philosophical framework in underpinning professional nursing practice 2. Describe the evolution of SBNH within the context of modern professional nursing practice

3. Define the four foundational pillars and eight core values of SBNH
4. Apply SBNH to a variety of case-based nursing situations
5. Analyze the benefits and challenges associated with applying a SBNH approach to professional nursing practice in the current healthcare context.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☒ No

If yes, when?

n/a

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

n/a

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☒ No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes ☒ No

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**x Yes No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 2001U**
Full Course Title: Nursing Professional Development	
Short-Form Course Title (max. 30 characters)**: Nursin Prof. Devlpment**	

Course Description

This course provides space for a critical examination of nursing's role in, and contributions to, healthcare, the healthcare system, and society more broadly. The historical development of nursing as a profession and the legal and regulatory requirements of Registered Nursing practice in Ontario will be discussed. Construction of nursing knowledge and knowing in nursing will be explored from a variety of perspectives, focusing on nursing's unique angular view. Individual and collective professional identity, values, and beliefs will be critically examined in juxtaposition with biases, professional and societal norms, power, and empowerment. Race, racism, and anti-racism will be explored on personal and professional levels. Nursing's role in and response to Call to Action 24 of the "Truth and Reconciliation Commission of Canada: Calls to Action (2015)" will be explored.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**NRSE 2000U**
Prerequisites for Banner	**NRSE 2000U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**X Core ☐ Elective ☐ Core or Elective**
Is the course: X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

This course focuses on construction of knowledge and identity in nursing, regulatory and legal requirements for RNs, and the values and beliefs that underpin nursing practice. Reading, reflecting, and discussing the ideas presented throughout the course is essential. Both individual and group learning opportunities are presented. Learners will be expected to participate in a variety of learning activities, including independent readings and in-person, synchronous and asynchronous virtual lectures, guest presentations. Assessment methods include tests, reflective-analytical writing, application exercises.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of the course, learners will be able to:

1. Examine nursing's role in and contributions to, healthcare, the healthcare system, and society.
2. Describe the historical development of nursing as a profession and the legal and regulatory requirements of Registered Nursing practice in Ontario.

3. Critically examine individual and collective professional identity, values, beliefs, biases, professional and societal norms, power, and empowerment.
4. Discuss race, racism, and anti-racism from a personal and professional perspective.
5. Critically analyze nursing's role in and response to Call to Action 24 of the "Truth and Reconciliation Commission of Canada: Calls to Action (2015)".

Does this course contain any experiential learning components? ☐ Yes X No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? **X Yes** **☐ No** **☐ Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? **X Yes** **☐ No**
If yes, when?

October 15, 2024

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

No further consultation required

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? **☐ Yes** **☐ No** **☐ N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? **☐ Yes** **☐ No** **☐ N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes X No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes x No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

Faculty: **Faculty of Health Sciences**

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 2050U**
Full Course Title: **Nursing in the Context of Disability and Rehabilitation**	
Short-Form Course Title (max. 30 characters)**:** Nursing in Disability and Rehab **Nrsg. Contxt. of Dis. & Rehab**	

Course Description

This course provides students with a comprehensive understanding of disability and rehabilitation from a strengths-based perspective. Grounded in contemporary theoretical frameworks, students will explore disability and rehabilitation across the lifespan in the context of physical and intellectual and developmental disabilities. The course emphasizes the role of nurses in promoting health and quality of life by focusing on the strengths and capabilities of individuals, families and caregivers, rather than limitations. Students engage in a practicum experience through which they will further develop their skills in interdisciplinary collaboration, person-centered care, and advocacy.

Credit Hours: 6	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other: PRACTICUM 144 hours**
Cross-listings	
Prerequisites for Calendar	**HLSC 1050U, NRSE 2100U and NRSE 2101U**
Prerequisites for Banner	**HLSC 1050U, NRSE 2100U and NRSE 2101U**
Co-requisites	**NRSE 2102U**
Prerequisites with concurrency (pre or corequisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**X Core ☐ Elective ☐ Core or Elective**
Is the course: X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	x
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

1. Practicum assessment (Pass / Fail element)
2. Case studies and case presentations
3. Quizzes and exam
4. microcredentials
5. Participation

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

1. Apply strengths-based approaches to assess and provide care for individuals with physical, intellectual, and developmental disabilities and their caregivers.
2. Critically evaluate theoretical frameworks related to disability and rehabilitation, and apply these concepts to clinical nursing practice across the lifespan.
3. Demonstrate knowledge of interdisciplinary and collaborative approaches in disability and rehabilitation care.
4. Integrate the use of assistive technologies and evidence-based interventions in patient care.
5. Understand health care inequities experienced by individuals with disabilities and advocate for accessible and equitable healthcare services for individuals with disabilities.

6. Utilize person-centered communication techniques with individuals with disabilities and their caregivers.
7. Understand the impact of approaches to care in disability and current approaches.
8. Assess the needs of families and caregivers in the context of supporting individuals with disabilities

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

Case Study	Simulated Workplace Project	
Consulting project/workplace project	Applied Research	
Field Experiences	**XX**	
Other Types of Experiences: practicum 144 hours		

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Equity, diversity and inclusion are central to any discussion of disability. In addition, the course will discuss the traditional role that maternal figures encounter in the care of those with disabilities across the lifespan and how disrupting and acknowledging these norms is important for nurses to be aware of. Equity and Inclusion will be addressed from perspectives of wellness and access to care.

Disability will be explored through an intersectoral lens – colonialism, racism, and ableism, and agism all intersect and shape the experiences of those living with disabilities and their support systems. In addition, this course will move far beyond a medical model of disability and explore social models of disability and raise awareness of how historical and systematic 'norms' have contributed to our current approach to disability. Colonialism will be discussed as it has played a role in the marginalizing and pathologizing Indigenous peoples with disabilities and continues to affect access to health care.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** **X No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☐ **X**
If yes, when?

n/a

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

n/a

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ **Yes** **X No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*
☐ **Yes** **X No**

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification x New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**☐ Yes ☐ X No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: NRSE	**Course Number: 2100U**
Full Course Title: Nursing Practice Fundamentals	
Short-Form Course Title (max. 30 characters)**: Nursing Fundamentals**	

Course Description

This course focuses on the judicious implementation of therapeutic nursing interventions, including selected psychomotor skills in the laboratory setting. Learners will employ evidence-based approaches in the safe and competent application of nursing therapeutics across a range of patient situations.

Credit Hours: 3.0

NRSE 2100U Nursing Practice Fundamentals (Second Entry BScN)

Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab: 3**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**☐ X Core ☐ Elective ☐ Core or Elective**
Is the course: ☐ X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**☐ X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

Teaching methods for this course include synchronous and asynchronous virtual lectures, demonstration, facilitator and peer feedback/critique, reading, research, and discussion. Evaluation methods include tests, case-based assignments, demonstration of proficiency, microcredentials, self and peer critique.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of the course, learners will be able to:

1. Discuss human needs and individual preferences within the context of human dignity as a basis for therapeutic nursing interventions.
2. Identify legal and ethical implications of providing therapeutic nursing interventions in Ontario.
3. Function within the legal and ethical framework of professional nursing in Ontario.
4. Demonstrate competence in implementing selected nursing interventions.
5. Utilize principles of teaching and learning while providing care in laboratory and case-based situations.
6. Utilize critical thinking skills in selecting and revising nursing interventions.
7. Evaluate self in implementing nursing interventions.

Does this course contain any experiential learning components? ☐ X Yes ☐ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: Lab			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☐ X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ Yes ☐ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR

INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** ☐ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ **Yes** ☐ **No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** ☐ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External

Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes ☐ No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Degree Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 2101U**
Full Course Title: Strengths Based Health Assessment	
Short-Form Course Title (max. 30 characters)**: Health Assessment**	

Course Description

In this course, students will apply clinical judgment in the context of holistic health assessments. Students will learn the theory and practice associated with comprehensive and focused assessments, conducting health assessments using a systems-based approach. Integration of Tanner's Clinical Judgment Model (noticing, interpreting, responding, and reflecting) and competencies associated with professional communication (interviewing and data collection) and documentation will occur in laboratory settings.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab: 2**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**X Core ☐ Elective ☐ Core or Elective**
Is the course: ☐ X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

In this course, students learn theory and practice associated with health assessment. Theory components will be taught via virtual classes, with recorded and synchronous presentation of materials, use of simulation-based learning and case study application, small and large group discussions, and demonstration. Assessment methods include: simulation-based learning assessments, quizzes/tests, clinical judgment application exercises, laboratory skill demonstration, microcredentials, documentation exercises.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, learners will be able to:

1. Apply a strengths-based nursing approach to health assessment by recognizing the impact of context, individual client characteristics, and personal preferences on health and health outcomes.
2. Demonstrate appropriate health examination techniques in the completion of a variety of case-based assessments.
3. Identify normal and abnormal health assessment findings using knowledge from a variety of sources

4. Use effective communication strategies in collecting data for patient health histories.
5. Communicate assessment findings in oral, written, and electronic formats that are consistent with professional nursing standards and CNO competencies.

Does this course contain any experiential learning components? X Yes ☐ No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

In particular to this course health assessments of various ethnic groups will be discussed - recognizing that knowledge in health assessment has historically been dominated by caucasian norms. Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes X No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ Yes X No

If yes, when?

n/a

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

n/a

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes X No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes ☐ X No

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes ☐ No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Degree Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 2102U**
Full Course Title: Pharmacotherapeutics for Nurses	
Short-Form Course Title (max. 30 characters)**: Pharmacotherapeutics**	

Course Description

In this course, students will apply clinical judgment in the context of nursing pharmacotherapeutics. Students will learn the theory and practice associated with pharmacotherapeutics in a range of client contexts and health conditions, applying principles of pharmacodynamics and pharmacokinetics. Competencies associated with medication administration, including health teaching and the role of the RN in all aspects of pharmacotherapeutic interventions will be presented through both theory and laboratory-based instruction.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab: 2**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**HLSC 1050, HLSC 2460U, NRSE 2100U and NRSE 2101U**
Prerequisites for Banner	**HLSC 1050, HLSC 2460U, NRSE 2100U and NRSE 2101U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**X Core ☐ Elective ☐ Core or Elective**
Is the course: ☐ X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

In this course, students learn theory and practice associated with nursing pharmacotherapeutics. Theory components will be taught via virtual classes, with recorded and synchronous presentation of materials, use of case study application, small and large group discussions, and demonstration. Assessment methods include: quizzes/tests, clinical judgment application exercises, laboratory skill demonstration, microcredentials, medication calculation and documentation exercises.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, learners will be able to:

1. Demonstrate appropriate nursing pharmacotherapeutic interventions consistent with CNO entry to practice competencies, including administration of medications through a variety of routes
2. Provide health teaching in relation to pharmacotherapeutics in a variety of case based and simulation-based situations
3. Apply evidence-based approaches to the analysis of pharmacotherapeutic regimens in a variety of case based and simulation-based situations.
4. Demonstrate knowledge of nursing pharmacotherapeutics utilized for a range of patient health conditions.

5. Utilize knowledge of pharmacokinetics and pharmacodynamics in demonstrating clinical judgment associated with pharmacotherapeutic interventions.
6. Apply clinical judgment and contextual awareness to all aspects of medication administration.
7. Communicate as required in oral, written, and electronic formats, consistent with professional nursing standards for documentation and CNO competencies.

Does this course contain any experiential learning components? ☐ Yes X No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☐ X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** **X No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** **X No**
If yes, when?

n/a

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

n/a

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ **Yes** **X No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** **X No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

2nd Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-27

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 3000U**
Full Course Title: Current Issues and Ideas in Nursing and Healthcare	
Short-Form Course Title (max. 30 characters)**: Issues and Ideas in Nursing**	

Course Description

This course explores contemporary issues, and emerging ideas, in the field of nursing. With a focus on the impact of issues and ideas on nursing practice (across a variety of settings), healthcare systems within Canada, and health outcomes (individual, family, and community). Students will critically examine current trends, challenges, and innovations affecting nursing practice and health care delivery in Canada and abroad. Topics may include integration and influence of technology, emerging disease trends, and evolving RN roles and scopes of practice. Emphasis will be placed on current and anticipated trends along with the needed response of nurses and the healthcare system with a focus on health equity, and social justice. Students will develop advocacy skills for nursing as a profession, while simultaneously gaining an understanding of the complexities of modern healthcare contexts.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**HLSC 3712U and NRSE 2001U**
Prerequisites for Banner	**HLSC 3712U and NRSE 2001U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**X Core ☐ Elective ☐ Core or Elective**
Is the course: X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

1. Critically analyze contemporary issues and ideas in nursing and healthcare, including ethical, legal, and professional challenges affecting patient care and nursing practice.
2. Evaluate the impact of healthcare policies and reforms on nursing roles, patient outcomes, and healthcare delivery systems at local, provincial, national, and global levels.
3. Apply principles of evidence-informed practice to identify and propose solutions to emerging issues and ideas in nursing and healthcare.
4. Assess the role of technology and innovation in transforming nursing practice, healthcare delivery, patient engagement, and the appropriate use of technology within nursing and healthcare.
5. Advocate for health equity and social justice by identifying barriers to healthcare and promoting access to quality healthcare for underserved populations

6. Reflect on personal and professional development by identifying areas for growth within critical thinking, and ethical decision-making within nursing practice.
7. Design strategies to address emerging trends and innovations that shape the evolving healthcare landscape.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION
FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes X No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes X No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes X No

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes X No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

2nd Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-27

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 3010U**
Full Course Title: Strengths-based Nursing in the Context of Aging	
Short-Form Course Title (max. 30 characters)**: Nursing in the Context of Aging**	

Course Description

In this course, learners will explore the theory and practice of strengths based nursing associated with aging, both on an individual and a population level. Common experiences and challenges associated with aging are discussed, with an emphasis on collaborating with individuals, families, groups, and communities to identify and build on unique strengths. Nursing strategies for assessing, promoting, maintaining, and restoring health are examined and critiqued. Students are provided with opportunities to apply concepts of strengths based gerontological nursing to the care of individuals and families through case based and simulation-based learning.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**HLSC 2461U, NRSE 2000U and NRSE 2102U**
Prerequisites for Banner	**HLSC 2461U, NRSE 2000U and NRSE 2102U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	**HLSC 3712U**
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**X Core ☐ Elective ☐ Core or Elective**
Is the course: X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

This course focuses on theory and practice of strengths-based nursing in the context of aging. Reading, reflecting, and discussing the ideas presented throughout the course is essential. Both individual and group learning opportunities are presented. Learners will be expected to participate in a variety of learning activities, including independent readings and in-person and recorded virtual lectures, small and large group online discussions, and virtual and in-person simulation-based learning. Assessment methods include online posts, tests, microcredentials, virtual and in-person simulations

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, learners will be able to:

1. Explore the process, principles, and experiences of aging, including the meaning of person and family-centered nursing care for older adults in a variety of health care settings
2. Explore the impact of social determinants of health and health inequities on the aging trajectory
3. Identify nursing interventions for improving quality of care, based on the needs of older adults and their families

4. Examine health policies, legal and ethical issues, and end-of-life care in the older population, considering equity, diversity, and inclusion.
5. Identify nursing interventions for improving quality of care for older adults in a variety of simulation-based nursing practice experiences.
6. Evaluate the effectiveness and availability of health care programs and services for older adults

Does this course contain any experiential learning components? X Yes ☐ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: In person and virtual simulation-based learning			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION
FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes X No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ X No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes X No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes X No

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: **Faculty of Health Sciences**

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-27

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 3011U**
Full Course Title: Strengths-based Nursing in the Context of Families	
Short-Form Course Title (max. 30 characters)**: Nursing Care of Families**	

Course Description

This course aims to provide learners with the essential knowledge and skills to support families, spanning the stages of preconception, pregnancy and postpartum, infancy, childhood and adolescence. Through a mix of synchronous and asynchronous in-person and virtual sessions, learners will engage with theory and research evidence, applying these critically in the examination of case studies and simulations to understand how to provide nursing care to families.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**HLSC 3712U, HLSC 2461U, NRSE 2000U and NRSE 2102U**
Prerequisites for Banner	**HLSC 3712U, HLSC 2461U, NRSE 2000U and NRSE 2102U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**☒ Core ☐ Elective ☐ Core or Elective**
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**☒ N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	**X**
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

Teaching will be provided through a combination of theory and simulation methods, delivered in-person and virtually. Assessments will occur via competency demonstration, written scholarly papers, group work, microcredentials, and multiple-choice exams.

Learning outcomes:

During this course, learners will discover how to:

1. **Discuss** key concepts related to the physiological and psychological changes for mothers and babies during pregnancy, postpartum, and early childhood development stages.
2. **Identify** common health challenges and developmental milestones for infants, toddlers, children, and adolescents, including the adaptation to parenthood.
3. **Demonstrate** effective communication techniques when engaging with families during the antenatal, postpartum and childhood periods, including providing support and education.
4. **Implement** nursing interventions using an evidence-informed, strengths-based nursing and healthcare approach that promote healthy development in infants and children, addressing both physical and emotional needs.

5. **Analyze** case studies to assess family health needs across different life stages and identify potential risks and protective factors.
6. **Develop** a comprehensive family care plan that includes health promotion, disease prevention, and developmental support for a diverse range of families with children in the infancy to adolescent stages.
7. **Critique** current literature and evidence-based practices related to family nursing care during pregnancy and childhood, applying findings to improve nursing interventions.
8. **Assess** the cultural and socio-economic factors influencing family health and well-being and propose strategies for culturally competent care.

Does this course contain any experiential learning components? X Yes No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: simulation- in person simulations and virtual simulations			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? X Yes X No ☐ Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ Yes X No
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes X No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes ☒ No

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: **FHSc**

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes** **☐ No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: NRSE	**Course Number: 3050U**
Full Course Title: Strengths Based Nursing in the Context of Health Alterations	
Short-Form Course Title (max. 30 characters)**: Health Alterations**	

Course Description

This course is designed to equip the Second Entry BScN student with the skills necessary to deliver safe, competent, ethical, and compassionate nursing care to individuals experiencing health challenges. Through practical and theoretical learning, students will develop the ability to plan and implement care within the scope of a year three nursing student. A key focus is using a strengths-based approach to empower patients and families. Students will also explore the role of the registered nurse in fostering interprofessional and intraprofessional collaboration. Through active learning strategies, simulation experiences and practicum, students will gain experience in working as a member of the interprofessional team. By engaging in critical reflection, students will reflect on practicum and simulation experiences to develop critical thinking and clinical decision-making skills.

This course will emphasize data collection, from multiple sources, and the analysis of the data in creating a plan of care. The student will be supported to implement and evaluate the plan of care for two patients.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other: practicum 144 hours**
Cross-listings	
Prerequisites for Calendar	**HLSC 2461U, NRSE 2050U and NURS 2102U**
Prerequisites for Banner	**HLSC 2461U, NRSE 2050U and NURS 2102U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**☐ X Core ☐ Elective ☐ Core or Elective**
Is the course: ☐ X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**☐ X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	x
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

This course focuses on theory and practice of caring for individuals experiencing health challenges. Reading, reflecting, and discussing the ideas presented throughout the course is essential. Both individual and group learning opportunities are presented. Learners will be expected to participate in a variety of learning activities, including independent readings and in-person, synchronous and asynchronous virtual lectures, guest presentations, concept mapping, case construction, virtual simulation, practicum experiences. Assessment methods include tests, application exercises, reflective analysis on virtual simulations, microcredentials, practicum evaluation.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of the course, learners will be able to:

1. Demonstrate safe, competent, ethical and compassionate care for individuals experiencing health challenges.
2. Utilize a strengths-based approach when providing care to patients and families requiring acute care.
3. Demonstrate clinical judgment within the scope of practice of a year three BScN student.
4. Describe the role of the nurse within the interprofessional team to enhance interprofessional and intraprofessional collaboration.
5. Critically evaluate situations that illustrate theory and practice when planning and providing nursing care to patients with health challenges.
6. Discuss perceptions of a clinical situation in relation to Tanner's Clinical Judgment Model.
7. Interpret significant data from multiple sources in order to plan and provide care for two patients.

Does this course contain any experiential learning components? X Yes ☐ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: Simulation			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☐ X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas

impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ X Yes ☐ No ☐ Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ X Yes ☐ No
If yes, when?
October 2024

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.
No further consultation required

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No X N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No X N/A

OTHER CONSULTATION

☐ Yes X No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes X No

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see program proposal for details

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification **X** ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes ☐ No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-27

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 3051U**
Full Course Title: Nursing in the Context of Health Promotion and Community Health	
Short-Form Course Title (max. 30 characters)**:** **Nrsg Cntxt Hlth Prmo & Comm Hlth**	

Course Description

This course focuses on community health and health promotion through a strengths-based nursing approach. It aims to equip students with an understanding of the determinants of health and their impact on community outcomes. Additionally, it provides a critical analysis of community health nursing across diverse settings and populations, covering processes such as community health assessment, planning, intervention, and evaluation strategies, while also exploring the historical and philosophical foundations of the field. Students will engage in case-based and simulation learning, alongside a clinical practicum, to apply theoretical knowledge in practice. The course emphasizes interprofessional collaboration in community assessments, planning, and evaluation, aiming to leverage the unique strengths of individuals, families, groups, and communities. Students must pass both the theoretical and the practicum components to successfully pass the course.

Credit Hours: 6	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other: practicum 144 hours**
Cross-listings	
Prerequisites for Calendar	**NRSE 3050U**
Prerequisites for Banner	**NRSE 3050U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	**HLSC 3910U**
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**X Core ☐ Elective ☐ Core or Elective**
Is the course: X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	x
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

Teaching methods include in person and virtual lectures, small and large group discussions, guest presentations, independent reading and research, practicum facilitation. Assessment methods include tests, practicum evaluation, microcredentials, presentations, reflective critical analyses, online postings.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, learners will be able to:

1. Utilize a strengths-based nursing approach to the theory and practice of community health nursing and health promotion.
2. Apply the principles of primary healthcare that influence health priorities for individuals, groups, families, and communities as it relates to the community health nurses' role.
3. Integrate knowledge from nursing science, health sciences, natural sciences, social sciences, research findings, best available practices, patient preferences, and multiple ways of knowing to provide theory-guided and evidence-informed nursing care.

4. Examine epidemiological data and factors and demographic data affecting community health challenges ultimately leading to the development of targeted and effective interventions to address community health needs
5. Analyze how health policy, societal and environmental trends and social determinants of health affect the well-being of individuals, families, groups, and communities.
6. Promote cultural safety by incorporating principles of anti-racism, cultural humility, and trauma/violence informed care into nursing practice.
7. Advocate for health equity through leadership and advocacy, partnering with individuals, families, groups, and communities.
8. Demonstrate empowering, relational nursing practices that recognize and build on the strengths of individuals, groups, families, and communities.

Does this course contain any experiential learning components? X Yes ☐ No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION

PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** **X No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ **Yes** **X No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** **XNo**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External

Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes ☐ No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-27

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

N/A

Subject Code: NRSE	**Course Number: 4000U**
Full Course Title: Leadership and Management Development for Nurses	
Short-Form Course Title (max. 30 characters)**: Leadership & Mgmt. for Nurses**	

Course Description

In this course, learners will explore prevailing theories and perspectives on leadership and management in nursing, while critically analyzing their own leadership style. Leadership and management skills will be examined in the context of nursing practice and the healthcare system, change management and nursing innovation. Learners will have opportunities to develop and enact their own leadership practice as they prepare to transition from nursing student to Registered Nurse.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**

Cross-listings	
Prerequisites for Calendar	**NRSE 3000U and 30 NRSE credits**
Prerequisites for Banner	**NRSE 3000U and 30 NRSE credits**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**☐ X Core ☐ Elective ☐ Core or Elective**
Is the course: ☐ X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**☐ X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

This course uses a variety of methods to support learning such as content in the form of readings and written summaries, assignments and tests, review questions and activities, discussion forums, blogs, and internet-based learning activities and exercises. The course is organized into three main areas: 1) acquiring foundational leadership and management knowledge; 2) relating these ideas to nursing practice, the healthcare system, change management, and innovation; and 3) analyzing, synthesizing, and evaluating these ideas in relation to nursing leadership broadly and one's own development of nursing leadership. Assessment methods include group projects, online posts, tests, application exercises, development of transition to practice plan.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of the course, learners will be able to:

1. Analyze historical, social, cultural, political, and environmental trends that influence leadership/management processes within healthcare settings.
2. Evaluate leadership and management concepts, models, theories, and philosophies for their relevance for nursing in the 21st Century.
3. Explore communication styles of leadership and managerial decision-making in an era of constant change.
4. Identify ethical, legal, policy, and economic issues related to management decisions for health care systems.
5. Incorporate research findings in developing management/leadership strategies.
6. Implement strategies for professional self-development.

7. Explore innovative ways to implement change to strengthen nursing care and practice.

Does this course contain any experiential learning components? ☐ Yes ☐ X No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☐ X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** **X No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ **Yes** **X No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** **X No**

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-27

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 4001U**
Full Course Title: Global and Planetary Health Nursing	
Short-Form Course Title (max. 30 characters)**:** **Global and Planetary Health Nursing**	

Course Description

This course aims to equip learners with essential skills to integrate global and planetary health into nursing practice. It encourages a broader perspective on health by examining how human actions and planetary conditions influence the health of individuals and populations. Key topics include climate change, global health disparities, and the socioeconomic, environmental, and political determinants of health that contribute to these disparities. The course also addresses the health needs of vulnerable populations and explores the connections between sustainable development, social justice and equity, and ecological sustainability. Learners will engage with course concepts through weekly activities, including lectures, case studies, guest speakers, discussions, and readings, allowing them to integrate and apply their knowledge effectively.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**NRSE 3051U and NRSE 4000U**
Prerequisites for Banner	**NRSE 3051U and NRSE 4000U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	
Recommended Prerequisites	
Course Restrictions	
Course Type	**☒ Core ☐ Elective ☐ Core or Elective**
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**☒ N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

Teaching will be provided through a combination of theory and simulation methods, delivered in-person and virtually. Assessments will occur via competency demonstration, written scholarly papers, group work and/or multiple-choice exams.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

During this course, students will learn to:

1. **Identify** key concepts and issues related to global health, planetary health, environmental health, climate change, and sustainability in healthcare.
2. **Explain** how human health, environmental health, and climate change are interconnected and their collective impact on global health outcomes.
3. **Evaluate** the role of nursing in addressing global and planetary health challenges, including advocacy, education, and health promotion.

4. **Demonstrate** the ability to assess impacts of climate change, global health disparities, and the socioeconomic, environmental, and political determinants of health on diverse and vulnerable populations in various contexts.
5. **Implement** individual and professional strategies and/or actions that addresses global or planetary health issues, incorporating ethical and social justice implications, interdisciplinary collaboration and community engagement.
6. **Critique** existing policies, practices and effectiveness of strategies related to environmental health and sustainability in healthcare, providing recommendations for improvement based on evidence and best practices.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes x No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? Yes X No ☐ Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☒ No
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes X No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** ☒ **No**

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: **Faculty of Health Sciences**

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**☒ Yes ☐ No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

2nd entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-27

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 4002U**
Full Course Title: Knowledge Translation for Nurses	
Short-Form Course Title (max. 30 characters)**:** **Knowledge Translation**	

Course Description

This course is designed to provide the essential skills learners need to integrate research evidence into clinical nursing practice. Using a mix of synchronous and asynchronous in-person and virtual sessions, learners will engage with theory and research evidence, applying these critically in the examination of case studies and simulations to understand how to utilize evidence from research to provide high quality, evidence-informed nursing care.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**

Cross-listings	
Prerequisites for Calendar	**HLSC3910, NRSE 4000U and 30 NRSE credits**
Prerequisites for Banner	**HLSC3910, NRSE 4000U and 30 NRSE credits**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**☒ Core ☐ Elective ☐ Core or Elective**
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**☒ N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

Teaching will be provided through a combination of theory and simulation methods, delivered in-person and virtually. Assessments will occur via competency demonstration, written scholarly papers, group work and multiple-choice exams.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

During this course, students will learn to:

1. **Identify** key concepts and stages related to knowledge translation (KT), including definitions, models, and the significance of KT in nursing practice and in clinical decision making.
2. **Explain** the importance of knowledge translation in improving patient outcomes and healthcare practices.
3. **Describe** the barriers and facilitators to effective knowledge translation in nursing, including organizational and individual factors.
4. **Demonstrate** the ability to apply knowledge translation strategies in clinical scenarios to enhance nursing practice and patient care.
5. **Analyze** case studies to evaluate the effectiveness of different knowledge translation strategies in various healthcare settings.
6. **Develop** a comprehensive knowledge translation plan that addresses a specific clinical issue, incorporating stakeholder engagement and evaluation methods.

7. **Design** educational materials or interventions aimed at promoting evidence-based practice among nursing colleagues and other healthcare professionals.
8. **Critique** existing knowledge translation initiatives and their outcomes in nursing practice, providing constructive feedback and recommendations for improvement.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Course content includes examples of culturally diverse families, including those from Indigenous communities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? **Yes** **X No** **☐ Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? **☐ Yes** **☒ No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? **☐ Yes** **☐ No** **☐ N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? **☐ Yes** **☐ No** **☐ N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes **☒ No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes **☒ No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NRSE 4010U Strengths-based Nursing in the Context of Mental Health and Addictions
(Second Entry BScN)

`NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences

This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ X New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**X Yes ☐ No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

2nd entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-27

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: NRSE	**Course Number: 4010U**
Full Course Title: Strengths Based Nursing in the Context of Mental Health and Addictions	
Short-Form Course Title (max. 30 characters)**: Mental Health and Addictions Nursing**	

Course Description

The focus of this course is mental health nursing in the context of Strengths Based Nursing and Healthcare. Common mental health challenges are discussed, with an emphasis on collaborating with individuals, families, groups, and communities to identify and build on unique strengths. Nursing strategies for assessing, promoting, maintaining, and restoring mental health are examined and critiqued. Students are provided with opportunities to apply concepts of mental health nursing to the care of individuals experiencing mental health challenges through case based and simulation-based learning.

NRSE 4010U Strengths-based Nursing in the Context of Mental Health and Addictions
(Second Entry BScN)

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**HLSC 2461U, HLSC 3712U, NRSE 2000U and NRSE 2102U**
Prerequisites for Banner	**HLSC 2461U, HLSC 3712U, NRSE 2000U and NRSE 2102U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**☐ Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	**☐ X Core ☐ Elective ☐ Core or Elective**
Is the course: ☐ X Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**☐ X N (normal alpha grade) ☐ P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

This course focuses on the theory and practice of mental health nursing. Reading, reflecting, and discussing the ideas presented throughout the course is essential. Both individual and group learning opportunities are presented. Learners will be expected to participate in a variety of learning activities, including independent readings and in-person and recorded virtual lectures, small and large group online discussions, and virtual and in-person simulation-based learning. Assessment methods include online posts, tests, virtual and in-person simulations, microcredentials, case conceptualization

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of the course, learners will be able to:

1. Critically analyze the construction of mental health nursing in the context of Strengths Based Nursing and Healthcare.
2. Examine the intersection of stigma and mental health when caring for individuals, families, groups, and communities.
3. Describe mental health challenges associated with mood, thoughts, and behaviours and current evidence-based treatment options.

4. Apply a variety of therapeutic nursing interventions when caring for persons experiencing mental health challenges in case-based and simulation-based learning.
5. Analyze legal, ethical, and professional standards related to care of persons with mental health challenges.
6. Describe mental health resources and supports available.

Does this course contain any experiential learning components? ☐ X Yes ☐ No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: In Person and Virtual simulations			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☐ X No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

CONSULTATION

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes X No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

NRSE 4010U Strengths-based Nursing in the Context of Mental Health and Addictions
(Second Entry BScN)

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** **X No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ **Yes** **X No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** **X No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

NRSE 4010U Strengths-based Nursing in the Context of Mental Health and Addictions
(Second Entry BScN)

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences	
This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Winter 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: NRSE	**Course Number: 4050U**
Full Course Title: Strengths Based Nursing in the Context of Complex Health Alterations	
Short-Form Course Title (max. 30 characters)**: Complex Health Alterations**	

Course Description

This course builds on previous learning to advance knowledge, skills, and judgement required to provide safe, competent, compassionate, and ethical care for individuals experiencing complex health challenges. Integrating a strengths-based approach, learners will leverage their knowledge and experience, to deliver evidence-informed compassionate care while deepening their understanding of complex health conditions. Through practical application, students will refine their ability to initiate and revise an individualized plan of care based on the patient's evolving health status. This will include revising plans of care as patient status changes. Students will demonstrate their ability to form meaningful partnerships with patients and families, empowering them to achieve their health goals through a strengths-based approach. Effective communication will be a central theme as learners enhance their ability to collaborate with interprofessional and intraprofessional healthcare

teams. Learners will continue to develop critical reflection and clinical judgment within the context of professional nursing practice.

Credit Hours: 6			
Contact Hours – please indicate total number of hours for each component			
Lecture: 3		**Lab:**	
Tutorial:		**Other: Practicum – 72 hours** **Lab and Simulation - EQUIVALENT to 72 HOURS**	
Cross-listings			
Prerequisites for Calendar	**NRSE 2102U and NRSE 3051U**		
Prerequisites for Banner	**NRSE 2102U and NRSE 3051U**		
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions		**Equivalency***	
Recommended Prerequisites			
Course Restrictions			
Course Type	☒ **Core**	☐ **Elective**	**Core or Elective**
Is the course: ☒ Undergraduate	☐ Graduate	Professional (e.g. some Education courses)	
Grading scheme	☒ **N (normal alpha grade)**	**P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site) : Practicum	X
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

This course focuses on theory and practice of caring for individuals experiencing complex health challenges. Reading, reflecting, and discussing the ideas presented throughout the course is essential. Both individual and group learning opportunities are presented. Learners will be expected to participate in a variety of learning activities, including independent readings and in-person, synchronous and asynchronous virtual lectures, guest presentations, concept mapping, case construction, virtual simulation, practicum experiences. Assessment methods include tests, application exercises, reflective analysis on virtual simulations, practicum evaluation, microcredential acquisition.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of the course, learners will be able to:

- Utilize a strengths-based approach when providing care to patients with complex health alterations, empowering them to identify and achieve their health goals.
- Demonstrate safe, competent, compassionate, and ethical care for individuals experiencing complex health challenges.
- Utilize clinical findings, best practices, standards of care, and competencies to create an individualized plan of care for individuals with complex health challenges.
- Initiate an evidence-informed revised plan of care based on the patient's current health status.
- Interpret data from multiple sources to develop a prioritized plan of care and implement appropriate nursing interventions.
- Evaluate outcomes of care to determine effectiveness of interventions against anticipated patient response to establish next steps in care planning.
- Demonstrate emerging independence in clinical decision making and clinical judgement in providing nursing care.

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: Practicum – 72 hours Lab and Simulation - EQUIVALENT to 72 HOURS			

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ **Yes** ☒ **No**

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of

proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ **Yes** ☒ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** ☒ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☒ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ **Yes** ☒ **No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences
This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Second Entry BScN

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Summer 2028

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

n/a

Subject Code: NRSE	**Course Number: 4051**
Full Course Title: Integrated Practicum	
Short-Form Course Title (max. 30 characters)**: Integrated Practicum**	

Course Description

In this course, students will integrate principles of health equity and strengths-based nursing, providing care to individuals, families, groups, or communities experiencing health/illness challenges. Students will apply concepts learned through the program at an advanced level, while working as members of the interprofessional team. Application of clinical judgment using Tanner's Clinical Judgment Model, and the Clinical Judgment Measurement model will take place in the context of health promotion, health maintenance, and health restoration range of clients.

Credit Hours: 9	
Contact Hours – please indicate total number of hours for each component	
Lecture:	**Lab:**

Tutorial:	**Other: Direct Clinical Experience- 300 Hours; Lab and Simulation- EQUIVALENT to 120 hours**
Cross-listings	
Prerequisites for Calendar	**RSE 2050U, NRSE 3010U, NRSE 3011U, NRSE 3051U, NRSE 3050U, NRSE , NRSE 4050U**
Prerequisites for Banner	**RSE 2050U, NRSE 3010U, NRSE 3011U, NRSE 3051U, NRSE 3050U, NRSE , NRSE 4050U**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	**Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ **Core** ☐ **Elective** **Core or Elective**
Is the course: ☒ Undergraduate ☐ Graduate Professional (e.g. some Education courses)	
Grading scheme	☒ **N (normal alpha grade)** **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

In this course, students apply concepts and practices learned throughout the program to care of individuals, families, groups, and communities. Practicum experiences take place in a range of clinical settings through a preceptored model as well as via in person and virtual simulation-based learning. Assessment methods include: clinical evaluations (formative and summative), simulation-based learning assessments, cumulative "mock RN" exam, microcredentials, clinical judgment summary reports.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, learners will be able to:

- Apply a strengths-based nursing approach in providing safe, competent, compassionate, and ethical care to diverse clients in accordance with College of Nurses of Ontario (CNO) standards.
- Integrate research findings, best available practices, patient preferences, and multiple ways of knowing in the provision of evidence-informed nursing care.
- Utilize knowledge from nursing science, health sciences, natural sciences, social sciences and the humanities to formulate sound clinical judgments consistent with available data in order to develop and modify evolving plans of care.
- Promote cultural safety by incorporating principles of anti-racism, cultural humility, and trauma/violence informed care into nursing practice

- Promote health equity through leadership and advocacy, partnering with individuals, families, groups, and communities.
- Provide high quality nursing care in the context of health promotion, health maintenance, and health restoration/rehabilitation.
- Demonstrate person-centred, empowering, and relational nursing practice that recognizes and builds on innate capacities.
- Collaborate with the intraprofessional team, interprofessional team, and clients to provide nursing care in rapidly evolving technology and data driven healthcare environments

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study	Simulated Workplace Project	
Consulting project/workplace project	Applied Research	
Field Experiences	X	
Other Types of Experiences:		

IMPACT AND CONSULTATION

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ **Yes** ☒ **No**

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Considerations regarding equity, diversity, inclusion, and decolonization are essential to all courses in the context of nursing and health sciences. Within the context of the 2nd Degree Entry BScN Program, these considerations are introduced to learners explicitly beginning in the first term of the program through an examination of strengths-based values and principles and health equity. Throughout the program, concepts of equity, diversity, inclusion, and decolonization are further expanded. Our underlying strengths-based philosophical approach requires that individuals, families, groups, and communities are considered in light of their uniqueness and with focus on recognizing and building upon innate capacities.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

Additional examples can be found in the Resources section of the CIQE website.

☐ **Yes** ☒ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

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If yes, when?

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DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*
☐ **Yes** ☒ **No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Please see resource section of the New Program Approval Application

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee Approval:
Curriculum Committee Approval:
FC Approval:

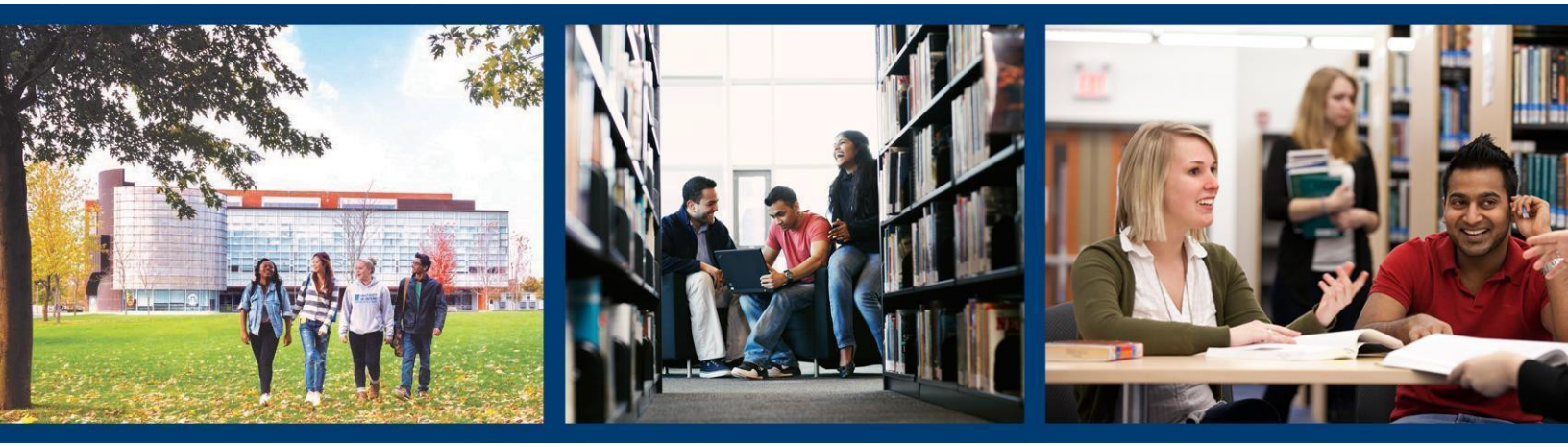
Faculty Information

Faculty members by home unit, rank, and supervisory privileges

Name and Faculty Status/Rank	Terminal Degree	Home Faculty/Unit	Role in New Program	Total Undergraduate Teaching (including New Program)
Jennifer Abbass Dick Associate Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Ginny Brunton Associate Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Sue Coffey Associate Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Manon Lemonde Associate Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Sarah Mavor Assistant Teaching Professor	RN, MN	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Janet McCabe Associate Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Efrosini Papaconstantinou Associate Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Shelly Pope Academic Associate	RN, MN	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Michelle Solomon Assistant Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Winnie Sun Associate Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**
Hilde Zitzelsberger Associate Professor	RN, PhD	Faculty of Health Sciences	Teaching	Full teaching load **Course developer**

New Program Assessment: Bachelor of Nursing - 2nd Entry

Prepared by: Lydia Thorne, Health Sciences Liaison Librarian, October 21, 2024



OntarioTech Library

Contents

Summary 3
Recommendations 3
Introduction 4
Library Collections 4
Consortial Licensing 4
Journals 5
Books & E-Books 5
Search Tools 6
Other Library Resources 6
Data Resources 6
Multimedia Resources 6
Library Services 7
Research Support 7
Reference Service & Research Consultations 7
Open Access & Research Data Management 7
Theses & Dissertations 8
Teaching & Learning Support 8
Information Literacy Instruction 8
Online Research Guides 9
Copyright & Academic Integrity 9
Course Reserves 9
3D Printing & Equipment Loans 10
About the Library 10

Summary

Ontario Tech University Library's holdings in the Faculty of Health Sciences are strong. We select resources covering the various concepts, principles, and methods in health assessment, healing, ethics, nutrition, pharmacology, microbiology, human anatomy and physiology, pathophysiology, and psychology that will meet the information needs of both students and faculty in the Bachelor of Science in Nursing 2nd Entry program.

The Library's research holdings, as well as archives and special collections total more than 98,368 print volumes and 167,892 journal subscriptions. In addition, our holdings include more than 1,372,411 e-books, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Recommendations

- **Library Collections**: Library holdings are strong in a number of subject classes relevant to the Bachelor of Science in Nursing program, including in health assessment, healing, ethics, nutrition, pharmacology, microbiology, human anatomy and physiology, pathophysiology, and psychology. To address faculty and student research needs in this program, no additional resource acquisitions are required.

- **Teaching & Learning Support**: With a single Health Sciences Librarian supporting the Faculty of Health Sciences, the Library has been exploring opportunities to leverage technology tools to scale our information literacy instruction program. In the 2023-2024 academic year, all Bachelor of Science in Nursing students enrolled in *HLSC 1701U - Information Literacy and Written Communication for the Health Sciences* were required to complete the Health Sciences Information Literacy module in Canvas for a percentage of their final course grade. Delivering information literacy instruction via online modules in advance of upper year undergraduate classes has enabled us to deliver high-quality instructional programs to all students, regardless of whether they are studying in-person or online. It is recommended that all students enrolled in the 2nd Entry program also take this module in *HLSC 1050U: Professional Communication for Nursing*. In addition, the Health Sciences Librarian regularly provides instruction to students in *HLSC 3910U - Research Methods for Health Care Professionals: Theory and Application.* This content is delivered to students synchronously or asynchronously depending on the class format.

- **Research Support**: Students in the Bachelor of Science in Nursing 2nd Entry program are encouraged to seek one-on-one assistance from the Health Sciences Librarian as needed in person or online via Google Hangouts, Zoom, or other video conferencing platform.

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 98,368 print books. Additionally, our collections include extensive online resources such as e-books and online databases that are selected to meet curricular needs. Students and faculty are supported by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

The Library's collections budget for 2023-2024 totaled $1,995,033. Approximately 95% of this budget is directed to online resources, while the remainder is allocated to acquisition of other formats, including journals, print books, multimedia and other specialized material.

The Library collects materials to support programs in the Faculty of Health Sciences, including the Bachelor of Science in Nursing 2nd Entry program. The Library collection includes coverage of health assessment, healing, ethics, nutrition, pharmacology, microbiology, human anatomy and physiology, pathophysiology, and psychology as well as other topics of interdisciplinary relevance.

The Library welcomes suggestions from members of the University community. Faculty and students may suggest material for purchase using an online form. All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech University community benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canadian Research Knowledge Network (CRKN) members represent 81 institutions across Canada that include world-class academic libraries and research institutions, two national libraries, and Canada's largest public library system.

The Ontario Council of University Libraries (OCUL) is a consortium of Ontario's 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

Journals

The Library almost exclusively acquires online journals and provides access to more than 167,892 titles across all disciplines. The Library's collection of academic journals in disciplines related to the Bachelor of Science in Nursing 2nd Entry program is strong. Students and researchers can access nearly complete journal suites, in many cases including archives, from publishers such as SpringerLink, Taylor & Francis, Elsevier, and Sage. The Library provides access, through subscription, to many of the relevant journals with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database (2023).

By subject category:

JCR Subject Category	Ontario Tech Access	Select Titles
Nursing	25/25	• Clinical Simulation in Nursing • Nurse Education in Practice • Nursing Ethics
Medical Ethics	22/23	• Journal of Medical Ethics • BMC Medical Ethics • Public Health Ethics
Health Care Sciences & Services	25/25	• Disability and Health Journal • Journal of Healthcare Informatics Research • BMJ Quality & Safety

Books & E-Books

As noted, we provide access to over 98,368 print books and over 1,372,411 e-books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books and e-books from major academic publishers, including Wiley, CRC Press, Sage, Elsevier, and Walters Kluwer.

Through the Omni Library Search, students and faculty have access to books from Ontario Tech and other Omni member universities by searching Ontario Tech + Omni Libraries. Articles and books that are not available through Omni Libraries, can be requested through our interlibrary loan service.

The following table highlights Library holdings by subject heading for print books and e-books that have particular relevance to the Bachelor of Science in Nursing 2nd Entry program. Gaps identified in the Library's holdings in the following subjects will be areas of focus for collection development:

- Dementia -- Nursing: 67 books
- Team nursing: 64 books
- Transcultural nursing: 129 books
- Minorities in nursing: 33 books

Subject	# Print Books	# E-Books
Nursing	1,986	7,063
Nurses	903	2,185
Diseases -- Nursing	170	111
Healing	95	1,302
Nursing -- Practice	52	134
Community health nursing	57	96

Nursing ethics	74	292

In the last fiscal year, $8,768.41 was spent on material to support programs in the Faculty of Health Sciences.

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in the biological, physical, and health sciences. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases: Nursing Focus	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
• CINAHL (Cumulative Index to Nursing and Allied Health Literature) Plus with Full Text • ProQuest Nursing and Allied Health Premium • Health Source: Nursing/Academic Edition • Ovid Emcare	• Scopus • Web of Science	**Health Science:** • Medline • PubMed • Cochrane Library **Psychology:** • PsycINFO

Other Library Resources

Data Resources

To support research that requires statistics and datasets, the Library subscribes to three main resources:

- **Data Liberation Initiative (DLI):** Access to datasets from Statistics Canada surveys including public use microdata files (PUMF).
- **odesi**: A web-based data exploration, extraction and analysis tool that enables researchers to search for variables across thousands of datasets including Statistics Canada datasets and polling data.
- **Interuniversity Consortium for Political and Social Research (ICPSR)**: Access to a data archive of more than 250,000 files of research in the social and behavioral sciences. Includes specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. Resources for teaching and learning include classroom exercises and materials to support data literacy in the classroom.

In addition, we provide access to Dataverse, a repository that supports research data management and open access data requirements for Tri-Agency research funding compliance.

Multimedia Resources

The Library acquires DVD and streaming video resources that are relevant to the disciplines in the Bachelor of Science in Nursing 2nd Entry program. Multimedia resources are selected individually or as part of standing subscriptions.

Our collection includes over 54,390 streaming video titles. Of these multimedia resources, the following are particularly relevant to the curriculum in the Bachelor of Science in Nursing 2nd Entry program.

Relevant Streaming Video Collections

Streaming Video Collection	Relevant Titles
Proquest Nursing and Allied Health Premium	• Nursing Education in Video: 530 videos
JoVE	• Nursing Skills: 15 videos • JoVe Core Nursing: 14 animated lessons
Kanopy	• Disabilities: 82 videos • Aging & Mental Health: 26 videos • Death & Dying: 24 videos

Select Recently Added Multimedia Titles

- The Hands That Heal
- Spirituality in Health and Nursing Care: Nurses and Spiritual Care
- Family assessment in Community Health Nursing
- Cultural Diversity in Healthcare: Nursing Home
- #Beyond94: From Residential School to One of Manitoba's first Indigenous Nurses

Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in the Bachelor of Science in Nursing 2nd Entry program have access to services in-person, online and via email or telephone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations

Students and faculty have access to research support in-person and online, via telephone, email and through online chat help. In the 2023-2024 academic year, library staff answered 6,242 research questions from the Ontario Tech community.

Librarians are currently able to provide research consultations with students and faculty in the Bachelor of Science in Nursing 2nd Entry program in-person or online via Google Hangouts, Zoom, or another video conferencing platform. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. In the 2023-2024 academic year, Librarians participated in 35 research consultations with members of the Faculty of Health Sciences.

Open Access & Research Data Management

We provide support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, E-Scholar (https://ir.library.ontariotechu.ca/).

We also provide direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (http://guides.library.ontariotechu.ca/openaccess). The Library has a Research Data Management guide (http://guides.library.ontariotechu.ca/rdm) to support faculty and students in creating data management plans and sharing research data.

During the 2023-2024 academic year, these guides were viewed 1,442 times.

Research Metrics & Impact

The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscribed tools include: Web of Science, Scopus and Journal Citation Reports (JCR).

Our Research Metrics guide (http://guides.library.ontariotechu.ca/researchmetrics) provides background information and support for these tools.

Theses & Dissertations

To ensure that the Ontario Tech community has access to national and international thesis and dissertation databases, we provide access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open-access digital repository, E-Scholar, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, we provide a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy instruction that support the development of students' 21st century skills to successfully search, evaluate and ethically use scholarly resources in their course assignments. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment. Information literacy may be delivered synchronously or asynchronously to classes, in person or online.

In the 2023-2024 academic year, approximately 1,229 students in the Faculty of Health Sciences received instructional support from a Librarian. Ideally, information literacy instruction is scaffolded across the curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study. Information literacy instruction is integrated in the Bachelor of Science in Nursing program in the following courses:

- *HLSC 1701U - Information Literacy and Written Communication for the Health Sciences*
  Learning Outcomes:
    - Define a research topic to achieve a manageable focus appropriate to the assignment criteria, available resources, and evidence needed
    - Critically evaluate information from scholarly and popular (non-academic) sources and be able to choose a resource that best meets your research needs
    - Develop a keyword search strategy from a research topic and be able to expand and narrow a search as necessary

- *HLSC 3910U - Research Methods for Health Care Professionals: Theory and Application*
  Learning Outcomes:
    - Locate articles on a topic, evaluate search results, and choose the best available evidence
    - Identify and use search language and controlled vocabulary (MeSH) in order to retrieve relevant results

Previously, the delivery of librarian-led instruction in *HLSC 1701U* was uneven. Some sections received in-person instruction, others received asynchronous instruction via a librarian-created slide show, and some received no instruction at all. This model was not sustainable long term and an alternative approach was needed to ensure fair and equitable provision of service to first year Health Sciences students. In summer 2020, a p/f module in Canvas was developed by the Health Sciences Librarian in order to provide consistent, baseline information literacy instruction to all first year health sciences students. Currently, all students enrolled in *HLSC 1701U* are encouraged to complete the Health Sciences Information Literacy module in Canvas, many for a percentage of their final course grade. Where *HLSC 1701U* is not a required course for 2nd Entry students, it is recommended that all students enrolled in this program take this module in *HLSC 1050U: Professional Communication for Nursing*.

Student feedback from the module indicates that 81% of students felt confident applying what they had learned from their module to their coursework. Many students also indicated that they would use the new skills they had learned in other classes and throughout their studies at Ontario Tech. Some comments include:

- “I learned a lot of useful things but learning about building a search strategy was the most useful for me”
- “The most useful thing that I retrieved from this module was where to find credible sources and how to find them faster”
- “Constructing a good search is a useful tool I will continue to use throughout the semester”
- “This module will definitely help me for future assignments!”
- “This was very helpful, and made my transition from college to university easier!”

Information literacy instruction is also provided to upper-year Health Sciences students in *HLSC 3910U* asynchronously or synchronously depending on the class format. In previous semesters, all students enrolled in asynchronous sections of *HLSC 3910U* were asked to watch the following short video recordings. These videos are very interactive and incorporate quizzes and activities to test students’ achievement of the intended learning outcomes.

- Part 1 (3:03): https://h5pstudio.ecampusontario.ca/content/14296
- Part 2 (5:30): https://h5pstudio.ecampusontario.ca/content/14556
- Part 3 (3:39): https://h5pstudio.ecampusontario.ca/content/14569
- Part 4 (11:29): https://h5pstudio.ecampusontario.ca/content/14585
- Part 5 (4:29): https://h5pstudio.ecampusontario.ca/content/14614

Students who opt to take this course in person attend a class taught by the Health Sciences Librarian.

Co-curricular Workshops

In addition to Information Literacy instruction that is integrated into the curriculum, the library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- Systematic Review Workshop #1: Literature Searching for Knowledge Synthesis
- Systematic Review Workshop #2: Translating the Search Strategy
- Systematic Review Workshop #3: Searching for Grey Literature
- 3D Printing
- Managing Your Research Identity
- Citation Management
- Finding and Using Open Educational Resources

Workshop offerings are regularly updated in response to the changing needs of the community.

Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area that are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the Bachelor of Science in Nursing program include:

- Nursing Research Guide: https://guides.library.ontariotechu.ca/nursing
- Systematic Reviews Guide: https://guides.library.ontariotechu.ca/systematicreviews
- Scoping Reviews Guide: https://guides.library.ontariotechu.ca/scopingreviews
- Citation Guide: https://guides.library.ontariotechu.ca/citation

During the 2023-2024 academic year, these guides were viewed a combined 25,865 times.

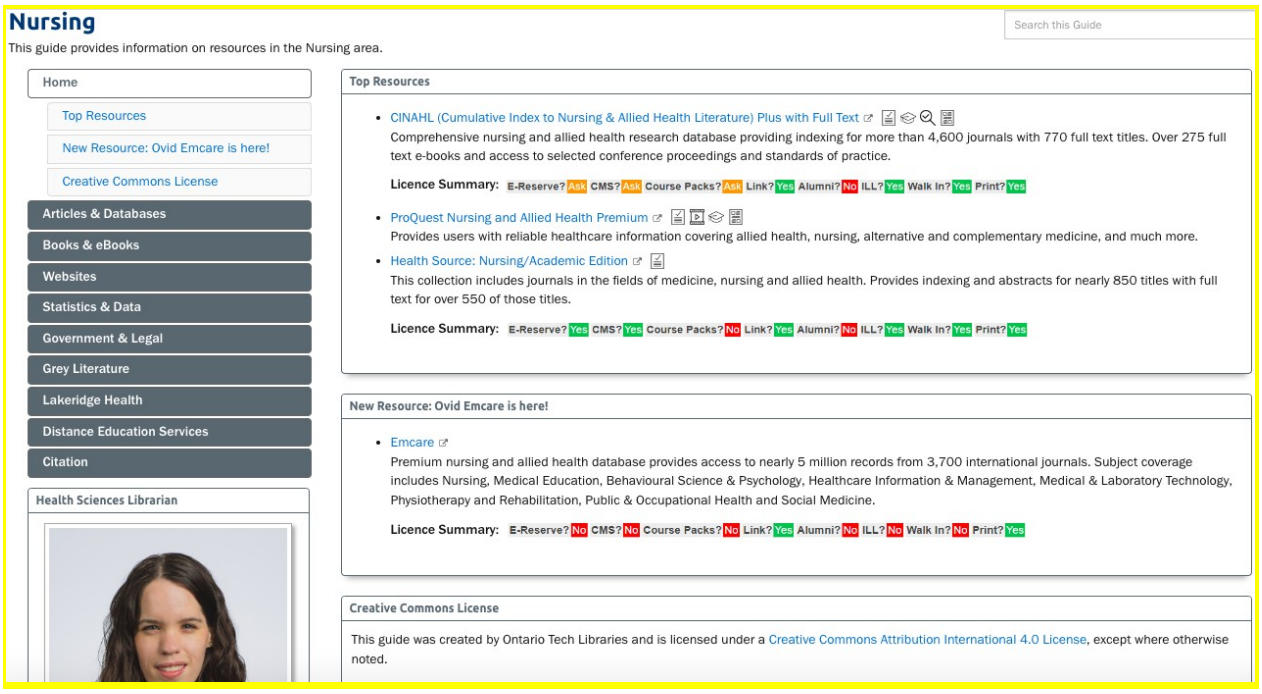


Figure 1 Nursing Research Guide

Copyright & Academic Integrity

The Library provides copyright guidance for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). We also help faculty find, evaluate and integrate Open Educational Resources into their courses.

Our research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

About the Library

The Ontario Tech University Library is comprised of two locations, the North Oshawa Library at 2000 Simcoe Street North, and the Social Science and Education Library at 61 Charles Street in downtown Oshawa. Our library offers vibrant and inviting learning spaces geared to meeting different learning styles such as individual and group study spaces, and public computers. Electronic resources are accessible at all times on campus and remotely.

North Oshawa Library: 2000 Simcoe St. North	Social Science, Humanities & Education Library: 61 Charles St.
77,500 square feet	7,517 square feet
560 seats	129 seats
92 computer workstations	7 computer workstations
195 accessible Ethernet ports	13 accessible Ethernet ports
10 bookable group study rooms	1 bookable group study room
Digital recording booth	Ellison die cut machine for student use
Adaptive technology area	Curriculum kits & manipulatives
Photocopiers, printers (including colour & 3D printer), scanners	Photocopiers, printers, scanners
IT Services software support personnel	IT Services software support personnel
Silent study zones, 3rd & 4th floor	Silent study room
Fireside Reading Room, 2nd floor	Lois Sleightholm Education Collection
Archives & Special collections facilities	Curriculum documents and Children's Literature collection area
Student day use lockers	

- REVIEWERS' REPORT FOR NEW PROGRAMS

Reviewers' Report on the Proposed **2nd Entry Bachelor of Science in Nursing** Program
at
Ontario Tech University

Dr. Emily Richard
University of New Brunswick
Faculty of Nursing
55 Lutz Street
Moncton, New Brunswick EIC 0L2

Dr. Kristen Jones-Bonofiglio
Lakehead University
School of Nursing
955 Oliver Road
Thunder Bay, Ontario P7B 5E1

1. OUTLINE OF THE REVIEW

This review was conducted by virtual site visit and meetings on GoogleMeet on January 30th and 31st, 2025.

For those reviews that included a site visit, please indicate the following:

- Who was interviewed:
    - Dr. Lori Livingston, Provost & Vice President Academic
    - Dr. Carol Rodgers, Dean, Faculty of Health Sciences
    - Dr. Sue Coffey, Chair of Internal Review team
    - Dr. Hilde Zitzelsberger, Associate Dean, Nursing
    - Dr. Janet McCabe, Associate Dean, Undergraduate Programs
    - Michelle Sutcliffe, Academic Planning Specialist
    - Rebecca Lickiss, Director of Planning and Operations
    - Andrea Kassaris, Quality Enhancement Analyst
    - Stephen Thickett, Director, Planning and Operations
    - Monica Jain, Director, Careers, Counselling and Accessibility
    - Catherine Davidson, University Librarian
    - Amy Anderson, Manager, Academic Advising
    - Theeben Jegatheesan, Manager, Academic Advising
    - Faculty members-J. Abbass Dick, M. Lemonde, J. McCabe, E. Papconstantiou, G. Brunton, W. Sun, S. Coffey
    - Nursing practice team: Cindy Arnett, Nursing Practicum/Program Assistant; Tricia McMahon, Nursing Practicum Coordinator; Marsha Townsend, Clinical Practicum and Health Coordinator; Lynn Tulloch, Nursing Program Assistant
    - Andrea Cope, Nursing Lab Technician/Simulation; Elaine Salmers, Nursing Lab Technician

- What facilities were seen:

The following video tours of Ontario Tech University and the nursing program facilities and labs were provided:

- Pre-recorded tour - https://ontariotechu.ca/virtualtour/
- Ontario Tech Nursing Campus Tour

- Ontario Tech Nursing Lab Tour
- Library: https://www.youtube.com/watch?v=jL5Cfvde1cg

- Any other activities relevant to the appraisal:
    - The following documents were provided to the reviewers for review:

        - Updated Site Visit Agenda
        - Second Entry BScN Program Proposal
        - 2025-2026 Undergraduate Viewbook
        - Integrated Academic Research Plan 2023-2028
        - Letters of Support
            - Lakeridge Health
            - Northumberland Hills Hospital (NHH)
            - Ontario Shores Centre for Mental Health Sciences
        - Appendix A – Simulation Program
        - Appendix B – CNO Nursing Education Program Approval Guide
        - Appendix C – CASN Accreditation Info
        - Appendix D – Proposed Second Entry Nursing Calendar Description
        - Appendix E – Proposed Program Map
        - Appendix F
            - Existing Courses
            - New Courses
        - Appendix G – Faculty Chart
        - Appendix H – Library Report
    - Faculty members CVs
    - Student Life Presentation
    - IT Services Document
    - Site Visit Day One Transcript
    - Site Visit Day Two Transcript

2. EVALUATION CRITERIA

NOTE: Reviewers are asked to provide feedback on each of the following Evaluation Criteria (Quality Assurance Framework 2021, Section 2.1.2).

▪ 2.1 Program Objectives

The proposal outlines six clear objectives for the proposed program:

1. To provide learners with state of the discipline nursing education through theory-based, practicum-based, and simulation-based learning that builds on the knowledge and skill they bring through previous university education.

2. To contribute to the health and wellness of Ontarians through revisioning nursing and healthcare using a strengths-based approach rooted in health equity.

3. To prepare graduates able to thrive amidst both the challenges and rewards of modern nursing practice, transitioning into practice in a wide variety of settings and/or into graduate education.

4. To lead innovation in nursing education, research, and practice, harnessing shared faculty strengths and interests.

5. To re-imagine the collaborative nature of nursing education by revitalizing the critical partnership foundation between post-secondary education and practice.

6. To educate exemplary Registered Nurses who demonstrate awareness of self, others, and the world around them, committed to engaging in a range of activities with individuals, families, groups, and communities and at all levels from local to global in order to make the world better.

The name of the proposed degree program, Second Entry Bachelor of Science in Nursing (Honours) program, is appropriate and consistent with similar programs offered in Ontario and the four-year degree program currently offered by Ontario Tech University. The honours degree designation is based on the number of credits (120) and is appropriate within the context of Ontario.

The proposed program's objectives (as noted above) have strong alignment and consistency with the mission and academic plans of Ontario Tech University. In particular, the intentional use and integration of technology (with a conscience) for teaching and learning theory, simulation, and practicum components of the program is a key strength. As well, the inclusion of theory/practicum courses on community health and rehabilitation/disability nursing align strongly with the mission and vision of the university to advance knowledge and promote sustainability while creating partnerships for learning reimagined within the Faculty of Health Sciences and current program offerings. This forward-facing program proposal demonstrates a natural progression for this faculty that aligns with current research strengths and practice expertise.

The Provost/Vice President Academic and the Dean of the Faculty of Health Sciences demonstrated a high level of support and enthusiasm for the proposed program and highlighted how well it aligns with the university's strategic priority of differentiated growth, is responsive to a current market demand (high demand for nursing education), and addresses labour market needs (current and projected ongoing nursing needs due to health human resource shortages in Ontario, Canada, and internationally).

- **2.2 Program requirements**

The proposed program is comprised of 90 credit hours over 6 consecutive semesters taken within two calendar years. As illustrated in Table 3 of the program proposal, the 8 program-level outcomes have been mapped appropriately to the proposed courses at a high level, as well as general assessment approaches. The program is well designed and will provide students with the opportunity to meet the program objectives and program-level learning outcomes. A particular strength is the faculty's expertise in and planned integration of simulation education throughout the proposed program. The faculty has a robust simulation program (with its own sim strategic plan), applies best practices in simulation education, and engages in evaluation and research in this area. The strategic use of simulation also provides students with equitable learning experiences in clinical areas where it is challenging to secure high-quality placements for all students (e.g., maternity, mental health) and for high-risk but low occurrence learning experiences. The proposed program also capitalizes on

historically underutilized clinical areas (e.g., rehabilitation/disability) which aligns well with a strengths-based nursing philosophy and provides learners with a holistic understanding of health and wellbeing across the lifespan.

- Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the undergraduate or graduate Degree Level Expectations

The program's learning outcomes have been mapped to the undergraduate degree level expectations across all courses with examples of assessments strategies to evaluate learning outcomes (noted on pp. 18-25 of the proposal document). This demonstrates a scaffolded approach across the two years of the program

The proposal outlines an appropriate variety of modes of delivery to support students' successful achievement of the program's learning outcomes. As anticipated, labs will occur in person (3 courses); simulation will occur both in person and with virtual options (3 courses); and practicum courses will occur via hybrid meetings and a variety of off-site clinical experiences. Faculty shared that decisions about mode of delivery are made at the faculty level with pedagogical rationale and require the Dean's approval to change. Having dedicated on-campus and face-to-face encounters offer important experiences that often strengthen engagement and the relational capacity of the cohorts. Travel requirements (sometimes up to two hours to campus) by students will be maximized by the intentionality of these in-person activities.

- Ways in which the curriculum addresses the current state of the discipline or area of study

The proposed curriculum reflects the current state of the discipline of nursing in the context of a Registered Nurse (RN) in Ontario and closely adheres to requirements for Undergraduate Degree Level Expectations; OCAV Undergraduate Degree Level Expectations; CASN baccalaureate expectations in CASN's National Nursing Education Framework; and, the College of Nurses of Ontario (CNO) Registered Nurses' Entry-to-Practice Competencies.

During the virtual visit, strong faculty and staff commitment to this new program was evident. The curriculum is based on a pedagogical foundation of strengths-based nursing (Gottlieb) with a health care approach, which is a capacity-oriented model. The content of the curriculum will be further enhanced through the strategic use of simulation, virtual simulation, and virtual reality learning experiences. As such, the design and structure of the proposed curriculum are appropriate to meet the current state of the discipline of RN practice.

Of note, an innovative aspect of this curriculum are rehabilitation and disability focused content and learning experiences. Perhaps there are future opportunities for standardized persons/people with lived experience to contribute to this aspect of the curriculum. Further, the School is well positioned to champion students with disabilities to successfully demonstrate achievement through strategic support of their unique abilities.

- **2.3 Program requirements for graduate programs only –** Not applicable.

- **2.4 Assessment of teaching and learning**

- Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations

The methods for assessing student achievement of the program-level learning outcomes and degree level expectations are appropriate. A significant amount of effort and detail has been performed to appropriately map the assessment of learning outcomes in each courses to the degree level expectations and program learning outcomes and include both depth and breadth in the type of evaluation and assessment techniques employed.

- Appropriateness of the plans to monitor and assess:

i. The overall quality of the program

This proposed program is designed for evaluation methods to be utilized throughout, such as using the DLE mapping process (e.g., all DLEs have been mapped to the PLOs); courses are mapped to the PLOs ; and evaluation measures in courses are mapped to meeting course objectives.

ii. Whether the program is achieving in practice its proposed objectives

Laboratory, simulation-based, and practicum-based courses and learning will be evaluated with established protocols, rubrics, and best practice guidelines for nursing education. Further, practicum courses are evaluated using an established collaborative approach with students, faculty/staff, clinical instructors, and preceptors involved in the teaching/learning processes.

iii. Whether its students are achieving the program-level learning outcomes

Students in this program must demonstrate achievement of learning outcomes through a scaffolded process and throughout the lockstep nature of the courses in the curriculum.

iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

The school has a well-established process for ongoing mapping of their nursing curriculum which includes incorporation of new required content related to provincial (CNO) and national (CASN) standards for nursing education. The success of the program will be publicly evaluated via NCLEX first-writer pass rates that are posted by the College of Nurses of Ontario for all schools of nursing in Ontario.

- **2.5 Admission requirements**

The program has appropriate admission requirements given the program's objectives, program-level learning outcomes, and relevance to established undergraduate nursing programs' admission requirements in Ontario.

- Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience

This second-level entry program proposal recognizes that a significant number of nursing program applicants have past university experience that is relevant. This program leverages past learning and is designed to enable learners to meet established PLOs while progressing through their program of study by a more expedited route. The program proposal document notes taht "there is

strong evidence to support the efficacy and quality of Second entry nursing programs, which have been in existence for more than 2 decades in Ontario and longer across North America."

As noted on p. 15 of the proposal, admission requirements for this program include:

• Successful completion of at least 60 credit hours at a recognized university; must include 6.0 credit hours in Psychology* (Psychology Statistics and Research Methods do not fulfill this requirement); overall average of 3.0 (B) or better on a 4-point scale (or equivalent) and a 3.3 (B+) or better on a 4-point scale (or equivalent) in the last year of study (or last 30 credit hours); 6.0 credit hours in Human Anatomy and Physiology, OR 3.0 credit hours in Human Anatomy and 3.0 credit hours in Human Physiology; 3.0 credit hours in Statistics; 3.0 credit hours in Microbiology; Note: Each prerequisite course must be completed with a grade of B or better; Note: Prerequisite courses must be taken within 10 years of the year seeking admission.

▪ 2.6 Resources for all programs

Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes:

Student Life at Ontario Tech has a robust variety of student support services that include student accessibility services and support. Academic Advising is a centralized resource with the option of hybrid services. The proposed program may draw a new population of students (mature students with families, internationally educated physicians, etc.) who require different kinds of support than traditional students entering from high school or RPNs in the RPN-BN program. The Black Youth Visioning Program is a strength. Ontario Tech University also has established an AI Taskforce to be proactive regarding the use of AI within the university. A peer tutor program is available for students in many programs including nursing.

- Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment

The faculty has 10 core faculty members (tenured/full-time) who have the relevant experience and expertise required to deliver the proposed program. In addition to nursing expertise in core areas already included in the four-year collaborative nursing degree program (e.g., care of older adults, maternal/child health, medical/surgical nursing), the proposed program draws on the faculty's strengths in evidence-informed simulation education, hybrid (online/in-person) course delivery, and rehabilitation/disability nursing. The proposal identifies that the core faculty will be responsible for developing the new courses. During the virtual visit it was noted that faculty will be provided with workload allocation for doing this (1 course equivalent to develop 2 new courses).

- If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience

Page 35 and 43 of the proposal outline the plan for hiring additional faculty to cover the increase in teaching workload resulting from the new program. The planning for human resources makes sense and should cover the additional teaching requirements; however, it is important to ensure that the 10 core faculty members are significantly involved in teaching in the new program (as planned). In addition, to provide the core faculty with teaching workload to develop the new courses in advance of the launch of the program, it may be necessary to hire a limited term teaching faculty member a year earlier than outlined in the proposal. Consistent with current practices at Ontario Tech University and other universities across Canada, sessional clinical instructors and teaching assistants will be hired to teach many of the experiential learning elements of the program, with a core faculty member serving as the clinical coordinator. Robust orientation and training are in place for part-time/limited-term faculty members.

- If required, provision of supervision of experiential learning opportunities

The faculty is experienced in providing experiential learning opportunities in their current nursing programs and have expanded their current model to the new program using a combination of lab, simulation (in-person and virtual), and direct care learning opportunities for students. The proposed program leverages faculty expertise in rehabilitation/disability nursing to tap into an underutilized clinical practice area. They have a simulation program which includes formal onboarding and training for limited term faculty/teaching assistants to ensure consistency and quality in the delivery of simulation learning experiences. The faculty is in the early stages of incorporating virtual reality (VR) into teaching and learning, thus additional support and training for faculty and staff involved in VR will be required moving forward (as it is used more).

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university

It is worth noting that several faculty members have a reduced course load due to administrative roles [associate deans (n = 2), director of research institutes (n =3)]. Faculty will also continue teaching in the 4-year collaborative nursing program and RPN-BN nursing program offered in collaboration with Durham College. The new program will reduce the number of courses that the current core faculty can teach in the existing nursing programs. Ontario Tech University is also going to be offering their own Master of Science in Nursing (MScN) degree program, having formerly been taught in collaboration with Trent University. It appears that some of the courses in the nursing programs are taught by health sciences faculty (not nursing specifically) and that labs, simulations, and clinical practicums are taught primarily by clinical instructors and teaching assistants (experienced RNs in limited term positions). This will help mitigate the impact of the new program on the delivery of new programs.

Regarding physical space, an important consideration for the proposed program is the capacity for lab and in-person simulation learning at Ontario Tech University and Durham College. Under the current agreement, both campus' lab spaces can be used for these types of learning experiences for the existing collaborative programs but only the Ontario Tech lab space is available for the students in the new second-entry program. Looking at the broader landscape of nursing education in Canada (and beyond), in-person simulations with high-fidelity mannequins are expensive and resource-intensive and may become outdated in the coming years. Investing in cutting-edge simulation approaches/technologies such as augmented and virtual reality has the potential to be a

cost-effective alternative and has the potential to complement existing simulation approaches. This may alleviate pressure on the existing lab spaces, allow students to practice more on their own, and aligns with Ontario Tech's goal to be a leader in innovation and technology in higher education. The proposed program does include a plan to incorporate virtual reality, along with a budget of $15,000 for this. However, specific details are unclear at this point.

- Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access

Overall, Ontario Tech University has strong library resources for health sciences and nursing students including a wide range of periodicals and a subject librarian. It was unclear if students have access to point of care clinical resources such as Up To Date and the eCPS. The assigned librarian is in high demand and has taken steps to manage the demands and workload, such as creating video tutorials and resources that can be used in multiple classes, freeing up time to help students and faculty who need additional assistance beyond the basics. Library Services are currently shared with Durham College. There is a small but mighty team, however there may be unanticipated gaps for this new program since it is not connected to the college partner. The library resources may need to be strategic (e.g., consider partnerships with libraries of local clinical partner organizations).

Standard technology support is provided to all students at Ontario Tech University. Strengths include having consistent technology/device standards for students and a culture of embracing innovation.

The need for additional lab space (after the first couple of years) has been identified in the proposal. There is an additional floor in the new building that is under construction and this space may provide an opportunity to develop the needed additional lab space. Another proposed solution could be teaching in the labs on weekends. Faculty are encouraged to consider alternative/innovative teaching and learning approaches such as using classroom spaces for labs that do not require a lab setting to be effective and replacing some high-fidelity in-person simulations with virtual reality simulations.

- If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation

Nursing programs at Ontario Tech University undergo several reviews that include an assessment of the adequacy of resources (such as program approval by CNO, accreditation by CASN, and a review by Ontario Tech's Academic Resource Committee at program launch and after the first year with subsequent program reviews every 8 years).

Additional administrative and technologist support will be needed for the new nursing program. The administrative team will expand from four to five positions, requiring a rebalancing of responsibilities and potentially a new or revised job title. Nursing Technologist capacity will start as a part-time role for the first two years, increasing to full-time in year three. Academic advising capacity will scale proportionally based on nursing student enrollment.

The idea that resources will follow enrolment was mentioned during the virtual visit which raises some concerns. While it makes sense that resources will ramp up as the program grows, it is essential that resources are invested into the establishment of the new program before the launch. A tremendous amount of work has gone into the planning and proposal of this program but there is additional work required to prepare for the implementation and delivery of the new program. This includes the development of 18 brand new courses, planning the lab, simulation, and clinical placement learning experiences, mapping and leveling the new courses and learning outcomes in detail (i.e., CNO entry-level competencies, ICE framework, etc.), recruiting, hiring, and training new instructors and teaching assistants, hiring/onboarding a new administrative support person and a laboratory technologist, developing new partnerships and agreements with new clinical partners, integration of VR into the new program, and more.

- **2.7 Resources for graduate programs only**- N/A

- **2.8 Quality and other indicators**
- Evidence of quality of the faculty (*e.g.*, qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)

The current nursing faculty at Ontario Tech University have the expertise and experience required to deliver the proposed program. Most faculty members are tenured and have well established programs of research relevant to the curriculum of the proposed program. Overall, faculty have a strong track record of obtaining research funding, mentoring students, and disseminated knowledge. Several faculty members have formal leadership roles within the faculty and as directors of research centres. Faculty expressed that they intend to intentionally incorporate faculty members' research into the new courses as appropriate.

- Any other evidence that the program and faculty will ensure the intellectual quality of the student experience

The faculty's expertise and interest in simulation education in nursing is a particular strength. They have a simulation committee and formal simulation program which is being updated regularly to align with best practices. Ontario Tech also has a Chair in health care simulation within the Faculty of Health Sciences.

There are opportunities for students to engage in research through a research practicum course, work study positions, and research assistant positions. However, due to the nature of the 2nd entry program, it may be challenging for students in the new program to take advantage of these opportunities.

Employing a strengths-based nursing philosophy as the foundation for the new program is a significant strength of the proposal and it aligns very well with the focus on rehabilitation and disability nursing in the program.

NOTE: Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the

appropriateness of each of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

3. EQUITY, DIVERSITY, INCLUSION, AND DECOLONIZATION

Please comment on any consideration of the principles of equity, diversity, inclusion, and decolonization in the new program.

The proposed program includes a course about Indigenous health, which is currently being offered as part of existing nursing degree programs. Ontario Tech University has established processes for consultation regarding the inclusion of Indigenous content in all courses, including an Elder Council. Further, any new course goes through the Indigenous Committee and decolonization of the curriculum is supported through the Teaching and Learning Centre. The Faculty of Health Sciences has established a student-faculty council with the aim of including students in decision making and dismantling power imbalances that exist within the academy.

While there are not currently dedicated seats for Indigenous applicants, this is something that the faculty have agreed is open to further consideration. There is currently an admission pathway for applicants from equity-seeking/owed group generally.

The proposed program will be offered in a hybrid format, with intentional efforts to optimize students' time on campus for in-person learning to reduce travel burden. This approach can make the program more accessible; however, it could be challenging to achieve as the number of students in the program increases over time.

No international student seats/applicants for this program, however this is not common among Nursing programs. With the current caps on international student enrollment, this may not be a serious concern at this time for this new program. Considering that international students often have very different timelines for required clinical documents (and this program has tight timelines), having exclusively domestic students may be of benefit.

Concerns:

Out of sequence students: In nursing it is not uncommon for students to need a leave of absence for maternity/parental leave or other reasons. Because of the levelled and lock-step nature of the program, particularly with clinical learning components, students who become out of sequence will need to wait until courses are re-offered the next year to re-enter the program. The rigid sequencing also creates challenges for students waiting for the outcome of grade appeals before they can progress in the program. Unfortunately, this lack of flexibility is a characteristic of many nursing programs nationally.

Full Time only; no Part Time study options. Having only a full-time option limits the accessibility of the program for learners who have competing responsibilities (e.g., employment, caregiving responsibilities). A part-time program option would provide opportunities to improve the accessibility and equity of nursing education in the region. One way to do this without interfering with overall course delivery sequencing could be to admit a small cohort of part-time students (enough to fill 1-2 clinical groups) each year or every other year who complete the courses as follows:

Year 1 – Year 1 theory-only courses
Year 2 – Year 1 practicum courses
Year 3 – Year 2 theory-only courses
Year 4 – Year 2 practicum courses

4. OTHER ISSUES

- Please highlight any unique curriculum or program innovation, creative components, or significant high-impact practices

First and foremost, the reviewers wish to acknowledge and highlight the work and dedication that has gone into the creative development of this program proposal by the Nursing faculty team over many years. Their passion and desire to prepare graduates to not only transition to practice, but to also be retained in the nursing profession shone through during the two-day virtual visit. With the support on their Dean, described as a champion and wise leader, this strengths-based, capacity-oriented model for a 2nd level entry undergraduate nursing curriculum has emerged.

Unique and innovative aspects of the proposed curriculum include the focus on nursing within the context of rehabilitation and working with people with disabilities, a course about planetary health, and a course about knowledge translation.

Institute for Disability Research

This curriculum departs from traditional delivery modalities for nursing curricula by using simulation instead of direct care hours for practical learning in the areas of maternal/child/adolescent health, care of older adults, and mental health and addictions. This approach will ensure that all learners are exposed to the same concepts and patient scenarios required to meet the College of Nurses of Ontario's entry-to-practice competencies for registered nurses while preventing an increase in demands for clinical placements in an already-taxed health care system. However, the program still includes a substantial number of clinical hours providing direct care to real patients/clients within diverse healthcare settings. The number of clinical hours can be viewed as a both a strength and a risk/liability of the proposed program as it may provide students with valuable learning experiences that contribute to development and improve their readiness for practice, but it is also costly and resource-intensive. There is limited scientific evidence that more hours of direct care clinical is related to better outcomes for student or new graduate nurses so the faculty may wish to consider if some of these hours could be reduced or replaced with intentional simulation experiences at the standard 2:1 ratio of sim to direct practice hours equivalency. It appears that currently the theory/practicum type courses do not include any simulation may represent a missed opportunity to provide consistent, intentional practical learning experiences in these areas (e.g., rehab/disability, med/surg, and community). Since real-life patient assignments are often diverse and can be very unpredictable, replacing some direct-care clinical hours with simulations could prevent gaps in knowledge, promote clinical judgment, and create a safe learning environment for complex, high-acuity situations, among others.

Students will be offered the opportunity to obtain micro credentials throughout their degree program which allows them to clearly communicate to employers their skills and knowledge in certain areas (e.g., patient transfers, ECG interpretation). Micro credentials are being developed in partnership with clinical/community partners in an ongoing manner which is also a strength, as it

should ensure that graduates will be well prepared for the transition to practice and future retention in the nursing profession.

We recognize the challenges of timing of this new program with the school of nursing delivering their own MScN, away from Trent, but also the opportunity of sunsetting the Collaborative program with Georgian.

- Please identify any other issues that may not be covered above

5. SUMMARY AND RECOMMENDATIONS

Please provide a summary of your conclusions and include a numbered list of each of your recommendations.

Summary:
Thank you for the opportunity to review this new program proposal. It is evident that a great deal of attention has been paid to creating stability and quality, while leveraging in-house strengths and resources. Reviewers' concerns about a small pool of faculty were noted, however the presence of a great pool of adjunct and sessional instructors is an asset.

Recommendations:

1. **Careful attention to the nursing staff and faculty complements and timing of new hires/onboarding** is needed, as well as identification of opportunities to explore new and more efficient roles and responsibilities of existing positions to be more fully responsive to program growth and increasing complexity. This is essential to protect current and future staff from burnout and protect existing (heavy) workloads. Further, the School has a Simulation Committee, but no dedicated, full-time simulation expert on staff. It was noted that there was a shared simulation staff member with Durham College, who has since retired and has not been replaced. As highlighted above, there is a lot of preparatory work required ahead of the launch of the new program, therefore we recommend that the university consider hiring additional human resources up to a year earlier than outlined in the proposal.

2. **Simulation, virtual simulation, and virtual reality.** Ontario Tech University is uniquely positioned to be a leader in nursing education innovation by investing in cutting-edge technologies for experiential learning such as augmented and virtual reality. We recommend thoughtful re-evaluation of the current allocation of direct-care clinical hours within the proposed program, including the consideration of reallocation of some of these hours with intentional simulation learning activities that provide learners with consistent learning experiences in a safe environment while optimizing the use of physical and human (including clinical time at partner sites) required to deliver the new program.

3. **Strategic use and planning for lab spaces.** Noted during the visit that lab spaces at Durham College could be better utilized by Nursing and that the two (Shaw) labs at Ontario Tech should be prioritized for the new program. Ultimately, it is anticipated that the new program will require additional lab space and equipment resourcing, unless significant changes are made to the delivery of labs and simulations (e.g., distributed VR or VR and other lab activities in regular classrooms). It was noted that there is existing joint reserve money that has been set aside to replenish and update lab equipment for Ontario Tech University and

Durham College (approximately $600,000 total). Strategic use of that budget is recommended to minimize additional costs for any new space/equipment.

4. **Creative clinical placements and research connections** – consistent with the focus on global health, the faculty may wish to consider opportunities for international placement collaborations in the future. Such opportunities may bring an important aspect of equity, diversity, and inclusivity into the learning of the program's student cohorts (since international applicants are not possible at this time). There may also be synergies with faculty's existing and future international research projects, with potential for both faculty and student exchanges.

5. **Community engagement.** Currently Ontario Tech has limited scholarships available for nursing students. We recommend that the faculty pursue dedicated fundraising and donor relationships. One aspect of this may be creating new scholarships to support students in this program including students from equity-seeking/owed populations. This is particularly important due to the demanding nature of second-entry nursing programs and limited time students have to work. Scholarships can include large or small monetary amounts for specific interests (e.g., students interested in disability nursing), off-setting clinical placement costs (e.g., travel, accommodations), or be allocated to students in a particular year level of the program. Also for consideration, as nursing is often "a crowd pleaser for donors", efforts toward community gift giving may be worthwhile to pursue in advance of the anticipated additional lab and equipment costs. These recommendations may be synergistic with the faculty's planned nursing community engagement for the development of micro-credentials and exploration of ways to formally acknowledge clinical practice partnerships (e.g., Information about the status of Professional Associate at Lakehead University was requested by S. Coffey during the review for future consideration of ways to build capacity with clinical partners).

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Signature:

Date: February 24, 2025

Signature:

Date: February 24, 2025

Faculty Response to the External Review for the

BACHELOR OF SCIENCE IN NURSING

Submitted By:

Dr. Sue Coffey

March 12, 2025

Dr. Carol Rodgers

Dean, Faculty of Health Sciences

March 12, 2025

Introduction

Brief comments on the external reviewers report and the program review process in general.

The 2nd Entry BScN Program Proposal was developed through a collaborative effort of Ontario Tech Nursing Program faculty, staff, and leadership. It reflects a forward facing, dynamic vision for nursing and healthcare as we move into the future and, equally, the common values we share in Nursing and the Faculty of Health Sciences at Ontario Tech. Through the Program Review Process, we were able to reflect deeply on wide-ranging Program components, ultimately refining our proposal prior to submission. A comprehensive external review took place on January 30-31, 2025. Our two external reviewers demonstrated a depth of knowledge in relation to undergraduate nursing education in Canada; 2nd Entry nursing programs specifically; theory-based, practicum-based, lab-based, and simulation-based pedagogical approaches; current and emerging nursing and healthcare challenges and trends; and the necessity to appreciate the needs, perspectives, and contributions of far-ranging stakeholder groups. The reviewers report was overwhelmingly positive and highly endorsing of our proposed program. In particular, their appreciation of the quality of the proposed curriculum, the program objectives and PLOs, and the consistency of the PLOs with the mapping to UDLEs was noted. The strong fit of nursing and FHSc faculty expertise and the proposed program was evident in the reviewer comments. Their suggestion to consider increasing simulation experiences in lieu of some direct-practice experiences was valuable and led to revisions to two course proposals (NRSE 4050U and NRSE 4051U). Their recommendations in relation to nursing staffing, faculty complements, and timing of new hires/onboarding are important considerations. Overall, the review process was one that promoted a focus on ensuring that all components of quality education were in place as we move toward a new Program offering.

Summary of Recommendations and Faculty Responses

- *Restate the recommendations summarized in the external reviewers' report and provide the Program's comments and responses*
- *The Dean should then provide summative comments/responses from an overarching Faculty perspective for each recommendation and program response*

Recommendation 1

Careful attention to the nursing staff and faculty complements and timing of new hires/onboarding *is needed, as well as identification of opportunities to explore new and more efficient roles and responsibilities of existing positions to be more fully responsive to program growth and increasing complexity. This is essential to protect current and future staff from burnout and protect existing (heavy) workloads. Further, the School has a Simulation Committee, but no dedicated, full-time simulation expert on staff. It was noted that there was a shared simulation staff member with Durham College, who has since retired and has not been replaced. As highlighted above, there is a lot of preparatory work required ahead of the launch of the new program, therefore we recommend that the university consider hiring additional human resources up to a year earlier than outlined in the proposal.*

Program's Response

The workload associated with the development of this new Program is heavy, including but not limited to developing 18 new nursing courses, lab activities/evaluation rubrics and mechanisms for 3 lab-based courses, and securing practicum placements for a new cohort of students. Hiring the requested staff complement (0.5 FTE Administrative Team Member, 0.5 FTE Nurse Technologist) and faculty (1.0 1-Year Limited Term Faculty Appointment) earlier than outlined in the proposal would be an important means by which to address the identified workload challenge while also promoting Program quality through this critical development phase. Discussion about how best to utilize the resources allocated to the budget line for a past simulation specialist who has now retired is a priority, particularly given the challenges experienced in operationalizing a "shared hire" across two institutions. This issue in included in the current UPR for the OTU-DC Collaborative BScN and Advanced Entry (Bridging) Program and requires discussion at the level of the Steering Committee.

Dean's response
We are currently working with senior administration to explore options with respect to the timing of the new hires that have been outlined in the proposal. Opportunities may include the hiring of the TF prior to the LTFM in light of other positions vacancies in the nursing program, thus enabling at least the TF position as early as January 2026. This would greatly support those essential preparatory components.

We are currently in the process of hiring a simulation specialist to assume the responsibilities of the individual who has recently retired. That said, given that this position primarily supports the collaborative program and would not be available to support the second degree entry program additional discussions will be needed at the program level as to how best to meet this need and whether the timing of the proposed 0.5 position as proposed needs to be accelerated.

With respect to the comment specific to the simulation committee and "full-time" simulation expert need, this will need to be discussed further at the program level with respect to the nature of the position [further technical or faculty hire with expertise] and timing.

Recommendation 2
Simulation, virtual simulation, and virtual reality. *Ontario Tech University is uniquely positioned to be a leader in nursing education innovation by investing in cutting-edge technologies for experiential learning such as augmented and virtual reality. We recommend thoughtful re-evaluation of the current allocation of direct-care clinical hours within the proposed program, including the consideration of reallocation of some of these hours with intentional simulation learning activities that provide learners with consistent learning experiences in a safe environment while optimizing the use of physical and human (including clinical time at partner sites) required to deliver the new program.*

Program's Response
The Program proposal that was reviewed included intentional use of simulation-based learning for 3 courses (Strengths-based Nursing in the Context of Aging, Strengths-based Nursing in the Context of Families, Strengths-based Nursing in the Context of Mental Health and Addictions). Of the five practicum courses that include direct-care clinical hours, two

(NRSE 4050U: Strengths-based Nursing in the Context of Complex Health Alternations and NRSE 4051U: Integrated Practicum) lend themselves well to this recommendation. By changing the direct-care clinical hours in each of these courses, we are able to add evidence-based simulation and lab-based learning requirements that build on faculty/Program expertise, strengthen learner clinical outcomes, and further advance the Program profile.

Dean's response

The proposed changes have been reviewed and provide an optimal solution to the reviewers' comments as outlined.

Recommendation 3

Strategic use and planning for lab spaces. *Noted during the visit that lab spaces at Durham College could be better utilized by Nursing and that the two (SHA) labs at Ontario Tech should be prioritized for the new program. Ultimately, it is anticipated that the new program will require additional lab space and equipment resourcing, unless significant changes are made to the delivery of labs and simulations (e.g., distributed VR or VR and other lab activities in regular classrooms). It was noted that there is existing joint reserve money that has been set aside to replenish and update lab equipment for Ontario Tech University and Durham College (approximately $600,000 total). Strategic use of that budget is recommended to minimize additional costs for any new space/equipment.*

Program's Response

This Program will use SHA nursing labs only. As Program admissions increase, attention to creative scheduling, including use of the labs during evening and weekend hours is already anticipated. To off-set the greater use of SHA labs by the Second Entry Nursing Program, it will be important to maximize use of the DC labs (SW206 and SW207) for the OTU-DC Collaborative BScN and Advanced Entry (Bridging) Programs. The work of how best to address the challenges of space use in the DC labs is beginning already at the level of the Collaborative Steering Committee. Of note, the significant mismatch between the square footage of the SW206 lab (378 m^2) and the capacity for lab scheduling (total capacity 53) appears inconsistent with the stated application of the OBC 3.1.17.1 of 4.6 m^2 per person for a lab in school which would allocate a total capacity of 82.

Dean's response

In order to move forward with greater integration of VR learning, the purchase of 12 Meta3 headsets has been approved. Subsequent budget allocation to meet the ongoing needs of the licensing of the software to support these units will need to be in consultation with senior administration.

Recommendation 4

Creative clinical placements and research connections *– consistent with the focus on global health, the faculty may wish to consider opportunities for international placement collaborations in the future. Such opportunities may bring an important aspect of equity, diversity, and inclusivity into the learning of the program's student cohorts (since international applicants are not possible at this time). There may also be synergies with faculty's existing and future international research projects, with potential for both faculty and student exchanges.*

Program's Response
Expanding the possibilities for practicum placements, including the addition of future international placements creates opportunities to link further to the curriculum (e.g., global health). Judicious consideration of the balance between educating graduates for the Ontario jurisdictional requirements (our Program responsibility outlined by College of Nurses of Ontario (CNO) Entry to Practice Competencies and CNO Program Approval Processes) and preparing learners for 21st century nursing which is becoming inherently global in nature will be important.

Dean's response
We have recently signed an addendum to our memorandum of understanding with Rosario University to include opportunities for student exchange. This will not only expand opportunities for international placements but also further support the global health preparation of graduates.

Recommendation 5
Community engagement. *Currently Ontario Tech has limited scholarships available for nursing students. We recommend that the faculty pursue dedicated fundraising and donor relationships. One aspect of this may be creating new scholarships to support students in this program including students from equity-seeking/owed populations. This is particularly important due to the demanding nature of second-entry nursing programs and limited time students have to work. Scholarships can include large or small monetary amounts for specific interests (e.g., students interested in disability nursing), off-setting clinical placement costs (e.g., travel, accommodations), or be allocated to students in a particular year level of the program. Also for consideration, as nursing is often "a crowd pleaser for donors", efforts toward community gift giving may be worthwhile to pursue in advance of the anticipated additional lab and equipment costs. These recommendations may be synergistic with the faculty's planned nursing community engagement for the development of micro-credentials and exploration of ways to formally acknowledge clinical practice partnerships (e.g., Information about the status of Professional Associate at Lakehead University was requested by S. Coffey during the review for future consideration of ways to build capacity with clinical partners).*

Program's Response
Developing a strong donor base in important and the Program acknowledges the "feel good" aspects of contributing to programs such as nursing where societal contributions are so readily visible, particularly in our current healthcare context. Ontario Tech and the FHSc have demonstrated strong capacity for securing donors and providing support directly to learners and to our labs. In the last seven years, more than $3 million in grants and scholarships has been awarded to Nursing Program students from OTU. Additionally, the Sienna for Seniors Foundation has committed to providing $100K over three years for nursing scholarships. Beginning in the 2024-2025 school year, entrance and in-course scholarships gave been awarded to 70 nursing students through a generous $100,000 gift. OTU secured funding for one of the SHA labs (S.E. Lovell Simulation Laboratory, SHA 472) and it is anticipated that ongoing activities geared toward community gift-giving will continue to benefit the Program. The FHSc has a large complement of Adjunct Professors. Considering what other models may exist to expand the criteria by which community members may be formally connected to the

FHSc and how they are then able to contribute their knowledge and expertise will be valuable to consider.

Dean's response

Student scholarships are an important element of the current University "Tech with a Conscience" fund raising campaign. The university has also recently completed a strategic plan for Alumni Engagement and is actively working to become involved in ongoing activities within the Faculty of Health Sciences and its respective program to better engage alumni. Specific attention has been given to involving alumni in recognition events [eg. pinning ceremony] and, in collaboration with our health sciences student society "a day in the life of –" activities. We look to continue to expand these efforts in the future.

Suggested Revisions for the Proposal following External Review

- *Program to list all suggested revisions to the proposal*
- *For each suggested revision, the Dean should include a comment indicating whether the revision will proceed. If the revision will not proceed, please indicate a rationale*

Recommendation 1: ***Careful attention to the nursing staff and faculty complements and timing of new hires/onboarding***

- Hiring the requested staff complement (0.5 FTE Practicum Assistant, 0.5 FTE Program Assistant) and faculty (1.0 1-Year Limited Term Appointment) 1 year earlier than outlined in the proposal

Dean's comment: currently in conversations with senior administration on how this might best be accommodated.

Recommendation 2

Simulation, virtual simulation, and virtual reality.

Course revisions:

- NRSE 4050U: Strengths-based Nursing in the Context of Complex Health Alternations – previously required 144 hours of direct-care nursing practicum. This course will now require 72 hours of direct-care nursing practicum and 72 hours of lab and simulation-based learning (calculated at the standard 2:1 equivalency ratio used for simulation-based learning).
- NRSE 4051U: Integrated Practicum- previously required 420 direct-care nursing practicum hours. This course will now require 300 hours of direct-care nursing practicum and 120 hours of lab and simulation-based learning (calculated at the standard 2:1 equivalency ration used for simulation-based learning).

Dean's comment: pending curriculum committee and faculty council approval this will proceed through remaining governance channels.

Summary of Changes Made to the Proposal Following External Review

List all revisions to the proposal and appendices, noting the Section number from the document. Include this form with the final proposal.

Proposal revisions:

1. **Course Proposals (Attached)**

- NRSE 4050U: Strengths-based Nursing in the Context of Complex Health Alternations – previously required 144 hours of direct-care nursing practicum. This course will now require 72 hours of direct-care nursing practicum and 72 hours of lab and simulation-based learning (calculated at the standard 2:1 equivalency ratio used for simulation-based learning).
- NRSE 4051U: Integrated Practicum- previously required 420 direct-care nursing practicum hours. This course will now require 300 hours of direct-care nursing practicum and 120 hours of lab and simulation-based learning (calculated at the standard 2:1 equivalency ration used for simulation-based learning).

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☒
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: **27 May 2025**

FROM: **Undergraduate Studies Committee**

SUBJECT: **New Program Proposal – Bachelor of Arts – Educational Psychology**

COMMITTEE MANDATE:

In accordance with the Act and By-Law Number 2 the Academic Council (AC) has the delegated authority "to establish the academic standards and curricular policies and procedures of the University, and to regulate such standards, policies and procedures, including…determining the contents and curricula of all programs and courses of study" and, further, to "make recommendations to the Board on matters including…the establishment or termination of degree programs".

In accordance with the USC Terms of Reference, USC has the responsibility to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council. USC reviewed the New Program Proposal and recommends approval of the Bachelor of Arts – Educational Psychology.

MOTION FOR CONSIDERATION:
That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Bachelor of Arts – Educational Psychology program and recommends approval of the program to the Board of Governors.

BACKGROUND/CONTEXT & RATIONALE:

Educational Psychology is the study of how people learn, focusing on the biological, cognitive, emotional & social factors influencing knowledge acquisition, retention & application in typical & atypical populations. It informs the effective development of innovative teaching methods, learning environments & interventions for diverse learners & explores factors that can impact educational success.

The Bachelor of Arts in Educational Psychology is Canada's first undergraduate program dedicated exclusively to Educational Psychology. The program addresses the unique needs of

students pursuing careers in psychometry, guidance counseling, school social work & education, addressing mental health & developmental needs across the lifespan.

Students explore the theories, research & applications of work on cognition, development, learning theories, assessment practices, inclusive education & technology-enhanced environments. The program offers flexible learning modalities (in-person, online, hybrid-flex) & advanced entry pathways. This unique design allows students to align academic experiences with career goals, preparing them to address complex challenges in education & mental health.

RESOURCES REQUIRED:

No new faculty hires are currently required for this program. Many existing faculty members in both the Frazer Faculty of Education (FED) and the Faculty of Social Science and Humanities (FSSH) have relevant backgrounds, expertise, and experience teaching courses in Education and Psychology, respectively.

The majority of the proposed curriculum is already being taught by teaching faculty and/or Assistant, Associate, and Full professors from both Faculties. A few courses which are capped at low enrollment have been identified as courses which will require extra sections at the inception of the program. All other courses can incorporate the projected growth at inception, and when needed, any increase in sections due to growth of the program will be accounted for within the individual Faculty yearly budgets. Should enrollment at inception be lower than anticipated, students could be accommodated within existing sections.

Experiential learning opportunities will be primarily overseen by the respective Faculty Experiential Learning Offices, as is done in other programs.

CONSULTATION AND APPROVAL:

- ✓ Academic Resource Committee: 10 December 2024
- ✓ FED Faculty Council: 31 March 2025
- ✓ FSSH Faculty Council: 26 March 2025
- ✓ Undergraduate Studies Committee (Recommendation): 15 April 2025
- Academic Council (Approval and Recommendation): 27 May 2025
- Board of Governors (Approval): 26 June 2025

NEXT STEPS:

- Pending the approval and recommendation of Academic Council, the new program will be presented to the Board for final internal approval.
- The proposal must also proceed through the following external approval steps:
    - Ontario Universities Council on Quality Assurance
    - Ontario Ministry of Colleges and Universities

The preferred date of implementation is in the Fall of 2026.

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal with Appendices
- Reports from External Review

New Undergraduate Program Proposal

Name of proposed program (as it will appear on the student's transcript):	Bachelor of Arts (Honours) in Educational Psychology Bachelor of Arts (Honours) in Educational Psychology - Advanced Entry
Degree Designation/Credential (e.g. BA, BSc, BEng, etc.):	BA (Hons)
Cost Recovery Program?	☐ Yes x No
Professional Program?	☐ Yes x No
Faculty (where the program will be housed):	Frazer Faculty of Education
Collaborating Faculty (if applicable):	Faculty of Social Sciences and Humanities
Program Delivery Location:	Downtown Campus - Flexible hybrid (online and in-person)
Collaborating Institution(s) (if applicable):	N/A
Proposed Program Start Date:	September 2026
Proposal Contact:	Allyson Eamer, Shannon Vettor
Submission Date:	March 19, 2025
Approved by Dean (sign and date)	March 19, 2025 May 9, 2025

For CIQE Use Only:

Date of Academic Council Approval:	
☐External reviewers' report	☐Final, revised proposal

☐Program's and Dean's response (with date)* ☐Summary of changes	☐CVs, course outlines, and other supporting material (as appendices; *CVs provided to external reviewers*)

Contents

1. Introduction 3
2. Program Requirements 15
3. Consultation 27
4. Resource Requirements (QAF 2.1.2.6, 2.1.2.8 a) 28
5. Closing Statements Regarding Program Quality (QAF 2.1.2.8) 37
6. Appendices 38

1 Introduction

a) Program Abstract

Please provide a brief overview of the proposed program, to be shared with the public, in 1000 characters or less (including spaces), including:

- *A clear statement of the purpose of the program*
- *Any program components, such as specializations, pathways, micro-credentials, or other offerings in addition to the major*
- *Any distinctive elements, including alternative modes of delivery (including online)*
- *Note that this statement is for external purposes; what do you want potential students/advisors to know about this program?*

Educational Psychology is the study of how people learn, focusing on the biological, cognitive, emotional & social factors influencing knowledge acquisition, retention & application in typical & atypical populations. It informs the effective development of innovative teaching methods, learning environments & interventions for diverse learners & explores factors that can impact educational success.

The Bachelor of Arts in Educational Psychology is Canada's first undergraduate program dedicated exclusively to Educational Psychology. The program addresses the unique needs of students pursuing careers in psychometry, guidance counseling, school social work & education, addressing mental health & developmental needs across the lifespan.

Students explore the theories, research & applications of work on cognition, development, learning theories, assessment practices, inclusive education & technology-enhanced environments. The program offers flexible learning modalities (in-person, online, hybrid-flex) & advanced entry pathways. This unique design allows students to align academic experiences with career goals, preparing them to address complex challenges in education & mental health.

b) Background and Rationale

A. Identify what is being proposed, what are the program objectives, and provide an academic rationale for the proposed program

B. Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc. ***(QAF 2.1.2.1a/b)***

C. Describe the mode of delivery (in-class, hybrid, online) and how it will support students in achieving the Degree Level Expectations and learning objectives of the program ***(QAF 2.1.2.2c)***

D. Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University

E. Describe any unique curriculum or program innovations, creative components, or significant high impact practice

A. *Identify what is being proposed, what are the program objectives, and provide an academic rationale for the proposed program*

The proposed program addresses a crucial gap in the province's higher education offerings: a Bachelor of Arts in Educational Psychology. The intersection between the disciplines of Education and Psychology is an established area of research and practice. Yet, to date, undergraduate Psychology and undergraduate Education degrees have only been siloed. That is, students can only major in one of the disciplines, with only a select few universities offering Educational Psychology as an individual course or minor. The proposed innovative program is designed to immerse students in the specific psychological principles that directly inform educational practices. Specialized training in Educational Psychology enhances the capacity of educators and mental health professionals to foster inclusive learning environments, improve student outcomes, and support diverse learners (Entwistle, 1998; Kaslow, 2004; Kim et al., 2024; Newcombe et al., 2009; Schutz & Muis, 2023). By concentrating on areas, such as developmental psychology, cognitive psychology, learning theories, assessment, inclusion, and technology-assisted learning, the proposed curriculum is uniquely positioned to equip students with essential skills tailored to the educational and mental health sectors. The holistic approach ensures that graduates can effectively support and advocate for students of all ages and backgrounds and abilities in a multitude of environments.

B. *Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc.*

The proposed name reflects disciplinary norms. Beyond ‘Educational Psychology’ being the nomenclature used for the discipline as a whole, it is also commonly used for courses, minors, and graduate degree programs that focus on the intersection of Education and Psychology (i.e., the subject matter of the proposed BA).

The program’s first two years have been designed to provide the students with a comprehensive foundation in the core areas of Psychology and Educational Studies, with the third and fourth years allowing for concentration on content areas within Educational Psychology. Students can also choose to explore particular subject areas in greater depth by pursuing one of the optional specializations within educational psychology. Specializations include Aging & Learning in an Era of Technology, Developmental Science & Learning, Inclusive Educational Studies, Mental Health & Special Education, and Learning Sciences & Technology.

The program also offers an advanced entry pathway to students who have completed 2 years of a community college program. This pathway will provide students with the same foundational and concentration of courses as other Educational Psychology students in their 3rd and 4th years, including the opportunities to take work-integrated learning courses, practicum, or internship courses.

C. *Describe the mode of delivery (in-class, hybrid, online) and how it will support students in achieving the Degree Level Expectations and learning objectives of the program*

The program will utilize a flexible delivery model, incorporating in-class, hybrid, and online formats to facilitate diverse learning preferences and needs. The combination of experiential learning opportunities, including work-integrated courses, practicums, and internships, will enhance students' practical application of theoretical knowledge that they learn within their traditional classes.

D. *Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University*

Both FSSH and FED have successful programs in Psychology (BA & BSc) and Educational Studies (BA) with faculty members who are highly respected experts in their respective fields. These programs host a robust course curriculum that would provide the proposed Educational Psychology program with a strong foundational base and extensive topic-specific courses in both the areas of psychology and educational studies.

E. *Describe any unique curriculum or program innovations, creative components, or significant high impact practice*

The proposed program will be the first of its kind, not just within Ontario but across Canada, to provide an undergraduate degree specializing in Educational Psychology. A limited number of universities offer related coursework or minor concentrations in Educational Psychology. The proposed, dedicated Bachelor of Arts in Educational Psychology is unique in the Canadian landscape, addressing an emerging societal need. This innovative program aims to meet the growing demand for specialized training in the psychological principles underpinning education. As educational institutions evolve to accommodate diverse learning needs and environments, professionals equipped with a thorough understanding of concepts within Educational Psychology (e.g., factors and best practices underlying learning, assessment, and intervention) are becoming essential. When applying to jobs or graduate programs, students with a Bachelor of Arts in Educational Psychology will have a distinct advantage. Their unique and specialized background will equip them with the necessary skills to analyze

and address complex educational challenges, making them attractive candidates.

Graduates of this program will possess robust foundational knowledge in key areas, such as cognition, development, learning theories, and assessment methods. They will develop strong research abilities, critical thinking skills, and a deep understanding of individual differences in learning. This comprehensive curriculum ensures that students not only engage with empirical research and theoretical frameworks but also gain critical hands-on experience through practical applications, internships, and collaborative projects. Such experiential learning opportunities are crucial in helping students apply their knowledge to real-world contexts, thereby enhancing their problem-solving skills and adaptability.

The core competencies developed over the course of the program are essential for those aiming to contribute to educational policy, psychological assessment, or intervention strategies in diverse educational settings. Overall, a dedicated Bachelor of Arts in Educational Psychology not only fulfills an emerging need within the educational sector but also empowers graduates to become leaders and innovators in the fields of Education and Psychology.

c) Consistency of Program Objectives with University Mission, Vision, Integrated Plan, and Strategic Mandate Agreement (QAF 2.1.2.1c)

- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Integrated Plan*
- *Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's Strategic Mandate Agreement*

The Bachelor of Arts in Educational Psychology program is an innovative initiative that emphasizes the integration of Psychology within educational settings to prepare students for impactful careers. This program not only aligns with the core mission and vision of Ontario Tech University (OTU) but also fits strategically within the university's Integrated Academic-Research Plan (IARP) and Strategic Mandate Agreement (SMA) by focusing on priority areas such as technology-enhanced learning, experiential education, and local community engagement.

OTU's mission centers on **equipping future leaders** with the skills to tackle complex societal issues. The BA in Educational Psychology directly supports this mission by preparing students to address evolving needs in educational, social, and mental health sectors. Moreover, it trains students to work effectively with diverse populations, enabling graduates to make significant contributions to inclusive education and mental health support in Ontario and beyond.

The university's vision of "**embracing technology with a conscience**" is reflected in the program's strong emphasis on **technology-assisted learning**. Students in the program engage with digital platforms and educational technology tools that enhance instructional and assessment techniques, preparing them to use technology ethically and effectively in various educational settings. By training students to apply psychological principles with digital tools in educational contexts, the program fosters technological literacy while promoting ethical considerations in educational psychology and supporting OTU's commitment to **sustainable and ethical technology use**.

The program supports OTU's commitment to "**learning re-imagined"** in several ways. The university will be a leader in pedagogy as it offers the first BA in Educational Psychology in Canada. Using flexible, high-quality pedagogical practices and **multiple delivery formats (e.g.,** online, hybrid, and in-person options) will also allow for innovation while accommodating various learning needs, making education accessible and student-centered. Additionally, experiential learning opportunities, such as practicums in educational and community-based settings, provide students with practical, hands-on experience, enhancing both their learning and job-readiness.

Both the topics of study within the Educational Psychology program and the methods of instruction themselves will contribute to a "**Sticky Campus."** The program inherently focuses on accessibility, diversity, inclusivity, and belonging in learning. As noted, technological solutions will be used to further foster new learning environments and enhance connections between students and faculty.

The BA in Educational Psychology program is well-positioned to leverage **partnerships** with educational institutions, mental health organizations, and community agencies. FSSH already has a robust connection to community partners through its practicum and internship programs, and FED has practicum partnerships with a number of Ontario school boards as well as multiple work-integrated courses, with plans to expand offerings. These partnerships provide students with opportunities for applied research and experiential learning, reinforcing OTU's reputation for community and industry engagement and supporting OTU's emphasis on uncovering innovative solutions through collaborative partnerships.

The BA in Educational Psychology is well-aligned with OTU's mission to produce ethical, innovative leaders capable of addressing complex problems in an inclusive and technologically advanced educational landscape. The program aims to foster a new generation of education professionals skilled in both psychological principles and technology-enhanced learning.

d) Student Demand

- *Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs; results from surveys/focus groups of existing students, graduates, or professionals in the field*
- *Include information about domestic vs. international student interest*

The Bachelor of Arts in Educational Psychology represents a significant innovation in higher education: it will be the first undergraduate program of its kind in the country. Due to its novelty, we cannot look to enrollments in other identical programs to provide evidence for student demand. However, the absence of competing programs is also what suggests that the proposed program will pique interest. Indeed, there have been numerous inquiries about the existence of an Educational Psychology program at student recruitment events (e.g., Open Houses, Ontario Universities' Fair). We also have data that suggests that our current students are creating a bespoke Educational Psychology degree. Despite Ontario Tech's Educational Studies program only being in its second year and the declaration of minor concentrations typically being made by more senior students, there are already approximately 15 students who are either majoring in Educational Studies and minoring in Psychology or vice versa. Many universities have educational psychology programs at the graduate level, which further suggests that there is significant interest in this area of study. Offering those students an undergraduate pathway that more directly aligns with their goals (rather than forcing them to complete an undergraduate degree in Psychology or a related area first) would likely be appealing.

*Note - Due to recent changes in international student intake caps, the program will initially focus primarily on recruiting domestic students.

Enrolment Information

- *Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections*
- *Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (*) in the corresponding box beside the number*

Although it is difficult to quantify interest due to its novelty, we have attempted to project enrolment levels over the first five years of the program based on other intakes in our respective Faculties. Ontario Tech's Registrar estimates that, annually, we will admit 60 students with relatively high retention across years. However, we conservatively anticipate an initial enrollment of 40 students. This year, a new BA in Educational Studies program enrolled 72 students, whereas the university's programs in Psychology had an intake of approximately 60 students. Importantly, an existing specialty program in Psychology (i.e., Forensic Psychology) drew a comparable number of new students. This suggests not only that there is interest in more focused

programming in Psychology at the undergraduate level, but also that multiple Psychology-related programs can successfully co-exist without compromising each others' enrollments.

Table 1: Projected Enrollment by Academic and Program Year

	2026-27	2027-28	2028-29	2029-30	2031-31
Level of Study					
1st year	40	50	60*	60	60
2nd year		34	45	57	57
3rd year			34	45	57
4th year				34	45
5th year					10
Total Enrolment	**40**	**84**	**139**	**196**	**219**

e) Societal Need

- *Evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)*
- *Please indicate up to three occupations in which graduates from this proposed program may be employed using the Ontario Job Futures website; you may also wish to review the Durham Workforce Authority website and provide any relevant sector portfolio or local/community impact information*
- *For professional programs, a description of the program's congruence with current regulatory requirements*
- *Mention if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix*

Having a strong background in Education, Psychology, EDI, and mental health should be beneficial for future students seeking employment in a variety of areas within the public and private sectors (e.g., educational counsellors, classroom teachers, government policy analysts or advisors, advisors, HR professionals, career counselling and EDI consultants). Students in this program will likely be drawn to professional degrees in Education, Educational Counselling, Educational Psychology, and Social Work, as well. Employment for future teachers is particularly bright, as the teacher shortage is increasing rapidly (see McIntyre, OCT)

The Ontario Job Futures site lists a variety of jobs related to Educational Psychology. At the post-secondary level, for example, there are positions such as Educational Specialist, International Student Advising, Indigenous Student Advising, and Educational Counselling. At the secondary level, there are currently guidance counselling positions available in 21 Ontario school boards, in multiple private schools, and in multiple vocational training programs (e.g. trucking company, ultrasound institute). A wide variety of clinician jobs are listed on the site as well, including executive function coaching, ADHD & Psychoeducational Assessment, Behavioural Support Specialists, and psychometrics.

The Durham Workforce Authority website indicates a number of Educational Coordinator positions in private tutoring companies (e.g. Oxford Learning Centres) and childcare centers, as well as career development practitioner and career counselling positions.

f) Duplication

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*

The BA in Educational Psychology is distinct from other programs at OTU (e.g., Psychology, Educational Studies), as it features a more specialized curriculum that is grounded in cognition and lifespan development and applied to learning and instruction contexts. It represents a truly interdisciplinary approach, as the program capitalizes on the expertise of both the Psychology and Educational Studies faculty.

The introduction of a Bachelor of Arts in Educational Psychology is not expected to have a significant impact on enrollment in the existing Psychology (BA/BSc) and Educational Studies (BA) programs. As noted earlier, the successful co-existence

of the Psychology and (specialist) Forensic Psychology programs suggests that interest in Psychology is sufficiently robust that new offerings will not undermine current enrollments. Rather, the Educational Psychology BA is expected to enhance financial returns by attracting new students seeking a more specialized degree, broadening the appeal of Ontario Tech as a postsecondary institution of choice.

- *Identify similar or complementary programs offered elsewhere in Ontario in Table 2. Please be brief but specific in the table. Avoid value-based statements*

Table 2: List of Similar Programs in Ontario

N/A. There are no similar or complementary programs offered elsewhere in Ontario at the undergraduate level.

We have provided information about the only minor concentration in Educational Psychology in Canada, below.

Institution Name: McGill University	**Credential Level and Program Name**
Montreal, Quebec	Minor in Educational Psychology
Link to Program Web Page: https://www.mcgill.ca/undergraduate-admissions/program/educational-psychology	
Brief Program Description: Educational Psychology allows us to better understand and improve the ways we teach and learn. This minor will provide you with an understanding of core topics within the discipline, including: The study of learning, cognition, and teaching in a variety of educational settings Technology and computers as learning tools Cognitive and social processes in learning Evaluation and enhancement of learning and teaching Fostering inclusive education The relationship between education and human development The impact of family and community on children's learning and development While the field is based in Psychology and Education, it is connected to many other subjects like the health sciences, neuroscience, computer science, social work, policy, and law.	
What differentiates the new program from this existing program: Educational Psychology at Ontario Tech will be a Bachelor of Arts major and not a minor program. It will allow students to be fully immersed in the discipline, featuring components from established Psychology and Educational Studies programs.	

Institution Name: Simon Fraser University	**Credential Level and Program Name** Undergraduate – Minor in Educational Psychology
Link to Program Web Page: https://www.sfu.ca/education/programs/undergraduate-studies/minors/educational-psychology-minor.html	
Brief Program Description: Educational psychology makes theoretical and experimental inquiries into how students learn from instruction, how they acquire and express motivation in educational settings, and how they develop skills in school subjects and for learning. This program also studies how this first line of inquiry contributes to designs for instructional experiences that promote a full spectrum of achievements. For a teaching career, it provides a research-based foundation in the psychology of teaching and learning underlying a professional studies program. For others, it articulates applied psychology serving one of our society's most important aims, education of people of all ages. Completion of 7 courses from a set list of courses.	
What differentiates the new program from this existing program: Educational Psychology at Ontario Tech will be at the Bachelor of Arts level and not a minor. It will provide students with a foundation of specialized knowledge that will set them above other applicants when applying to postsecondary degrees.	

Institution Name: University of Alberta	**Credential Level and Program Name**
Edmonton, Alberta	Psychological Studies in Education – Research (graduate programs)
Link to Program Web Page: https://www.ualberta.ca/en/educational-psychology/graduate-programs/psychological-studies-in-education/index.html	
Brief Program Description: Psychological Studies in Education (PSE) endorses a scientist-practitioner model to graduate education. The program is designed for students interested in the application of psychology to education in order to pursue an academic or community-based research career. Students will achieve deep understanding about psychological theories in education, and will gain experience in applying theories to educational and community settings. The PSE: Research Stream provides students with a solid core foundation in the following areas of educational psychology: • developmental psychology • cognition, instruction, and learning	

- methods of educational research
- data analysis in educational research
- community-based research applications

The PSE program emphasizes the following goals:

- to develop a strong foundation in research, principles, and theories in educational psychology
- to prepare students to apply principles, methods, and knowledge of psychology to problems that arise in community and educational settings
- to develop the knowledge and skills to evaluate research and practice in educational psychology
- to develop the capacity to conduct high quality research in educational psychology

Graduates of the PSE program may be able to work as researchers, analysts, or consultants in educational institutions, government and community agencies, private research and development organizations, as well as business and industry.

What differentiates the new program from this existing program:
Educational Psychology at Ontario Tech will be at the Bachelor of Arts level and not a graduate level program. It will provide students with a foundation of specialized knowledge that will set them above other applicants when applying to postsecondary degrees.

Institution Name: The University of British Columbia	**Credential Level and Program Name**
Vancouver, BC	3 Graduate Level programs: PhD in School & Applied Child Psychology; MA in School & Applied Child Psychology; MEd in School & Applied Child Psychology

Link to Program Web Page: https://www.grad.ubc.ca/research/educational-psychology-rdf5010103

Brief Program Description:
School and Applied Child Psychology prepares students to become psychologists who work in a variety of settings, including research, academic, school, community, and private settings. The primary goal of the program is to develop professional psychologists whose research, training, and practice activities increase the educational and psychological well-being of children and youth. The program follows a scientist-practitioner model, with emphasis on the integration of theory, research, and clinical skills. Training encompasses academic, social, emotional, behavioural, consultation, intervention, and prevention domains. Students receive training in the integration of assessment and intervention, and in relevant professional, legal, and ethical issues.

What differentiates the new program from this existing program:
Educational Psychology at Ontario Tech will be at the Bachelor of Arts level and not a graduate level program. It will provide students with a foundation of specialized

knowledge that will set them above other applicants when applying to postsecondary degrees.

Institution Name: University of Regina	Credential Level and Program Name
	MEd Educational Psychology

Link to Program Web Page:
https://www.uregina.ca/academics/programs/education/masters-educational-psychology.html

Brief Program Description:
The Master of Education in Educational Psychology program emphasizes training and research in two streams:

1. Educational psychology
2. Counselling

The first stream is designed for students who want to become an Educational Psychologist and potentially register with the Saskatchewan College of Psychologists. The second stream is designed for students who want to become counsellors.

Faculty members in Educational Psychology are committed to decolonizing counselling practices and spaces, inclusive education, and social justice in educational psychology.

We offer the following graduate programs:

Master of Education in Educational Psychology (thesis-based)

The thesis-based master's program provides the introduction to scholarly activities and independent, original research and is generally critical to students intending further study at the doctoral level.

Master of Education in Educational Psychology (practicum-based)

The practicum-based master's program is designed to provide practical experience in the field as opposed to a theoretical or research-based study. Students in the practicum route must select either Practicum Route 1: Psychology in Education or Practicum Route 2: Counselling.

Master of Education in Educational Psychology (course-based)

The course-based master's program consists of 10 courses.

What differentiates the new program from this existing program:
Educational Psychology at Ontario Tech will be at the Bachelor of Arts level and not a graduate level program. It will provide students with a foundation of specialized knowledge that will set them above other applicants when applying to postsecondary degrees.

- *Provide additional overall comment on the justification for this duplication*

N/A. There is no duplication at the undergraduate level, as this is the first proposed BA in Educational Psychology in Canada.

2 Program Requirements

a) Admission Requirements (QAF 2.1.2.5)

- *Outline the formal admission requirements; explain how these are appropriate for the program objectives and the program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *If this is not a direct-entry from high-school program, please explain*

Admission requirements for the Educational Psychology program are the same as for all other Bachelor of Arts programs at Ontario Tech:

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M courses, including English (ENG4U). The Educational Psychology program will require students to read, analyze, and communicate psychological and educational concepts, theories, and research. English (4U) will provide students with the necessary communication and analytical skills needed for the first year of university studies.

The expected entering average is 70%. Note: Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

These admission requirements allow for the program objectives and program learning outcomes to be met by ensuring incoming students have the strong academic skills and breadth of knowledge necessary to succeed in the Educational Psychology program. Successful completion of ENG4U in secondary studies, for example, will prepare students to meet PLO #4: Communicate research findings, psychological concepts, and educational strategies clearly and

effectively to a range of community partners and collaborators, including educators, students, and policymakers in ways that are accountable, accessible, and inclusive. A wide range of courses at the secondary level ensures broad exposure to inter-disciplinary conceptual frameworks which contributes to meeting PLO#1: Demonstrate foundational knowledge of key concepts, methodologies, and theoretical approaches in educational psychology and related disciplines.

b) Program Structure, Learning Outcomes, and Assessment of Student Knowledge (QAF 2.1.2.2 a/b/d, 2.1.2.4)

- ***Connect with CIQE (ciqe@ontariotechu.ca) early in the program development to participate in learning outcome development sessions or arrange for assistance and review prior to the scheduling of the external site visit***
- *In Table 3 below, please describe what the student will know or be able to do (knowledge, methodologies, and skills) by the end of the program and indicate how that knowledge or skill will be demonstrated*
- *An example has been provided in purple in the first row and can be removed.*

Degree Level Expectations are set by the Quality Council of Ontario and should not be modified. For the list of and more information on these expectations, including a detailed description, visit their website.

Table 3: Program Learning Outcomes

Program Learning Outcomes By the end of the program, students graduating will be able to… (normally 6-8 outcomes per program with 12 being the maximum)	Degree Level Expectations (list all that apply; you must align with each expectation at least once)	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
PLO#1 Demonstrate foundational knowledge of key concepts, methodologies, and theoretical approaches in educational psychology and related disciplines.	Depth and breadth of knowledge	PSYC 1000U Introductory Psychology PSYC 2010U Developmental Psychology PSYC 2020U Social Psychology PSYC 2030U Psychopathology PSYC 2050U Brain and Behaviour PSYC 2060U Cognitive Psychology PSYC 2900U Research Methods in Psychology BIOL1841U Essentials of Biology COMM 1100U Introduction to Communication and Digital Media Studies SOCI 1000U Introductory Sociology CRMN 1000U - Introduction to Criminology and Justice INDG 1000U Introduction to Indigenous Studies LGLS 1000U Foundations of Legal Studies POSC 1000U Introduction to Political Science EDST 1000U Foundations of Learning EDST 1010U Teaching, Learning & Education EDST 1100U Problem & Inquiry-Based Learning EDST 2110U Assessment and Evaluation EDST 2500U Foundations of Equity, Diversity and Inclusion EDST 2800U Mental Health and Education EDST 2700U Foundations of Special Education EDST 3610U Child Development and Health EDST 3830U Introduction to Guidance Counselling PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II	Tests/Examinations Written Assignments Research Projects Presentations Group projects

PLO#2 Critically evaluate current research, the role of technology, and emerging trends in educational psychology to encourage and promote ongoing personal development and innovation.	Depth and Breadth of Knowledge Knowledge of Methodologies Application of Knowledge	PSYC 1000U Introductory Psychology PSYC 2050U Brain and Behaviour PSYC 2900U Research Methods in Psychology PSYC 2910U Data Analysis in Psychology SSCI 1910U Writing for the Social Sciences COMM 1100U Intro to Communication and Digital Media Studies SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1010U Teaching, Learning and Education EDST 1100U Problem & Inquiry-Based Learning EDST 1130U Writing and Digital Literacy EDST 2110U Assessment and Evaluation PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II In addition, the majority of 3rd/4th year psychology electives will use scholarly reviews and primary sources for their course readings, and assign writing assignments or oral presentations that require primary sources. Likewise, the 3rd/4th year education electives include a focus on research literacy, critical analysis as well as emerging trends in the use of technology to support teaching and learning.	Written Assignments Presentations Critical analysis of a research article
PLO#3 Design and conduct studies utilizing various best-practice qualitative and quantitative research methodologies used within the field of educational psychology.	Knowledge of Methodologies Depth and Breadth of Knowledge Application of Knowledge	PSYC 2900U Research Methods in Psychology PSYC 2910U Data Analysis in Psychology COMM 1100U Introduction to Communication and Digital Media Studies EDST 1100U Problem & Inquiry-Based Learning SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1130U Writing and Digital Literacy PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II	Written Assignments Research Projects Presentations Group projects
PLO#4 Apply psychological theories and research to a variety of practical educational contexts.	Application of Knowledge Autonomy and Professional Capacity	EDST 1000U Foundations of Learning EDST 1130U Writing and Digital Literacy EDST 1100U Problem & Inquiry-Based Learning EDST 2110U Assessment and Evaluation EDST 2800U Mental Health and Education EDST 3820U Psycho-education assessments EDST 3830U Introduction to Guidance Counselling EDST 4160U Exploring Diverse Educational Environments SSCI 4098U Practicum	Tests/Examinations Written Assignments Presentations Group Seminars

		SSCI 4103U Internship EDST 4000U Inquiry and Professional Practice EDST 4300U Engaged Educator Project EDST 4980U Work-Integrated learning I Students who do not opt for the practicum or internship will achieve this PLO through other required courses e.g. through learning about the application of psychological theories to Assessment and Evaluation contexts (EDST 2110U), Mental Health contexts (EDST 2800U), Guidance Counselling contexts (EDST 3830U) and other diverse environments (EDST 4160).	
PLO#5 Communicate research findings, psychological concepts, and educational strategies clearly and effectively to a range of community partners and collaborators, including educators, students, and policymakers in ways that are accountable, accessible, and inclusive.	Communication Skills Knowledge of Methodologies Application of Knowledge Autonomy and Professional Capacity	PSYC 1000U Introductory Psychology PSYC 2010U Developmental Psychology PSYC 2020U Social Psychology PSYC 2030U Psychopathology PSYC 2050U Brain and Behaviour PSYC 2060U Cognitive Psychology SSCI 1910U Writing for the Social Sciences SSCI 4098U Practicum SSCI 4103U Internship EDST 1130U Writing and Digital Literacy COMM 1100U Introduction to Communication and Digital Media Studies SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1100U Problem & Inquiry-Based Learning EDST 3820U Psycho-education assessments EDST 3830U Introduction to Guidance Counselling EDST 4160U Exploring Diverse Educational Environments EDST 4000U Inquiry and Professional Practice EDST 4300U Engaged Educator Project EDST 4980U Work-Integrated learning I PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II	Written assignment Infographics Presentations Group Seminars
PLO#6 Identify and evaluate the role of personal biases and how they may influence the interpretation and application of psychological theories in diverse educational contexts and situations.	Awareness of Limits of Knowledge Application of Knowledge	PSYC 2020U Social Psychology COMM 1100U Introduction to Communication and Digital Media Studies SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1010U Teaching, Learning and Education EDST 1100U Problem & Inquiry-Based Learning EDST 2110U Assessment and Evaluation EDST 2500U Foundations of Equity, Diversity and Inclusion	Written Assignments Self-assessments

Develop mitigating strategies to address the impact of personal biases on the interpretation and application of psychological frameworks in diverse educational contexts and when addressing varied learner needs.		SSCI 4098U Practicum SSCI 4103U Internship EDST 4160U Exploring Diverse Educational Environments EDST 4000U Inquiry and Professional Practice EDST 4300U Engaged Educator Project I EDST 4980U Work-Integrated learning I	
PLO#7 Demonstrate autonomy, professional responsibility, and ethical behaviour when applying educational psychology principles to research or work in educational settings	Autonomy and Professional Capacity Knowledge of Methodologies Application of Knowledge Awareness of Limits of Knowledge	PSYC 1000U Introductory Psychology SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1100U Problem & Inquiry-Based Learning SSCI 1910U Writing for the Social Sciences SSCI 4098U Practicum SSCI 4103U Internship EDST 1130U Writing and Digital Literacy EDST 3830U Introduction to Guidance Counselling EDST 4160U Exploring Diverse Educational Environments EDST 4000U Inquiry and Professional Practice EDST 4300U Engaged Educator Project I EDST 4980U Work-Integrated learning I PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II	Written Assignments Self-assessments

Selecting a few examples from above and with assistance from CIQE (ciqe@ontariotechu.ca), please provide further details on:

a. *Appropriateness of the program's structure and the requirements to meet both its objectives and program learning outcomes; Guidance on program objectives and program-level learning outcomes, including examples, is available here*
b. *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations (How will students demonstrate they have learned and can do what we expect them to by the end of the program?); and*
c. *Completeness and appropriateness of plans for monitoring and assessing:*
    i. *The overall quality of the program*
    ii. *Whether the program is achieving in practice its proposed objectives*
    iii. *Whether the students are achieving the program learning outcomes; and*
    iv. *How the resulting information will be documented and subsequently used to inform continuous program improvement*

Please see Guidance on Assessment of Teaching and Learning for advice on how to satisfy these criteria.

A) Appropriateness of the program's structure and the requirements to meet both its objectives and program learning outcomes.

This 4-year BA program allows students to gradually develop and hone competencies. Students will build foundational knowledge in Psychology and Education Studies (PLO #1; e.g., PSYC 1000U - Introductory Psychology, PSYC 2010U - Developmental Psychology, EDST 2110U - Assessment and Evaluation; EDST 2500U - Foundations of Equity, Diversity and Inclusion), critically evaluate and conduct studies using best practices in the field (PLO #2 and PLO #3; e.g., PSYC 2900U - Research Methods in Psychology, PSYC 2910U - Data Analysis in Psychology), and apply psychological research and theory to a variety of learning settings (PLO #4; EDST 3800U - Mental Health and Education; EDST 3820U - Psycho-education assessments; EDST 4160U - Exploring Diverse Educational Environments). Throughout the program, students will also have opportunities to disseminate information to a variety of audiences (PLO #6; e.g., SSCI 1910U - Writing for the Social Sciences), reflect upon and mitigate personal biases (PLO #5; e.g., EDST 1100U Problem & Inquiry-Based Learning; SSCI 4098U - Practicum), and develop autonomy in research/work settings (PLO #7; e.g., EDST 4980U Work-Integrated learning I; SSCI 4098U - Practicum).

B) Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations

Assessments will reflect the course level and intended learning outcomes (e.g., introductory courses will be more likely to assess foundational knowledge using examinations and short assignments). Following best practices in teaching and learning, instructors will use a variety of approaches across the program to ensure that students develop and demonstrate requite knowledge and skills in several contexts. This includes assessing the recognition and recall of theories and concepts (e.g., short assignments, tests), the application of theories and concepts to different settings (e.g., research papers, discussion board posts), dissemination of learned information (e.g., infographics, oral and multimedia presentations, social media posts), and experiential learning (e.g., practicum placement and internship reflexive activities). Thus, by the end of the program, students will have achieved all program learning outcomes.

C) Completeness and appropriateness of plans for monitoring and assessing:

i. The overall quality of the program

ii. Whether the program is achieving in practice its proposed objectives

iii. Whether the students are achieving the program learning outcomes; and

iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

Program learning outcomes were developed in keeping with degree-level expectations. Courses and assignments were subsequently selected to achieve these outcomes/expectations. All of these components were developed in consultation with the Teaching and Learning Centre at OTU, as well as with support from CIQE and input from members of the EdPsych Proposal Committee which consists of Deans, Associate Deans, Program Directors, and experts from both faculties.

The program will undergo cyclical program reviews – including a self-study, external evaluation, institutional evaluation, modifications based on recommendations, and follow-up reporting - as per the University's Institutional Quality Assurance Process. In addition to the review every eight years, Ontario Tech's Academic Resource Committee requires a brief report at program launch and a full report one-year after the launch of a new program. If there are areas of concern raised at the one-year report, a subsequent 18-month report will be required. The one-year report will ask the program to review enrollment data, admission averages, and provide an analysis of successes and challenges encountered in the first year. If it is deemed necessary, recommendations will be made to enhance program effectiveness and student success. If required, the 18-month report will address key curricular and student data (e.g. GPA, retention data, etc.) as well as any outstanding recommendations from the one-year report. Pending the committee's review, further documentation may be required of the program for ongoing monitoring. We will pay particular attention to ensuring course content and assignments are well aligned with program learning outcomes through discussions with instructors and program directors. It will also be monitored through course evaluations and other student data (e.g., enrollment, retention, informal feedback).

- *Describe the requirements and structure of the program. Is it full-time/part-time? Is this an online or partially online/hybrid program? What are the unique curriculum or program innovations or creative components in this program?*
- *Address how the program's structure, requirements, and program-level learning outcomes are appropriate in meeting the Degree Level Expectations.*

The BA in Educational Psychology is a full-time program with in-person, online, and hybrid courses. The program itself is innovative as there are no other similar undergraduate programs in Canada. There are also unique specializations in Educational Psychology as well as experiential learning components (e.g., Practicum, Work Integrated Learning) that will offer students unique learning opportunities.

Students will require 120 credit hours, which will include the following:

● Core first year courses: Students in the BA Educational Psychology program will receive a broad- based education with introductory courses in Educational Studies, Psychology, and Writing. The students will also have additional introductory courses in Communication Studies and Sociology. Together, these will begin to establish depth and breadth of knowledge, as well as communication skills; these will be built upon throughout the rest of the program.

● Year Two: Year two will incorporate core Educational and Psychology courses to provide students with a strong foundation in the disciplines (e.g. Assessment & Evaluation, Developmental Psychology.) It will also feature a more intense concentration on obtaining knowledge of methodologies with the incorporation of a research methods course, and applying knowledge to different areas.

● Upper-year courses: In the students' third and fourth years, students will have an opportunity to complete the major or the major with a specialization. The subject areas for the current specializations are Aging & Learning in an Era of Technology, Developmental Science & Learning, Inclusive Educational Studies, Mental Health & Special Education, and Learning Sciences & Technology. Students will be required to complete 4 courses from those designated as counting towards the specialization.

EDST and Psychology electives: Room has been provided in years 3 and 4 for the students to choose from EDST and/or Psychology electives.

Upper-year courses allow for the further development of depth of knowledge, communication skills, application of knowledge, as well as the development of awareness of the limits of knowledge, and greater autonomy and professional capacity.

● General electives: Room has been provided for general electives throughout the 4-year degree. Students can choose from any general elective offered at Ontario Tech. This will

provide the student flexibility when planning their curriculum to suit their individual needs and demonstrate breadth of knowledge.

● Experiential Learning opportunities: Experiential Learning will be an important component of both the major and major with specializations. There will be space for students to participate in the Engaged Educator Project, Work Integrated learning, practicum, internship or co-op program (when it becomes available). These, along with other coursework throughout the program, will contribute to autonomy and professional capacity expectations.

- *Please attach, as an Appendix, the Program Learning Outcome Alignment Map to Degree Level Expectations*
- *If the program is to be accredited, include with the above information about the accreditation requirements and add the accreditation tables, if available, as an Appendix.*

- *Describe the ways in which the curriculum addresses the current state of the discipline*

The program addresses a gap in the discipline by its focus on establishing a strong foundation in both Psychology and Educational Studies. Thus, from the first year onward, students are immersed in courses that survey the respective disciplines (e.g., Introductory Psychology) but also examine (and critically evaluate) the current state of the research and theory. Educational Psychology is inherently interdisciplinary, which is why founding the program on its two main pillars – education and psychology – is appropriate. The program structure further captures the area's interdisciplinarity by encouraging breadth in related areas across the social sciences, but also general electives in other fields (e.g., health sciences).

As a discipline, Educational Psychology has also recognized the increasing diversity of learners and learning environments by focusing on inclusivity. The program reflects this perspective by explicitly including courses focused on diversity in learning (e.g., Foundations of Equity, Diversity and Inclusion; Foundations of Special Education; Exploring Diverse Educational Environments). Finally, the applied nature of Educational Psychology as a discipline is evident throughout the program. Many courses are related to educational settings and students will have several experiential learning opportunities in which they can apply their knowledge and skills in the field.

- *Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable)*

Experiential Learning will be an important component of both the major and major with specialization. There will be space for students to participate in a practicum, internship, or co-op program (when available). For example, the FSSH experiential learning program provides an academic course that prepares students for the workforce and includes a placement of at least 100 hours (in the practicum) or 280 hours (in the internship) in an appropriate workplace. The Frazer Faculty of Education offers a number of experiential learning opportunities including a Work Integrated Learning placement of 100 hours. Co-op opportunities in both faculties are currently in development with an expected launch date of Fall 2025. With over 200 established partnerships, students may choose a relevant opportunity depending on student preferences and a successful matching process. All formal experiential learning opportunities in both faculties are competitive and require a minimum 3.0 GPA and fourth year standing.

Placements are regularly available in partner organizations such as Children's Aid Society of Durham, CMHA Toronto, Community Living Oshawa/Clarington, Grandview Kids Foundation, the City of Oshawa, Aura Freedom International, Durham Family Court Clinic, Murray McKinnon Foundation, Regional Municipality of Durham (Social Services), Safety Network Durham, New Roots Therapy, John Howard Society, AIDS Committee of Durham Region, FCJ Refugee Centre, Ministry of Finance, Ministry of the Attorney General, Ministry of Child and Youth Services, Ministry of the Solicitor General and Correctional Services, Durham CityStudio, The Abilities Centre, Durham Best Start Network, the Ontario Library Association, multiple Ontario school boards, and many more. We anticipate that the program will have the capacity for approximately 50 placements per year for qualifying Educational Psychology students.

- *Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:*
    - *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
    - *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
    - *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)?*
    - *Will this program provide space to allow for the discussion of other viewpoints outside the "dominant, Western narrative"?*
    - *Have the principles of Universal Design been considered?*
- *Describe how the potential need to provide accessibility accommodations has been considered in the development of this program; please provide information beyond the services offered by Student Accessibility Services*

The program has a strong EDID focus. Foundations of Equity, Diversity and Inclusion is a required course for all second-year students. There are other courses which explicitly consider diversity, as well, such as Foundations of Special Education and Exploring Diverse Educational Environments. Students also have the opportunity to take numerous courses that are grounded in EDID principles (including concepts/theories, presentations, readings, and other materials). These include Introduction to Indigenous Studies, Psychology of Gender, Unlearning and the Inclusive Curriculum, Models of Inclusion, and Social Justice Issues in Education.

Accessibility is also a central feature of all FED and FSSH offerings, with student accommodation being available as necessary. As with all programs in the Faculties, the Educational Psychology program, incorporates the three principles of Universal Design for Learning:

1. Equitable Use: Our program ensures that all students, regardless of their abilities or backgrounds, can fully participate in and benefit from the learning experience. For example, our classrooms are designed with adjustable desks and wheelchair-accessible seating to accommodate students with mobility impairments, ensuring equitable access to physical spaces. This principle of equitable use extends to our online learning platform, which features customizable settings such as font size and color contrast to accommodate students with visual impairments or reading difficulties.

2. Flexibility in Use: We recognize that students have diverse learning preferences and needs. Therefore, our program offers flexibility in how students engage with course materials and demonstrate their understanding. For instance, students may choose from a variety of assessment options, including written essays, oral presentations, or multimedia projects, allowing them to showcase their knowledge and skills in ways that align with their strengths and interests. This flexibility extends to our teaching methods as well, with instructors employing a variety of instructional techniques to cater to different learning styles.

3. Simple and Intuitive Use: Our program is designed to be intuitive and easy to navigate for all students. Course materials are organized in a clear and logical manner, with consistent formatting and labeling to facilitate comprehension. In addition, we provide comprehensive instructions and guidance to support students in accessing and using course resources effectively. For example, our online learning platform includes tutorials and support resources to help students familiarize themselves with its features and functionalities, ensuring a seamless and user-friendly experience for all learners.

c) Calendar Copy with Program Map(s)

- *Provide, as an Appendix using the template provided, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar*
    - *Note that pathway (Bridge/Advanced Entry) programs will require a separate, usually shorter, section in the Calendar; please be sure to include one entry for each program type. Pathway Calendar example*

- *New Minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items, please contact CIQE for more information and templates*

- *Provide, as an Appendix, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. Include full course proposals for new courses, and the most recent course syllabi for existing courses. If you are making changes to existing courses, include instead a course change form. In an appendix noted below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

Please see Appendix A for the proposed calendar copy. Please see Appendix B for the Advanced Entry proposed calendar copy

Please see Appendix C and D for new course templates and course syllabi

3 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization*

The new program is expected to have a minimal impact on existing offerings. It is unlikely that a significant number of students who would have enrolled in either Educational Studies or Psychology would migrate to this new program. Evidence for this position comes from the maintenance of robust independent enrollments in the Psychology and Forensic Psychology programs (with the latter being a more specialized offering of the former).

There has been formal and informal consultation with members in both proposing Faculties. Both Faculties are strong advocates for EDID principles and social justice; as such, they are explicitly and implicitly woven throughout the program (e.g., courses, such as Foundation of Equity, Diversity, and Inclusion) and have been considered when building the program.

The Deans of the Frazer Faculty of Education and the Faculty of Social Sciences and Humanities have been integral to the planning of this proposal and present at planning meetings. They fully support the creation of a BA in Educational Psychology.

The Dean of the Faculty of Science has been consulted and made aware of the program, as one prerequisite course is hosted in their faculty and the proposed BA may impact enrollment into that course. Although not directly impacted by the program, other program deans have been made aware of the proposal through the NOI process and meetings.

Informal consultation with students has occurred through academic advising, OUF/Open Houses, webinars, and classes indicate that an Educational Psychology program is appealing to students.

Does this Program contain any Indigenous content? x Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted x Yes ☐ No

If yes, when?

As the program will incorporate existing courses from the Indigenous Studies Minor program, Psychology, and Education Studies programs, and the proposed new courses do not contain Indigenous-specific content, no further consultation with the IEAC will be needed.

What was the advice you received from the IEAC, and how has it been included in your proposal?

As no new Indigenous content is being included, there is no further feedback from the IEAC.

Did the IEAC ask you to return the proposal to them for review? ☐ Yes X No

If yes, have they completed their review? ☐ Yes ☐ No X N/A

4. Resource Requirements (QAF 2.1.2.6, 2.1.2.8 a)

a) General Resource Considerations

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office*
- *Indicate if the new program will require changes to any existing agreements with other institutions, or will require the creation of a new agreement. Please consult with CIQE (ciqe@ontariotechu.ca) regarding any implications to existing or new agreements.*

The new program will impact pathways agreements with other institutions/external partners. Any existing agreements with other institutions will be amended to allow for college-university pathways to be enhanced by the

new program in Educational Psychology. This program will afford more college graduates the opportunity to pursue a university degree.

b) Faculty Members - Current and New Faculty Requirements

- *Complete as an Appendix, using the Faculty Information template provided, a chart detailing the list of faculty committed to the program and provide any additional details, in paragraph form below*
- *Include here a brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program, achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities*
- *If new faculty resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)*

No new faculty hires are currently required for this program. Many existing faculty members in both the Frazer Faculty of Education (FED) and the Faculty of Social Science and Humanities (FSSH) have relevant backgrounds, expertise, and experience teaching courses in Education and Psychology, respectively.

Apart from the proposed new courses in EDST, the majority of the proposed curriculum is already being taught by teaching faculty and/or Assistant, Associate, and Full professors from both Faculties. To date, 27 faculty members from all ranks have expressed an interest in teaching in this program. Thus, while we cannot discount the possibility that there may be a need for additional sessional instructors to lead a course in a particular semester due to faculty members' other assignments, it would be minimal and limited in nature. Experiential learning opportunities will be primarily overseen by the respective Faculty Experiential Learning Offices, as is done in other programs.

Please see Appendix C for Faculty Information template.

c) Additional academic and non-academic human resources

- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

As mentioned, a limited number of courses may be taught by sessional instructors; there is an adequate labour market from which qualified professors are available. TA support is already included in the budget and will not change significantly. Affected courses within both Faculties are already provided TA support based on the guidelines. Graduate students in FED and FSSH will be well-equipped to support the Educational Psychology program.

d) Supporting information for online and hybrid programs

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
  - *How has accessibility been considered?*
  - *What strategies have been considered to accommodate students with disabilities?*
  - *Have the principles of Universal Design been considered?*
  - *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
  - *Is course content designed logically and is it easy to follow with limited instruction?*
  - *Are assignment expectations clear (i.e., a rubric)?*
  - *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

Ontario Tech University has a robust learning management system (Canvas) and a stable internet system with access to secure VPN protocols. Even prior to the COVID lockdowns, Ontario Tech had well-established courses that were taught online. Since then, these tools have improved, and faculty members have become more adept at teaching online. Indeed, some faculty members have been teaching courses online since the early 2000s. Quality education can be maintained with clear expectations, careful planning of the curriculum, and engagement with the students. Since the university wishes to include a variety of delivery modalities, faculty members have developed strong methodologies for teaching online, in- person and in hybrid formats.

By designing all courses, including hybrid and online, with attention to Universal Design for Learning (UDL) protocols, we work to ensure that all students are accommodated to the best of our ability. UDL principles are considered by ensuring that all students have access to ppt slides prior to lectures, using closed captioning on lecture videos, having

flexible scheduling of assignments, and so on, within the limits imposed by university rules and structures.

Within the parameters of academic freedom, course content is designed logically and clearly outlined on the syllabus. Given the wide range of andragogical models, different courses may have different designs and levels of complexity. Assignment expectations are clearly laid out in the syllabus or in assignment information sheets and within the Canvas Learning Management System. The university's Teaching and Learning Centre provides workshops that assist instructors in planning their courses, including advice on teaching online, rubric and assignment best practices, and so on, such as chunking lecture videos into shorter 10 min segments.

Students are always encouraged to reach out to instructors, academic advisors, and the Associate Dean of Undergraduate Experience if they run into difficulties in any of their courses, whether they are online or in-person.

e) Existing student supports

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the Campus Bookstore, Housing and Living Resources as well as the Ontario Tech Student Union. Further information can be found at: http://studentlife.ontariotechu.ca/.

FACULTY-SPECIFIC SUPPORT

The Academic Advising department is dedicated to providing a high level of accessible and individualized support to students. Advisors are available Monday to Friday via email, virtual chat, in-person drop-ins, and daytime and evening appointments.

All students in the Faculty of Social Science and Humanities and the Frazer Faculty of Education are supported by a team of both first year and upper year focused Academic Advisors. The first-year advisor is dedicated to supporting students through a successful transition to university and conducting early alert outreach and programming to support student retention. Upper year advisors work with students beyond first year to develop and refine goals, explore academic opportunities and options, problem solve challenges and provide overall support in navigating the academic environment towards graduation.

STUDENT LIFE

Student Learning Centre

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos.

Academic specialists offer one-on-one support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

Student Accessibility Services

Ontario Tech University ensures that students with disabilities have equal opportunities for academic success. Student Accessibility Services operates under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Services and accommodation support are provided for students with documented disabilities and include:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

Student Accessibility Services also provides inclusive peer spaces, support groups, and skills workshops for students.

Career Readiness

Ontario Tech University offers comprehensive career service assistance, co-op and internship support and a variety of valuable resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Co-op and internships
- Interview preparation
- Job market information
- Job search strategies

The Career Centre hosts a variety of events during the academic year including employer information and networking sessions, job fairs and interviews conducted by leading employers.

Student Engagement, Equity and Inclusion, and ***Indigenous Education and Cultural Services***

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources
- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program

- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Access short term counselling and therapy services
- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Attend drop-in sessions
- Participate in events, activities or support groups that promote positive health and well-being
- Work with a mental health professional to address concerns

Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities

Ontario Tech University offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf training centre. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff
- Treatment of disease, illness, and injury
- Allergy injections, immunizations, and influenza injections
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological healthcare and prescriptions

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and SAFA is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

INFORMATION TECHNOLOGY RESOURCES

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

Wireless network

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical

connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

Exam support services
IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

Laptop repairs
IT Services provide on campus repairs on eligible laptop models.

IT Service Desk
The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

General Use Workstations (GUWs)
Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

Software Support
Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services
Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

TEACHING & LEARNING CENTRE

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech University is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech University towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in

teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

f) Physical resource requirements

- *Please attach a report, as an Appendix, from the Library regarding existing library holdings and support for student learning; please contact your Subject Librarian as you begin your proposal to request a 'Library statement for new program proposal'*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc.* ***If new space is required, please complete Table 4 (examples in purple); otherwise, please remove this Table from the document***
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as it relates to space, as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

There are no additional physical resource requirements.

g) Resource Summary

- *Provide a brief statement of the funding requirements and the rationale.*

A few courses which are capped at low enrollment have been identified as courses which will require extra sections at the inception of the program. All other courses can incorporate the projected growth at inception, and when needed, any increase in sections due to growth of the program, will be accounted for within the individual Faculty Yearly budgets.

Should enrollment at inception be lower than anticipated, students could be accommodated within existing sections.

Human Resource Requirements

Are additional faculty required to be able to offer this program? ☐ Yes X No

If yes, what year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels)?

Are additional staff required to be able to offer this program? ☐ Yes X No

If yes, please outline what year the staff hire will be required and any additional criteria associated with the hiring requirement:

Space Requirements

Are there additional space requirements specific to being able to successfully launch this program? ☐ Yes X No

If yes, please provide additional details:

Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? ☐ Yes X No

If yes, please provide additional details:

Additional Resource Requirements

Are there additional resource requirements not specified above that are required to successfully launch this program? If so, please outline them below:

There are no additional resource requirements.

The resource requirements outlined above have been reviewed and approved by the Academic Resource Committee (ARC): 10 December2024

5. Closing Statements Regarding Program Quality (QAF 2.1.2.8)

- *Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; what areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience*
- *Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience*

The collective faculty expertise within both the Psychology and Educational Studies programs is exceptionally well suited to contribute substantially to the proposed program. Our faculty members bring diverse backgrounds, experience, and research interests encompassing a wide range of psychological and educational subfields, including but not limited to developmental psychology, cognitive psychology and science, learning theories, mental health, inclusive and adaptive education and learning techniques, and technology integration in educational settings. Many of our faculty members have established themselves as leading scholars in their respective areas, with a strong record of publication in top-tier academic journals and contributions to key psychological and educational debates.

The structure of the BA in Educational Psychology is designed to ensure students gain a high-quality, intellectually rigorous experience through a mix of theoretical and practical coursework. The program includes experiential learning opportunities like practicums and internships within educational and mental health institutions, allowing students to apply theoretical concepts in real-world contexts. Faculty expertise and research experience, particularly in areas such as blended and flipped learning models, mental health in education, and technology's role in learning, underpins these experiences and ensures that course content remains relevant, and research informed. By integrating insights from psychology on cognitive processes and mental well-being, the program promotes an understanding of how learners process information and develop emotionally within different learning environments. This psychological foundation, combined with advanced pedagogical foundations, supports an educational experience that is both academically rigorous and directly applicable to real-world educational settings.

These faculty strengths ensure that students benefit from courses rooted in cutting-edge research on learning and mental health, allowing them to develop skills that are in high demand in educational and mental health settings. With expertise in areas like cognitive and social-emotional development, technology-assisted learning, and adaptive education practices, our faculty provide a solid foundation for delivering a program that addresses current challenges and gaps in the field of educational psychology.

6. APPENDICES

Appendix A – Calendar Copy
Appendix B – List of New and Existing Courses
Appendix C – Appendix C - New Course and Course Change proposals
Appendix D – Existing Courses – Course Descriptions
Appendix E – Faculty Information
Appendix F – Library Report
Appendix G – Letters of Support

Items to be separate documents sent to CIQE:
Faculty CVs (provided to External Reviewers)
New Program Funding and Tuition form (for CIQE use only)
Budget Spreadsheet (for ARC use only)

Appendix A – Calendar Copy

Educational Psychology

General information

Educational Psychology is the scientific study of how people learn, including the different ways individuals acquire, process, and retain knowledge. The discipline examines the biological, cognitive, emotional, and social factors involved in learning, assessment, and intervention in typical and atypical populations. It drives the development of effective and innovative teaching methods and learning environments and explores factors that can enhance or hinder educational success.

The program is designed to address the unique needs of students pursuing careers in areas such as psychometry, guidance counseling, school social work, and education for individuals across all ages and mental health diversities. The curriculum immerses students in the theories, research, and applications of work on cognition and development across the lifespan, with a particular emphasis on learning theories, assessment practices, inclusive education, and technology-enhanced learning environments

Specializations

Students will have the opportunity to obtain additional specializations within one of five subject areas: Aging and Learning in an Era of Technology, Developmental Science and Learning, Inclusive Educational Studies, Mental Health and Special Education and Learning Sciences and Technology. To achieve a specialization, students will be required to take a minimum of four course credits, as described in more detail below.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria, including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with [number of 4U and/or 4M credits], including English (ENG4U). All other applicants should refer to admissions for the requirements for their specific category of admission.

Practicum

A limited number of fourth-year students are granted an opportunity to participate in a learning experience with a community organization. The Practicum course consists of 100 hours of fieldwork, in-class seminars, a set of academic assignments and a major research paper and poster. As part of the pre-practicum process, students will be required to acquire a Vulnerable Sector check. For additional information, please refer to the course description for SSCI 4098U.

Internship

This program offers students who have successfully completed three years of study with a cumulative 2.7 GPA an opportunity to engage in a work-integrated learning partnership with organizations locally and globally. The internship program not only gives students an opportunity to apply classroom concepts to the challenges of organizational life, but also helps them to gain valuable and relevant work experience to promote networking and life-long career success.

The internship program placement equates to a minimum of 280 hours of paid or unpaid field experience. The intern's wages, where applicable, are paid by the sponsoring organization over a contracted period. The faculty may provide links to various internship placement opportunities or a student may secure an internship opportunity that meets the criteria as prescribed by the Faculty of Social Science and Humanities. Successful work placement completion and both a verbal and written final project will result in the intern receiving a mark and three credits toward the Honours Bachelor of Arts degree requirements.

Admission to the internship program is competitive. While students are participating in an internship program, they may enrol in up to two additional courses (six credits) per semester. These courses must not interfere with the internship schedule outlined by the employer. For additional information, please refer to the course description for SSCI 4103U.

Work-Integrated Learning Courses

Students are free to enroll in the following experiential learning courses (as electives) from the Mitch and Leslie Frazer Faculty of Education:

- EDST 4300U – Engaged Educator Project I
- EDST 4301U – Engaged Educator Project II
- EDST 4980U – Work Integrated Learning I
- EDST 4981U – Work Integrated Learning II

Degree requirements

To be eligible for the Bachelor of Arts (Honours) degree in Educational Psychology, students must meet both the degree requirements and requirements of the major as outlined below for a total of 120 credits. Each year prior to course registration, the

order and timing of course offerings will be released by the faculty and communicated to students.

Year 1 [30 credit hours]

- BIOL 1841U - Essentials of Biology
- EDST 1000U - Foundations of Learning
- EDST 1010U - Teaching, Learning and Education
- EDST 1100U - Problem and Inquiry-Based Learning
- PSYC 1000U - Introductory Psychology

One of:

- COMM 1100U - Introduction to Communication and Digital Media Studies
- CRMN 1000U - Introduction to Criminology and Justice
- INDG 1000U - Introduction to Indigenous Studies
- LGLS 1000U - Foundations of Legal Studies
- SOCI 1000U - Introductory Sociology
- POSC 1000U - Introduction to Political Science

One of:

- EDST 1130U - Writing and Digital Literacy **or**
- SSCI 1910U - Writing for the Social Sciences

Three General Electives* (recommended elective: ALSU 1101U Foundations for Academic Learning and Success)

Year 2 [30 credit hours]

- EDST 2110U - Assessment and Evaluation
- EDST 2500U - Foundations of Equity, Diversity and Inclusion
- EDST 2800U - Mental Health and Education
- EDST 3610U - Child Development and Health
- PSYC 2010U - Developmental Psychology
- PSYC 2030U - Psychopathology
- PSYC 2050U - Brain and Behaviour
- PSYC 2900U - Research Methods in Psychology

Two General Electives*

Year 3 [30 credit hours]

- EDST 2700U - Foundations of Special Education
- EDST 3820U - Psycho-education assessments
- EDST 3830U - Introduction to Guidance Counselling

- PSYC 2020U - Social Psychology
- PSYC 2060U - Cognitive Psychology
- PSYC 2910U - Data Analysis in Psychology

One of:

- PSYC 3910U – Advanced Data Analysis in Psychology or
- Psychology elective**

One Educational Studies elective***

Two General electives*

Year 4 [30 credit hours]

One of:

- EDST 4160U - Exploring Diverse Edu Environments
- EDST 4000U - Inquiry and Professional Practice
- EDST 4300U - Engaged Educator Project
- EDST 4980U - Work-Integrated learning I

Three Educational Studies electives***

One of:

- SSCI 4098U - Practicum **or**
- SSCI 4103U - Internship **or**
- Psychology elective**

One of:

- PSYC 4110U – Honours Thesis I **or**
- Psychology elective**

One of:

- PSYC 4120U – Honours Thesis II **or**
- Psychology elective**

One Psychology elective**

Two General electives*

General electives*

General electives can be taken at/or adjoining their year level, where permission has been granted and prerequisites have been fulfilled. Any non-required course in any

faculty can count towards students' necessary general electives.

Psychology electives**

Any non-required course with a PSYC 3XXX or 4XXX designation can count towards students' necessary Psychology electives.

Educational Studies electives***

All EDST courses that are not core courses are eligible as Educational Studies electives.

Specializations

To specialize in any of the following Educational Psychology specializations, the student must complete one course from List A and one course from List B, and two others from either list, for a total of four courses, in addition to other program requirements:

Note: Courses included in more than one specialization cluster can count towards either specialization but cannot be double counted towards multiple specializations for the same student.

EDST 3999U – Special Topics in Educational Studies, PSYC 3900U – Special Topics in Psychology I and PSYC 4900U – Special Topics in Psychology II may count towards the specialization, as determined appropriate on a course-by-course basis. Please see Academic Advising for approval.

Aging and Learning in an Era of Technology specialization

List A:

- EDST 2410U – Foundations of Adult Learning
- EDST 3120U – Workplace Learning
- EDST 3440U – Managing and Developing eLearning Projects
- EDST 3460U – Working with Clients and Partners
- EDST 4470U – Trends and Issues in Educational Technology

List B:

- PSYC 3070U – Stress and Coping
- PSYC 3150U – Psychology of Aging
- PSYC 3700U – Aging and Mental Health
- PSYC 3710U – Positive Psychology

Developmental Science and Learning specialization

List A:

- EDST 2170U – Designing Inclusive Learning Environments
- EDST 3160U – Developing Literacy
- EDST 3170U – Developing Numeracy
- EDST 3610U – Child Development and Health
- EDST 4150U – Holistic Learning in Early Childhood Education
- EDST 4610U – Coding and Maker Pedagogies for Young Children

List B:

- PSYC 3035U – Adolescence
- PSYC 3045U – Child Maltreatment
- PSYC 3075U – Biopsychology of Sex
- PSYC 3330U – Developmental Psychopathology
- PSYC 3530U – Developmental Neuroscience

Inclusive Educational Studies specialization

List A:

- EDST 2170U – Designing Inclusive Learning Environments
- EDST 3140U – Digital Communication Technologies
- EDST 3500U – Unlearning and The Inclusive Curriculum
- EDST 3700U – Models of Inclusion
- EDST 4500U – Enabling Learning through Technology
- EDST 4530U – Social Justice Issues in Education

List B:

- PSYC 3060U – Personality Psychology
- PSYC 3075U – Biopsychology of Sex
- PSYC 3500U – Stereotypes and Prejudice
- PSYC 3550U – Psychology of Gender
- PSYC 4210U – Social Cognition
- SSCI 2020U – Issues in Diversity

Mental Health and Special Education specialization

List A:

- EDST 2700U – Foundations of Special Education
- EDST 3700U – Models of Inclusion
- EDST 3710U – Understanding the Diversity of Educational Needs

- EDST 4150U – Holistic Learning in Early Childhood Education
- EDST 4700U – Technology and Assistive Tools for Special Education

List B:

- PSYC 3045U – Child Maltreatment
- PSYC 3065U – Emotion
- PSYC 3070U – Stress and Coping
- PSYC 3085U – Drugs and Behaviour
- PSYC 3330U – Developmental Psychopathology
- PSYC 3700U – Aging and Mental Health
- FPSY 3055U – Treatment in Forensic Settings

Learning Sciences and Technology specialization

List A:

- EDST 2120U – Culture and Digital Technologies
- EDST 2140U – Creating Digital Tools
- EDST 2150U – Teaching to Facilitate Learning
- EDST 2160U – Online Learning
- EDST 3160U – Developing Literacy
- EDST 3170U – Developing Numeracy
- EDST 4120U – Games and Simulations for Learning
- EDST 4500U – Enabling Learning through Technology
- EDST 4470U – Trends and Issues in Educational Technology

List B:

- PSYC 3065U – Emotion
- PSYC 3610U – Thinking and Decision Making
- PSYC 3620U – Motivation and Emotion
- PSYC 3630U – Sleep and Consciousness
- PSYC 4210U – Social Cognition
- PSYC 3520U – Introduction to Cognitive Neuroscience

Educational Psychology - Advanced Entry

General information

Educational Psychology is the scientific study of how people learn, including the different ways individuals acquire, process, and retain knowledge. The discipline examines the biological, cognitive, emotional, and social factors involved in learning, assessment, and intervention in typical and atypical populations. It drives the development of effective and innovative teaching methods and learning environments and explores factors that can enhance or hinder educational success.

Educational Psychology - Advanced Entry students will take the same mandatory courses as other Educational Psychology students in their third and fourth years, but the order that these courses are taken will differ to facilitate completion of all course requirements within a two-year period.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

For further information, please visit college-university transfer programs.

Practicum

A limited number of fourth-year students are granted an opportunity to participate in a learning experience with a community organization. The Practicum course consists of 100 hours of fieldwork, in-class seminars, a set of academic assignments and a major research paper and poster. As part of the pre-practicum process, students will be required to acquire a Vulnerable Sector check. For additional information, please refer to the course description for SSCI 4098U.

Internship

This program offers students who have successfully completed three years of study with a cumulative 2.7 GPA an opportunity to engage in a work-integrated learning partnership with organizations locally and globally. The internship program not only gives students an opportunity to apply classroom concepts to the challenges of organizational life, but also helps them to gain valuable and relevant work experience to promote networking and life-long career success.

The internship program placement equates to a minimum of 280 hours of paid or unpaid field experience. The intern’s wages, where applicable, are paid by the

sponsoring organization over a contracted period. The faculty may provide links to various internship placement opportunities, or a student may secure an internship opportunity that meets the criteria as prescribed by the Faculty of Social Science and Humanities. Successful work placement completion and both a verbal and written final project will result in the intern receiving a mark and three credits toward the Honours Bachelor of Arts degree requirements.

Admission to the internship program is competitive. While students are participating in an internship program, they may enrol in up to two additional courses (six credits) per semester. These courses must not interfere with the internship schedule outlined by the employer. For additional information, please refer to the course description for SSCI 4103U.

Work-Integrated Learning Courses

Students are free to enroll in the following experiential learning courses (as electives) from the Mitch and Leslie Frazer Faculty of Education:

- EDST 4300U – Engaged Educator Project I
- EDST 4301U – Engaged Educator Project II
- EDST 4980U – Work Integrated Learning I
- EDST 4981U – Work Integrated Learning II

Advanced Entry completion requirements

Students accepted into the Advanced Entry program will complete the following courses:

Year 3 [30 credit hours]

- BIOL 1841U - Essentials of Biology (or PSYC elective - 3000 level or above - if have two college biology courses)
- EDST 1000U - Foundations of Learning
- EDST 2110U - Assessment and Evaluation
- EDST 2500U - Foundations of Equity, Diversity and Inclusion
- EDST 2800U - Mental Health and Education
- EDST 3610U - Child Development and Health
- PSYC 1000U - Introductory Psychology (or PSYC elective - 3000 level or above - if have college psychology course)
- PSYC 2030U - Psychopathology
- PSYC 2900U - Research Methods in Psychology
- PSYC 2910U - Data Analysis in Psychology

Year 4 [30 credit hours]

- EDST 2700U - Foundations of Special Education
- EDST 3820U - Psycho-education assessments
- EDST 3830U - Introduction to Guidance Counselling
- PSYC 2010U - Developmental Psychology
- PSYC 2050U - Brain and Behaviour
- PSYC 2060U - Cognitive Psychology

One of:

- EDST 4160U - Exploring Diverse Edu Environments
- EDST 4000U - Inquiry and Professional Practice
- EDST 4300U - Engaged Educator Project
- EDST 4980U - Work-Integrated learning I

One of:

- PSYC 3910U – Advanced Data Analysis in Psychology or
- General Elective*

One of:

- SSCI 4098U - Practicum **or**
- SSCI 4103U - Internship **or**
- PSYC 4110U - Honours Thesis I **or**
- Psychology elective**

One of:

- PSYC 4120U – Honours Thesis II or
- General elective*

General electives*

General electives can be taken at/or adjoining their year level, where permission has been granted and prerequisites have been fulfilled. Any non-required course in any faculty can count towards students' necessary general electives.

Psychology electives**

Any non-required course with a PSYC 3XXX or 4XXX designation can count towards students' necessary Psychology electives.

Educational Studies electives***

All EDST courses that are not core courses are eligible as Educational Studies electives.

Educational Psychology (BA) GAS Transfer

Students who have successfully completed a General Arts and Sciences Certificate - Liberal Arts Transfer option may apply for direct admission into the second year of the General Psychology program. Students will need to complete BIOL 1841U – Essentials of Biology (unless they have two college biology courses) prior to enrolling in the required second year General Psychology course PSYC 2050U – Brain and Behaviour.

Admission Requirements:

Eligible General Arts and Sciences Certificate applicants must have achieved a mark of no less than 70 per cent in each required course in the GASC — Liberal Arts Transfer courses, with an overall average of 77 per cent or higher. Admission remains competitive and so is not guaranteed.

Program map is the same as the BA in Educational Psychology for years two, three and four, but students who do not have two college-level biology credits will need to take BIOL 1841U – Essentials of Biology in the first semester of year two.

Appendix B – List of New and Existing Courses

Existing Courses

- BIOL1841U Essentials of Biology
- COMM 1100U Introduction to Communication and Digital Media Studies
- CRMN 1000U - Introduction to Criminology and Justice
- EDST 1000U Foundations of Learning
- EDST 1100U Problem & Inquiry-Based Learning
- EDST 1130U Writing and Digital Literacy
- EDST 2110U Assessment and Evaluation
- EDST 2500U Foundations of Equity, Diversity and Inclusion
- EDST 2700U Foundations of Special Education
- EDST 3610U Child Development and Health
- EDST 4000U Inquiry and Professional Practice
- EDST 4300U Engaged Educator Project I
- EDST 4301U Engaged Educator Project II
- EDST 4980U Work-Integrated learning I
- EDST 4981U Work-Integrated learning II
- INDG 1000U Introduction to Indigenous Studies
- LGLS 1000U Foundations of Legal Studies
- POSC 1000U Introduction to Political Science
- PSYC 1000U Introductory Psychology
- PSYC 2010U Developmental Psychology
- PSYC 2020U Social Psychology
- PSYC 2030U Psychopathology
- PSYC 2050U Brain and Behaviour
- PSYC 2060U Cognitive Psychology
- PSYC 2900U Research Methods in Psychology
- PSYC 2910U Data Analysis in Psychology
- PSYC 3060U Personality Psychology
- PSYC 3065U Emotion
- PSYC 4110U - Honours Thesis in Psychology I
- PSYC 4120U – Honours Thesis in Psychology II
- SOCI 1000U Introductory Sociology
- SSCI 1910U Writing for the Social Sciences
- SSCI 4098U Practicum

SSCI 4103U Internship

SSCI 4104U Internship II

New Courses

- EDST 1010U Teaching, Learning & Education
- EDST 2800U Mental Health and Education
- EDST 3820U Psycho-education assessments
- EDST 3830U Introduction to Guidance Counselling
- EDST 4160U Exploring Diverse Educational Environments
- PSYC 3700U Aging and Mental Health
- PSYC 3710U Positive Psychology

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:
Frazer Faculty of Education

This new course is associated with:
☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Arts (Honours), Educational Studies Bachelor of Arts (Honours) Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2025-2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: EDST	**Course Number:** 1010U
Full Course Title: Teaching, Learning & Education	

Short-Form Course Title (max. 30 characters)**:**
Teaching, Learning & Education

Course Description

"Teaching, Learning, and Education" is an introductory course that unpacks the interconnected but distinct nature of these three foundational concepts. Students will engage with current and emerging issues facing educators and learners, exploring how teaching, learning, and education manifest in a broad array of contexts, from formal schools to informal and alternative settings. The course emphasizes the impact of cultural, social, and environmental factors on education, examining how these elements shape teaching and learning practices throughout the human lifespan. Through discussions, case studies, and reflective assignments, students will develop a deeper understanding of how modern educational approaches strive to support inclusive, equitable, and effective learning experiences for all.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture:		**Lab:**
Tutorial: 1.5		**Other:** 2.0
Cross-listings		
Prerequisites for Calendar		
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions		☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	**Core** **Elective** **X Core or Elective**	
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	**X N (normal alpha grade)** **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

- Videos of guest speakers/ virtual field trips from a range of learning environments
- Asynch with discussion opportunities ie PerusAll, Canvas knowledge checks
- Connect current issues and challenges to their experiences,
- reflection activities to unlearn from their apprenticeship of learning
- analyze cases including struggling learners

Assessment

- Reflection paper connecting issues in education to their learning journey
- Infographic Educational theorist and impact on a modern learning environment (In Kritik?)
- short paper that explores an innovation in teaching, learning and education e.g. green schools, 3D virtual learning spaces, hy-flex etc
- Report on a learning environment outside of K-12 education (format? Kritik?)
    - Ideas
        - Admin
        - Ed psych
        - Workplace L&D
        - Instructional designer
        - Learning requirements Needed to do in the program
    - Analyze through issues identified in class
- Connecting research and practice - (Canvas knowledge checks, discussion forums,
- Case study - propose a variety of learning environments to support the learner(s) in the case (could be a choice of cases provided to them)

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, students are expected to:

- Analyze their experiences in teaching, learning and education through the lens of EDI and innovation
- Examine the role of cultural, social, and environmental influences on educational experiences throughout life.
- Recognize learning needs and the variety of appropriate educational contexts to support learning at different life stages.
- Compare and contrast a variety of teaching, learning and education environments available in the early years with their purposes
- Compare and contrast a variety of teaching, learning and education environments available in middle childhood with their purposes - including informal and alternative settings.
- Compare and contrast a variety of challenges facing teaching learning and education of adolescents and learning environments

- Compare and contrast a variety of teaching, learning, and education environments available to adults and in workplaces including practical scenarios such as career development, and personal growth.
- Propose inclusive and adaptive learning environments that support learners at all stages of life (cases).

Does this course contain any experiential learning components? X Yes No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. Students must watch the pre-tutorial videos and do any associated readings or activities before coming to the tutorial session.

Instructional approaches to be used in the course may include:
- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:
- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ **Yes** ☒ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? **Yes** **X No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☒ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

TBD

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students.

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There are no financial implications. This course will run as student demand requires

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:
Frazer Faculty of Education

This new course is associated with:
☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Arts (Honours), Educational Studies Bachelor of Arts (Honours), Educational Studies – Advanced Entry Bachelor of Arts (Honours), Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2025- 2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: EDST	**Course Number:** 2800U
Full Course Title: Mental Health and Education	

Short-Form Course Title (max. 30 characters)**:**
Mental Health and Education

Course Description

This course focuses on the mental health of students and teachers/instructors in Canadian educational institutions from K to post-secondary. Students in the course will learn of the various mental health problems facing students and educators, such as depression, anxiety, and burnout, and how these problems impact learning and performance. Educational practices such as individual education plans (IEP), accommodations, and teaching strategies are examined as they apply to students across their lifespans and in various settings such as elementary school, college, or an alternative setting like a group home. In addition, mental health supports within K-Post-secondary schools are explored with consideration for evidence-based interventions, roles and responsibilities of individuals, cultural competency, life-long learning, and addressing mental health stigma. Consideration for education in the digital age is a crucial concept, with educational technologies, current issues of digital tools, and online learning examined. This course is delivered online and allows students to become immersed in the content and address current beliefs and views related to mental health safely and reflectivity

Credit Hours: 3.0		
Contact Hours – please indicate total number of hours for each component		
Lecture:		**Lab:**
Tutorial: 1.5		**Other:** 2.0
Cross-listings		
Prerequisites for Calendar	**EDST 3610 or PSYC 2010**	
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions		☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	☐ **Core** **Elective** **X Core or Elective**	
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	

WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. It is critical that students watch the pre-tutorial videos and do any associated readings or activities prior to coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Understand psychological, social, and educational theories and frameworks that inform mental health practices in educational settings.
2. Develop mental health literacy which includes understanding various mental health problems, risk factors, signs and symptoms, and evidence-based interventions.
3. Understand and describe the link between mental health and learning or performance across the lifespan.
4. Understand and describe how within educational settings mental health is assessed and supported for educators, students, or other relevant stakeholders.
5. Identify evidence-based strategies and interventions for supporting students' and educators' mental health.
6. Understand the role of crisis intervention, risk assessment and trauma-informed practices in educational settings to create safe schools
7. Identify and develop teaching strategies that will support student learning including accommodations, individual education plans, and referral support
8. Develop professional, ethical and inclusive pedagogies to create safe and accepting spaces in education for diverse populations.
9. Develop strategies for promoting resilience and flourishing for both individual and collective well-being.
10. Understand and evaluate the role of technology in student success to develop technology guidelines and pedagogy.

Does this course contain any experiential learning components? X Yes No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will learn to consider EDIC factors in mental health. Courses will build concepts in Belonging, inclusion and psychological safety - that is the course.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

This course was developed by a team of possible instructors and then shared with the EDST team and FED for feedback

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ **Yes** ☒ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☒ **Yes** ☐ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☒ **Yes** ☐ **No**
If yes, when?

TBD

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There will be no financial impact of adding this course. It will be offered when there in a place in the schedule

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:
Frazer Faculty of Education

This new course is associated with:
☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Arts (Honours), Educational Studies Bachelor of Arts (Honours), Educational Studies – Advanced Entry Bachelor of arts (Honours), Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2025-2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Winter 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: EDST	**Course Number:** 3820U
Full Course Title: Psycho-Education Assessments	

Short-Form Course Title (max. 30 characters)**:**
Psycho-Ed Assessments

Course Description

Many psychological and learning assessments occur in educational settings. These psycho-education assessments can include intelligence testing, cognitive test batteries, learning exceptionalities (e.g., Dyslexia), Neurodiversity (e.g. Autism), behavioural measures, and school-related mental health conditions (e.g., anxiety). They provide insight into student learning and behavioural profiles, enhancing our understanding of student academic and cognitive capacities and needed interventions and support. In this course, students will learn about these types of assessments, including their purpose, how they are administered, action and intervention plans for learners, and the roles of people conducting the testing, including school psychologists and psychometrists. Students will critically examine issues of validity, reliability, and biases of the testing measures, as well as debates about testing practices in education. This online course includes hands-on activities to explore various testing measures and case examples.

This course does NOT qualify students to do psycho-educational assessments.

Credit Hours: 3.0		
Contact Hours – please indicate total number of hours for each component		
Lecture:		**Lab:**
Tutorial: 1.5		**Other:** 2.0
Cross-listings		
Prerequisites for Calendar	**EDST 2110 Assessment & Evaluation** **EDST 2800 Mental Health and Education**	
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions		☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	☐ **Core** **Elective** **X Core or Elective**	
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	

WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. Students must watch the pre-tutorial videos and do any associated readings or activities prior to coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Understand and articulate theories related to psychoeducational assessment including learning and development across the lifespan.
2. Differentiate between assessment types, including cognitive, emotional, achievement, and behavioural assessments, for varied educational settings.
3. Understand how psycho-educational assessments are designed, including consideration for research, validity and reliability, biases, and equitable and inclusive elements.
4. Understand how a range of psych-educational assessments are administered, scored, and interpreted.
5. Apply research skills, including statistical analysis to analyze data and identify trends and patterns in student learning
6. Understand and apply assessment findings to educational practices, including assessing academic readiness, developing Individualized Education Plans (IEPs), behavioural plans, or accommodations, and promoting intervention strategies for student needs.
7. Develop written and verbal communication skills for writing reports and meeting with children, parents, teachers, and other relevant stakeholders.
8. Demonstrate professional, ethical and inclusive pedagogies to create safe and accepting spaces for assessment purposes.
9. Recognize the role of mental health and health in learning challenges and develop referral and multi-disciplinary team approaches.
10. Utilize technology in the administration and analysis of assessments when developing intervention strategies and support.

Does this course contain any experiential learning components? X Yes No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will apply an EDIC lens in considering assessment findings.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION
This course was developed by a team of possible instructors and then shared with the EDST team and FED for feedback

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☒ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

TBD

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There will be no financial impact of adding this course. It will be offered when there in a place in the schedule

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:
Frazer Faculty of Education

This new course is associated with:
☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**☐ Yes ☐ No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Arts (Honours), Educational Studies Bachelor of Arts (Honours), Educational Studies – Advanced Entry Bachelor of arts (Honours), Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2025-2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: EDST	**Course Number:** 3830U
Full Course Title: Introduction to Guidance Counselling	

Short-Form Course Title (max. 30 characters)**:**
Guidance Counselling

Course Description

This course introduces students to the field and role of guidance counselling in educational settings. Guidance counselling is a process that helps individuals discover and develop their academic, vocational and psychological potentials for optimum performance and flourishing in life. Students will explore the role of guidance counselling in education, including the theoretical and practical approaches related to mentoring, coaching, guiding and counselling. Key concepts related to positive psychology, such as strength-based approaches, theories of motivation, decision-making, and empowerment, are examined. Students will also explore how guidance counselling can vary to benefit people of different ages, backgrounds, and abilities. This online course includes participatory activities to explore guidance counselling case studies.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture:	**Lab:**
Tutorial: 1.5	**Other:** 2.0
Cross-listings	
Prerequisites for Calendar	**EDST 2800- Mental Health and Education** **EDST 3820 PsychoEducational Assessments**
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ **Core** **Elective** **X Core or Elective**
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. It is critical that students watch the pre-tutorial videos and do any associated readings or activities prior to coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Demonstrate an understanding of foundational theories, models and approaches related to education, wellness, and career guidance.
2. Understand how to design and deliver evidence-based academic, wellness or career interventions and action plans to meet the needs of a diverse student population
3. Develop strategies for fostering the key skills for resilience such as socio-emotional learning, emotional intelligence, critical thinking, problem-solving and decision-making skills in diverse student populations.
4. Develop therapeutic communication skills to support diverse student populations at varied stages in their life.
5. Demonstrate professional, ethical and inclusive pedagogies to create safe and accepting spaces.
6. Develop written and verbal communication skills for writing reports and meeting with children, parents, teachers, and other relevant stakeholders.
7. Develop crisis intervention, risk assessment, and trauma-informed skills to support students and make appropriate referrals to mental health professionals.
8. Provide career and college readiness counselling, aligning students' goals with realistic opportunities.
9. Facilitate self-assessment activities to help students identify their strengths, interests, and areas for growth for personal empowerment.
10. Incorporate technology in guidance practices, including digital tools for career exploration, skill development or mental health support.

Does this course contain any experiential learning components? X Yes No

If yes:

Case Study	X	Simulated Workplace Project	

Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will learn to consider EDIC factors in guidance counselling decisions.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION
This course was developed by a team of possible instructors and then shared with the EDST team and FED for feedback

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☒ **Yes** ☐ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☒ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

TBD

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There will be no financial impact of adding this course. It will be offered when there in a place in the schedule

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:
Frazer Faculty of Education

This new course is associated with:
☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**☐ Yes ☐ No**

If you answered yes to the above, please complete:

***A new core course for an existing program, specialization or minor**: Minor Program Adjustment*

***A new elective course for an existing program, specialization or minor, listed in the program map**: Course Placement*

***A new course (core or elective) related to a Major Program Modification**: Major Program Modification*

***A new course (core or elective) related to a New Program**: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Arts (Honours), Educational Studies
Bachelor of Arts (Honours), Educational Studies – Advanced Entry
Bachelor of Arts (Honours), Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2025-2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

2026-27
Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: EDST	**Course Number:** 4800U
Full Course Title: Exploring Diverse Educational Environments	

Short-Form Course Title (max. 30 characters)**:**
Diverse Ed. Environments

Course Description

In this course, education students will explore a variety of professional environments in education and educational psychology. Using site visits, videos and case studies, students will examine a range of educational settings, including schools, learning centers, community organizations, alternative education programs, section 68 schools and counseling environments. Through observation, reflection, and critical analysis, students will connect these experiences to key themes in education and educational psychology, such as child development, learning theories, motivation, neurodiversity, and assessment practices. This course encourages reflective practice and deeper understanding of professional roles, promoting insights into potential career paths in education and related fields.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture:	**Lab:**
Tutorial: 1.5	**Other:** 2.0
Cross-listings	
Prerequisites for Calendar	**4th year in EDST or EdPsych**
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	**EDST 3800- Mental Health and Education** **EDST 3820 - Psycho-Education Assessments** **EDST 3830 - Introduction to Guidance Counselling**
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ **Core** **Elective** **X Core or Elective**
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. It is critical that students watch the pre-tutorial videos and do any associated readings or activities prior to coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

1. Develop a comprehensive understanding of diverse education and educational psychology work environments.
2. Reflect on and critically analyze observed practices through educational and psychological frameworks.
3. Synthesize theoretical knowledge with observations and case studies in professional settings.
4. Engage in professional reflection to understand personal and professional growth within educational contexts.
5. Explore potential career pathways and roles within education and educational psychology.

Does this course contain any experiential learning components? X Yes No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ **Yes** ☒ **No**

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will be required to apply an EDID lens when reflecting on their observations and experiences.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

This course was developed by a team of possible instructors and then shared with the EDST team and FED for feedback

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ **Yes** ☒ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☒ **Yes** ☐ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☒ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

TBD

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There will be no financial impact of adding this course. It will be offered when there in a place in the schedule

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: **FSSH**	
This new course is associated with: ☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: PSYC	**Course Number: 3700U** *ensure the course code has not been previously used
Full Course Title: **Aging and Mental Health**	
Short-Form Course Title (max. 30 characters)**:** **Aging and Mental Health**	

Course Description

This course explores the mental health issues faced by older adults, considering various angles and factors that influence their well-being. Topics covered include cognitive aging, the impact of conditions like dementia, approaches for assessing mental health, treatment strategies, and the ways older adults demonstrate resilience. Students will gain insight into the specific challenges of aging and how these can be addressed to support mental and emotional health in later life.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3		**Lab:**
Tutorial:		**Other:**
Cross-listings		
Prerequisites for Calendar	**PSYC 1000U**	
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	☐ **Equivalency***	
Recommended Prerequisites	**PSYC 2010U & PSYC2030U**	
Course Restrictions		
Course Type	☐ **Core** ☐ **Elective** ☒ **Core or Elective**	
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

Possible assessments may include:

- Tests/Exams
- Critical Analysis & Research Papers
- Presentations
- Case Studies

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

Upon completing the course, student will be able to:

• Recognize various theories related to mental health and aging • Explain the experiences of different mental health conditions in older adults, including their symptoms, assessment methods, and potential treatment options • Critically analyze societal portrayals of aging and mental health

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	x
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ **Yes** ☒ **No**

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will be required to apply and EDIC lens when reflecting on their observations and experiences.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*

- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ **Yes** ☒ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** ☒ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*
☐ **Yes** ☐ **No**

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE
For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: **FSSH**

This new course is associated with: ☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	**☒ Yes ☐ No**

If you answered yes to the above, please complete:
A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*
A new course (core or elective) related to a Major Program Modification*: Major Program Modification*
A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: PSYC	**Course Number: 3710U** *ensure the course code has not been previously used
Full Course Title: **Positive Psychology**	

Short-Form Course Title (max. 30 characters)**:** **Positive Psychology**

Course Description

This course explores the scientific study of positive psychology, which focuses on understanding and promoting human flourishing and well-being. Students will examine the key principles, theories, and research in positive psychology, including topics such as happiness, mindfulness, resilience, strengths, gratitude, and positive relationships. The course emphasizes applying these concepts to enhance personal and professional development.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3		**Lab:**
Tutorial:		**Other:**
Cross-listings		
Prerequisites for Calendar	**PSYC 1000U**	
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions		☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	☐ **Core** ☐ **Elective** ☒ **Core or Elective**	
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

Possible assessments may include:

- Tests/Exams
- Critical Analysis & Research Papers
- Presentations

- Case Studies

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

By the end of this course, students will be able to:

1. Investigate the foundational theories and empirical research that define the field of positive psychology.
2. Identify and analyze the key elements that contribute to individual well-being, including happiness, resilience, and optimism.
3. Apply positive psychology concepts such as strengths, gratitude, and positive relationships to real-world situations.
4. Synthesize knowledge of positive psychology to create practical strategies for enhancing personal and professional development.
5. Examine how various psychological factors and interventions contribute to long-term well-being and life satisfaction.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	x
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will be required to apply an EDID lens when reflecting on their observations and experiences.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template
Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or ciqe@ontariotechu.ca.

Faculty: **FSSH**	
Course Level	**☒ Undergraduate** **☐ Graduate**

COURSE CHANGES (check all that apply)

☐	Contact hours	☐	Cross-listings
☐	Co-requisites	☐	Experiential Learning
☐	Course description	☐	Grade Mode (N – alpha grade, P – Pass/Fail)
☐	Course Instructional Method (CLS, HYB, WB1, WEB)	☐	Learning outcomes
☐	Course number or course Subject code	☒	Prerequisites
☐	Course title (include new short form title)	☐	Delete course from Academic Calendar
☐	Credit restrictions and/or Equivalencies	☐	Teaching and assessment methods
☐	Credit weighting	☐	Course restrictions
☐	Deleting an Elective Shown in the Program Map	☐	Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? **☒ Yes** **☐ No**

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Updating the pre-req so that 4th year ED PSYC students could take Honours thesis as long as they meet the 3.7 GPA

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2028

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2028

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: PSYC	**Course Number: 4110U and 4120U**
Full Course Title: **Honours Thesis in Psychology I and II**	
Short-Form Course Title (max. 30 characters):	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	**Proposed**

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	Fourth-year standing and minimum 3.7 GPA in Psychology or Educational Psychology
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ **Core** ☐ **Elective** ☐ **Core or Elective**
Grading scheme	☐ **N (normal alpha grade)** ☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?
If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ **Yes** ☒ **No**

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ **Yes** ☒ **No**

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** ☒ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☐ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS

THAT MAY BE IMPACTED?*

☐ **Yes** ☐ **No**

If yes, please explain and outline the consultation process in detail.*

Consultation took place as part of the new program proposal process.

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Appendix D – Existing Courses

BIOL 1841U - Essentials of Biology

This course examines the evolutionary basis of life and the structure and function of living organisms. The major tissues, organs, and organ systems and their development from simple structures to more complicated systems will be examined.

COMM 1100U - Introduction to Communication and Digital Media Studies

Communications and digital media are everywhere and in everything. Journalists, public affairs officers, content creators, entertainment makers, branding experts, digital storytellers, social media influencers, consumers, activists and citizens use all kinds of media every day to produce, send, and receive digital messages and images about the world, to change it in some way. In this broad survey course, we learn about the key topics, theories, methods, and debates in contemporary communication and media studies and establish foundational knowledge of the economics, politics and policies, texts, technologies, and audiences of all kinds of media forms. The course introduces students to what communication and media studies is, how communication and media in modern society is analyzed, and why knowledge of the history, sources, roles, goals, uses, messages, and impacts of communication and media is integral to becoming media literate citizens and communications professionals.

CRMN 1000U - Introduction to Criminology and Justice

This course provides an introduction to criminology, with a particular emphasis on the Canadian criminal justice system. Beginning with the question of "what is crime?", student's will be introduced to an analysis of historical and contemporary philosophies and practices of the criminal justice system. In addition to an analysis and overview of crime data and statistics, the course will examine the role and function of each component of the criminal justice system: the police, the court system, and corrections.

EDST 1000U - Foundations of Learning

Educators need a strong framework of how students learn to make sound educational decisions about teaching (Ambrose et al, 2010) and when creating learning tools. This course aims to develop a rich understanding of learning for educators, starting with definitions of learning that consider formal, informal and inquiry learning. The course then explores research-based frameworks for understanding the nature of learning and how it happens, including 1) types of learning , 2) how people learn 3) factors that influence learning including feedback, the learning environments and social interactions 4) learning with technology, and 5) online learning. Students will use these frameworks to analyze real and hypothetical learning situations including their own learning experiences.

EDST 1100U - Problem and Inquiry Based Learning

This course introduces an approach to teaching that focuses on the value of learning from real and meaningful activities. Students will learn to find and structure activities around the kind of ill-

defined problems that face professionals in their work and they will learn to use these activities as the basis for promoting self-directed inquiry.

EDST 1130U - Writing and Information Literacy in the Digital Age

This course is designed to develop students' research, writing skills and information literacy practices to support student success within the Educational Studies program. Students will enhance their inquiry skills and use digital technologies including academic and public resources to critically assess the sources and utility of information. Assignments in this course include formal, academic writing and the mediation and creation of digital artifacts through processes that include revision, peer and self editing.

EDST 2110U - Assessment and Evaluation

This course examines principles and practices of educational assessment, including in the context of digital technologies. Students will critique inequitable assessment practices and identify inclusive assessment practices that support life-long learning. Students will plan, create and analyze assessment tools appropriate for inclusion, specific learning goals and teaching strategies. Topics will include but are not limited to, traditional assessment concepts and procedures (reliability, validity, test design), and a range of contemporary practices (eg. observation, rubrics, non-disposable assessment, portfolio assessment, performance assessment, ungrading). Students will explore the affordances of self-assessment and digital technologies for assessment.

EDST 2500U - Foundations of Equity, Diversity and Inclusion in Education

In this course, students learn how to make decisions and act equitably in their personal and professional lives. Students engage in critical reflection, constructive dialogue and problem-solving within a framework of empowerment. This course provides a forum for students to reflect on how membership in marginalized or equity-seeking groups identified as protected areas by human rights legislation (e.g., race, gender, gender identity, sexual orientation, age, socio-economic status, ability, language, faith and culture) experience systemic oppression in many forms. Through the use of problem-based learning strategies, students collectively develop perspectives and approaches to working with and across social identities and positionalities. The Foundations in EDI course draws on both theory and lived experience to foster competencies such as critical self-reflection and self-direction.

EDST 2700U - Foundations of Special Education

This Special Education course is tailored to educators and includes foundational knowledge about inclusive learning opportunities for students with exceptionalities. There will be an overview of the principles of inclusion, various exceptionalities, program planning and delivery, classroom management, and the integration of assistive and digital technology. Additionally, there will be a focus on legal issues underpinning the Education Act and the Accessibility Standards in Ontario. The nuances of student assessment—including formal, informal, observational techniques, and the interpretation of psychological assessments will be explored through the lens of differentiation and Universal Design for Learning (UDL).

EDST 3610U - Child Development and Health

This course on child development and health will be viewed through the lens of self-regulation. We will learn about important theorists and theoretical frameworks that have guided most research on child development. We will critically examine child development from conception to age 8 and its role in early childhood education. We will explore the genetic basis of child development and how genetic disorders and environmental factors affect the usual pattern of child development. We will look specifically at child development across the domains i.e., physical/biological, cognitive, and social and emotional (SEL). Students will be asked to reflect on their own childhood experiences and how those experiences have influenced their ideas about child development and health in relation to teaching and learning.

EDST 4000U - Inquiry and Professional Practice

This course is designed to enable educators to investigate their curiosities and deepen their understandings of key issues that impact educational practice. Students will explore the different and complementary roles of ongoing reflection, inquiry, and critical engagement with educational research. Participants will develop the skills necessary to identify, analyze, and address real-world problems of practice and understand the complementary roles of different approaches to inquiry for the purpose of ongoing improvement of student learning.

EDST 4300U - Engaged Educator Project I

The Engaged Educator Project (EEP) is offered as an alternative to a thesis and serves as a major component of the graduation requirements of the BA in ESDT program. The EEP is a two-course, experience-oriented educational project that provides opportunities for students to conduct a digital learning consulting project under the direction of their course instructor. In EEP I, students will begin to engage with the various stakeholders of an organization, network, or community of practice on an issue or opportunity that is meaningful to the group, leading toward meaningful social or structural change for the group. Enrolment is limited; students must find their own placement and write a proposal to be considered for entry into the course.

EDST 4301U - Engaged Educator Project II

Engaged Educator Project II is an extension to EEP I. It allows students who have successfully completed EEP I to develop, extend and complete their digital learning consulting project under the direction of their course instructor. In EEP II, students will continue to engage with the various stakeholders of an organization, network or community of practice on the issue or opportunity identified in EEP I that is meaningful to the group, leading toward meaningful social or structural change for the group. Enrolment is limited; students must find their own placement and write a proposal to be considered for entry into the course.

EDST 4980U - Work Integrated Learning I

EDST 4980U (Work Integrated Learning I) is an experiential learning course that provides students with opportunities to develop connections between research and practice while acquiring workplace skills and knowledge. Experiential learning includes planning, engaging in the work experience, reflecting on the experience and synthesizing the learning. Students in work experience engage in inquiry, solving problems and constructing meaning. The course consists of up to 100 hours of fieldwork/work experience, in-class seminars, ongoing assignments and a culminating

task (e.g., paper or poster). Students are encouraged to show initiative in locating work experience placements. Students are matched with community organizations based on goals, interests and learning outcomes identified in the pre-placement planning and selection process. In consultation with a designated fieldwork supervisor, students design, manage and receive feedback on a series of self-directed workplace goals and objectives. The associated seminars (planning, reflection and synthesis) are online; the work experience location is related to the matched organization. As part of the pre-work experience process, students may be required to acquire a Vulnerable Sector Screening.

EDST 4981U - Work Integrated Learning II

EDST 4981U (Work Integrated Learning II) is an experiential learning course that provides students with opportunities to develop connections between research and practice while acquiring workplace skills and knowledge. Experiential learning includes planning, engaging in the work experience, reflecting on the experience and synthesizing the learning. Students in work experience engage in inquiry, solving problems and constructing meaning. The course consists of up to 100 hours of fieldwork/work experience, in-class seminars, ongoing assignments and a culminating task (e.g., paper or poster). Students are encouraged to show initiative in locating work experience placements. Students are matched with community organizations based on goals, interests and learning outcomes identified in the pre-placement planning and selection process. In consultation with a designated fieldwork supervisor, students design, manage and receive feedback on a series of self-directed workplace goals and objectives. The associated seminars (planning, reflection and synthesis) are online; the work experience location is related to the matched organization. As part of the pre-work experience process, students may be required to acquire a Vulnerable Sector Screening. This course is a continuation of EDST 4980U for students with a continuing placement.

INDG 1000U - Introduction to Indigenous Studies: Colonial History and its Impacts on Indigenous Peoples

A brief overview of Indigenous peoples' worldviews and histories prior to colonization centres this course in relation to the events of colonization. Crucial underpinnings, including the Doctrine of Discovery, the Royal Proclamation and the Indian Act, are explored. Stereotypes and myths about Indigenous peoples are analyzed in how they intersect with colonial narratives. Indigenous resistance and survivance in the face of genocide bring the strengths of Indigenous peoples and the wisdom of their cultures back to the centre. Indigenous pedagogies, experiential and self-reflexive learning and anti-racist approaches foster the development of respectful relationships and reconciliation between Indigenous and non-Indigenous peoples, both at Ontario Tech and in students' future careers.

LGLS 1000U - Foundations of Legal Studies

The course provides students with knowledge of the basics of the Canadian legal system (structure of government, court system, and the principles, sources, and types of law) as well as critical perspectives on law and its role in society. The creation and functioning of the law and its relationship with society are examined through the lens of core themes such as: breaking the law, applying the law, making the law, resisting the law, defining the law and studying the law.

POSC 1000U - Introduction to Political Science

This course introduces students to the central concepts of political science. The course deals with the scope, concerns, orienting concepts, leading approaches and methodologies of political inquiry, the major political ideologies, formal and informal institutions in the political process, problems of political and social change and Canadian and international politics. The emphasis is on how individuals participate in politics and on how politics may be changed through mobilization, social movements and globalization. This course cultivates an understanding of municipal, provincial, national and international levels of politics.

PSYC 1000U - Introductory Psychology

This course introduces students to the study of human thought and behaviour. Through a survey of major theories, principles, and research findings across a variety of fields within psychology, students will gain a better understanding of why people think and behave as they do. Typical topics include: the history of psychology, research methods, sensation and perception, learning, memory, emotion and motivation, consciousness, stress and health, social influences, developmental factors, psychological disorders and treatment.

PSYC 2010U - Developmental Psychology

This course is a comprehensive study of human development across the lifespan from a developmental psychology perspective. The course examines developmental processes and milestones of the individual from conception through late adulthood, with particular emphasis on behavioural and cognitive development. Students will be introduced to the major psychological theories, theorists, and controversies in the field of human development.

PSYC 2020U - Social Psychology

This course will introduce the scientific study of social behaviour and the social influences on human behaviour. Theories and research on such topics as attitude change and persuasion, stereotypes and prejudice, conformity and obedience to authority, altruism, attraction and close relationships may be introduced. Emphasis will be placed on experimental research, conducted both in the laboratory and in the field.

PSYC 2030U - Psychopathology

This course offers an introduction to understanding, assessing, and treating mental illness from a psychological perspective. Course material will focus on various categories of psychopathology, including personality, anxiety, and mood disorders; schizophrenia; and substance related disorders. Implications for mental health and the law may also be considered.

PSYC 2050U - Brain and Behaviour

This course will examine aspects of human neuroscience particularly as they relate to how the brain's normal and abnormal functioning affect human experience and behaviour. Particular emphasis will be placed on aspects of neuroanatomy and physiology that directly influence human language, thought, and learning.

PSYC 2060U - Cognitive Psychology

This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes. Topics will include attention, perception, memory, knowledge, language, reasoning, decision-making, and other cognitive psychological topics.

PSYC 2900U - Research Methods in Psychology

This course will introduce students to the research procedures and designs used in psychological research. There will be a focus on the strengths and weaknesses of different approaches, as well as the critical evaluation of reported research findings. Topics include, but are not limited to, non-experimental, experimental, and quasi-experimental designs; research ethics; levels of measurement; and reliability and validity. Particular attention will be paid to drawing valid conclusions from empirical evidence.

PSYC 2910U - Data Analysis in Psychology

This course offers an introduction to the concepts and methods of data analysis commonly used in psychology. It focuses on the use of descriptive and inferential statistics in psychological research, and the conceptual interpretation of data. Topics may include measures of central tendency and variability, various forms of analysis of variance, effect sizes and confidence intervals, correlation and regression, planned and post-hoc comparisons, as well as non-parametric tests.

PSYC 3060U - Personality Psychology

This course will introduce different theoretical perspectives to the psychological study of personality. Approaches to human personality may include psychoanalytical, cognitive, humanistic, dispositional, behavioural, and biological. Methodological issues will also be discussed. Similarities and differences between the theories will be noted, as will empirical studies that have either supported or failed to support these ideas.

PSYC 3065U - Emotion

Everyone knows what emotions are and how they make us feel. However, were you asked to define exactly what emotions are, and what their function is, you may have a difficult time. This course will provide an in-depth investigation into the concept of emotion, and will explore topics including: What are emotions? What are the functions of emotions? What is the relationship between emotion and cognition? How do differences in emotional expression relate to differences in personality, stress, decision making and mental health? Throughout, emotions will be considered from a biopsychosocial perspective, to provide a thorough understanding of the social, psychological and neurobiological factors that influence, and that are influenced by, emotional expression.

PSYC 4110U – Honours Thesis in Psychology I

A specific scholarly project on a well-defined psychological topic, to be determined in consultation with a thesis supervisor. Honours Thesis I includes attending a weekly class, where psychology thesis students will review aspects of the research process and submit written and oral accounts of their research project and its progress. In particular, students will prepare a literature review and the preparation of a thesis proposal for the planned project. Regular student/supervisor meetings

will also be scheduled. Instructor and dean's consent required.

PSYC 4120U – Honours Thesis in Psychology II

A specific scholarly project on a well-defined psychological topic, to be determined in consultation with a thesis supervisor. Honours Thesis II involves conducting the project planned in Honour's Thesis I and attending the weekly class, where psychology thesis students will review aspects of the research process (e.g., data analysis) and submit written and oral accounts of their research project and its progress. Honours Thesis II culminates with a written report and oral presentation of the project. Regular student/supervisor meetings will also be scheduled. Instructor and Dean's consent required.

SOCI 1000U – Introduction to Sociology

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

SSCI 1910U - Writing for the Social Sciences

This course is intended to help students develop and/or enhance writing skills that will increase their likelihood of success within the social sciences. Students will learn how to research academic papers, how to critically assess and use resources, and how to write different styles of papers. Throughout, emphasis will be on improving writing through such mechanisms as outlining, drafting and critically assessing their own work.

SSCI 4098U - Practicum

The practicum is an experiential learning tool that provides students with opportunities to acquire workplace skills and knowledge, confront the relationship between theory and practice, and cultivate a sense of personal and professional development. The course consists of 100 hours of fieldwork, in-class seminars, a set of academic assignments and a major research paper and poster. As part of the pre-practicum process, students will be required to acquire a Vulnerable Sector Screening. Students are matched with community organizations based on goals, interests, and learning outcomes identified in the pre-practicum selection process. In consultation with a designated fieldwork supervisor, students design, manage, and receive feedback on a series of self-directed workplace goals and objectives.

SSCI 4103U - Internship

Internship is a form of experiential learning that provides students with opportunities to acquire workplace skills and knowledge, critically examine the relationship between work-related practices and the theories behind them while cultivating a sense of personal and professional development. The internship placement consists of a minimum of 280 hours of fieldwork (paid or unpaid) in one semester, online discussions, reflective journals, and a final project and presentation that

integrates and synthesizes students' work experience with previous coursework and knowledge gained throughout their program of study.

SSCI 4104U - Internship II

This course is available to students who have successfully completed SSCI 4103U and have been offered a continued contract with the same organization in consecutive semesters.The accompanying Internship II class will expand upon the reflective assignments and exercises from Internship I so to include goal formation and enhanced theoretical exploration. The Internship II placement consists of a minimum of 280 hours of fieldwork (paid or unpaid) in one semester, online discussions, reflective journals and a final project and presentation that integrates and synthesizes students' work experience with previous coursework and knowledge gained throughout their program of study.

Appendix _ – Faculty Information

Please include here only those currently at the institution and affiliated with the program. ***Where available, link each faculty name to their Research or Profile page on the website.***

Faculty members by home unit, rank, and supervisory privileges

Name and Faculty Status/Rank *(Tenure/tenure track, teaching focused, continuing sessional, special appointment, emeritus, etc.)*	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Role in New Program *(Note if faculty will be teaching and/or supervising in the program)*	Total Undergraduate Teaching (including New Program) *(Indicate in bold type if the faculty member is a course developer for the new program)*
Education					
Wendy Barber, Associate Professor	PhD	Frazer Faculty of Education	Authentic assessment, Curriculum teaching and learning in HPE, Developing resilience and grit in teachers, Health and physical education, Online communities and transformative digital practice, Physical literacy, Role of HPE in developing resilience and grit for academic hardiness in students, Teacher development	Teaching	Full load - 4
Allyson Eamer, Associate Professor, Associate Dean	PhD	Frazer Faculty of Education	Bilingualism/multilingualism in families, schools and communities, English language education, Equitable access to higher education, Ethnolinguistics and sociolinguistics, Indigenous language learning, Language and multiculturalism, Mother tongue maintenance in immigrant families, Online language learning Additional languages spoken: French, Cantonese	Teaching	Full load - 4

Brenda Jacobs, Assistant Teaching Professor	PhD	Frazer Faculty of Education	Early Childhood Education; Kindergarten; Self-Regulation; Social Emotional Learning (SEL); Emergent Curriculum; Inquiry-based Learning; Inquiry in Online Classrooms; Play and Digital Play; Early Literacy; Reggio Emilia; Pedagogical Documentation; Assessment; Curriculum; Knowledge Mobilization, and Qualitative Research Methods	Teaching	Full load - 7
Robin Kay, Professor	PhD	Frazer Faculty of Education	Blended and flipped learning environments, Design, quality and effectiveness of video podcasts and online learning tools,Mobile apps and learning, Scale development and research methodology, Technology and mental health, Use and impact of technology in K-12 and higher education classrooms, Virtual classrooms	Teaching	Full load - 4
Jennifer Laffier, Assistant Professor	PhD	Frazer Faculty of Education	Bullying and safe schools, Child and Youth Mental Health, Creativity and the creative arts, Emotional intelligence, Global mental health practices impacting learning and success, Impacts of Technology on Well-Being and Development, Mental health education for teachers, Psychological empowerment for at-risk populations, Resiliency and Flourishing, Role of play and nature in wellness, Trauma-informed practices		
Sharon Lauricella, Professor	PhD	Frazer Faculty of Education	Dr. Lauricella's research addresses important areas relative to improvement in contemporary culture and education: student mental health, feminist and	Teaching	½ Full load - 2 (Faculty cross-appointed)

			cultural digital identities, and pedagogy/educational technology.		
Alison Mann, Assistant Teaching Professor	MA	Frazer Faculty of Education		Teaching	Full load - 7
Laura Morrison, Assistant Professor	EdD	Frazer Faculty of Education	Online learning, Pre-service teacher education, In-service teacher professional learning, Critical Digital Literacies, New Literacies, Multiliteracies, Making/Makerspaces, STEAM learning	Teaching	Full load - 4
Diana Petrarca, Professor	EdD	Frazer Faculty of Education	Documentary filmmaking as a form of knowledge mobilization Field experience/practicum Leadership Pre-service teacher candidate identity and development Pre-service teacher education programs Visual ethnography Web-based learning tools	Teaching	Full load - 4
Joelle Rodway, Associate Professor	PhD	Frazer Faculty of Education	Social networks, Social capital, Professional learning, Knowledge mobilization, Educational change	Teaching	Full load - 4
Robyn Ruttenberg-Rozen, Assistant Professor	PhD	Frazer Faculty of Education	Equity and access in STEAM education for typically underserved populations of learners, Growth and pathways of mathematical understanding, Interventions and innovative practice in pedagogical spaces that support all learners, Learners experiencing mathematics difficulties, Equity in online learning spaces, Intersectionality and identity in STEAM education, Developing awareness of implicit biases,	Teaching	Full load - 4

			Dynamic Assessment, Instrumental Enrichment 1, 2, 3, Bright Start		
Roland Van Oostveen, Professor Graduate Program Director	PhD	Frazer Faculty of Education	Educational informatics, e-Learning and m-Learning, Online learning curriculum development, Problem-based learning (PBL) in online environments, Virtual environment creation	Teaching	Full load - 4
Diane Tepylo, Associate Teaching Professor	PhD	Frazer Faculty of Education	Developing responsive mathematics educators, affordances of coding for student learning, supporting language learners in STEM teaching, teacher research as a support for teacher learning, affordances of technology for mathematics learning, implementing code to supplement commercial statistical packages.	Teaching	Full load - 7
Kenneth Gyamerah, Assistant Professor	PhD	Frazer Faculty of Education	Decolonizing education, Equity, access, and representation of Black, Indigenous, and racialized youth in STEM/STEAM education, Anti-colonial education, Teacher education, Comparative and international education, African Indigenous knowledge systems, Curriculum theory, Educational policy	Teaching	Full load - 4
Stephanie Thompson, Associate Teaching Professor	MA	Frazer Faculty of Education	Digital Literacy, Critical Literacy, English, Online learning, Technology in Education, Foundations of Teaching K-12	Teaching	Full load - 7
Shamiga Arumuhathas, Academic Associate	PhD Candidate	Frazer Faculty of Education	Decolonization, Equity, Diversity, Inclusion Social Epistemology, Virtue Epistemology, and the Epistemology of Education	Teaching	Full load - 7

			Indigenous Epistemology and Anti-colonial methodologies Teacher Education Comparative & Internationalization of Higher Education Student Experience & Academic Outcomes Ethics & Social Justice Issues in Lifelong Learning School Improvement Planning Higher Education Policies Anti-racism and Culturally Relevant K-12 STEM Education Instructional Design: Curriculum and Pedagogists Epistemic curricular violence Intermediate/Senior (Secondary) Education		
Tricia Dwyer-Kuntz, Academic Associate	MEd	Frazer Faculty of Education		Teaching	Full load - 7
Christian Elia, Academic Associate, BEd Program Director	PhD	Frazer Faculty of Education		Teaching	Full load - 7
Katie Higginbottom, Academic Associate	PhD	Frazer Faculty of Education	Equity and Special Education	Teaching	Full load - 7
Anna Rodrigues, Academic Associate, BA EDST Program Director	PhD	Frazer Faculty of Education	Art as pedagogy, Creative cultural resistance, Intercultural understanding, Socio-cultural context of language learning, Informal learning in adult contexts, Experiential learning, Pop culture in education, Inclusive online course design, Advancing social justice	Teaching	Full load - 7

			through open educational resources, Media studies		
FSSH					
Kimberley Clow, Professor (Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Stigma of false confessions, stereotypes and prejudice, wrongful conviction	Teaching	Full load - 4
Joseph Eastwood, Associate Professor (Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Investigative interviewing, alibis, comprehension of legal rights	Teaching	Full load - 4
Karla Emeno, Associate Professor (Undergraduate Program Director, Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Geographic profiling, police recruitment, crime mapping, police use of body worn cameras	Teaching	Full load - 4
Logan Ewanation, Assistant Professor (Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Juror decision-making, racial bias, perceptions of police	Teaching	Full load - 4

Leigh Harkins, Professor (Graduate Program Director, Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Aggression in groups, offender rehabilitation, sexual aggression	Teaching	Full load - 4
Taylor Heffer, Assistant Professor (Psychology)	PhD	Faculty of Social Science and Humanities	Adolescent mental health, cognitive and affective mechanisms, sensitivity to threat and award, wellbeing	Teaching	Full load - 4
Amy Leach, Professor (Forensic Psychology) (Associate Dean Research, Innovation and Graduate Studies)	PhD	Faculty of Social Science and Humanities	Lie detection, confessions and interrogations, eyewitness memory, wrongful conviction	Teaching	Full load - 4
Lindsay Malloy, Associate Professor (Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Disclosure of children's traumatic experiences, children's memory, juvenile witness	Teaching	Full load - 4
Matthew Shane, Associate Professor (Undergraduate Program Director, Psychology)	PhD	Faculty of Social Science and Humanities	Psychopathic behaviour, substance abuse, neuroscience of empathy, brain differences	Teaching	Full load - 4

Bobby Stojanoski, Assistant Professor (Psychology)	PhD	Faculty of Social Science and Humanities	Neural mechanisms, cognitive development, neural synchronization, brain training, social cognitive functioning	Teaching	Full load - 4
Shannon Vettor, Associate Teaching Professor (Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Offender profiling, sexual aggression, sexual victimization	Teaching	Full load - 7
Tanya Karam-Zanders, Associate Teaching Professor (Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Cognitive psychology, human memory, emotionality and memory, meta-cognition and person memory	Teaching	Full load - 7

Please note that the Program Directors usually receive 1 course release during their directorship and the Associate Dean would receive 2 course releases.

Undergraduate Thesis supervisory records by faculty member (if applicable to the program)

Name	Undergraduate Theses Supervised Last 5 Years	Total Undergraduate Theses Supervised

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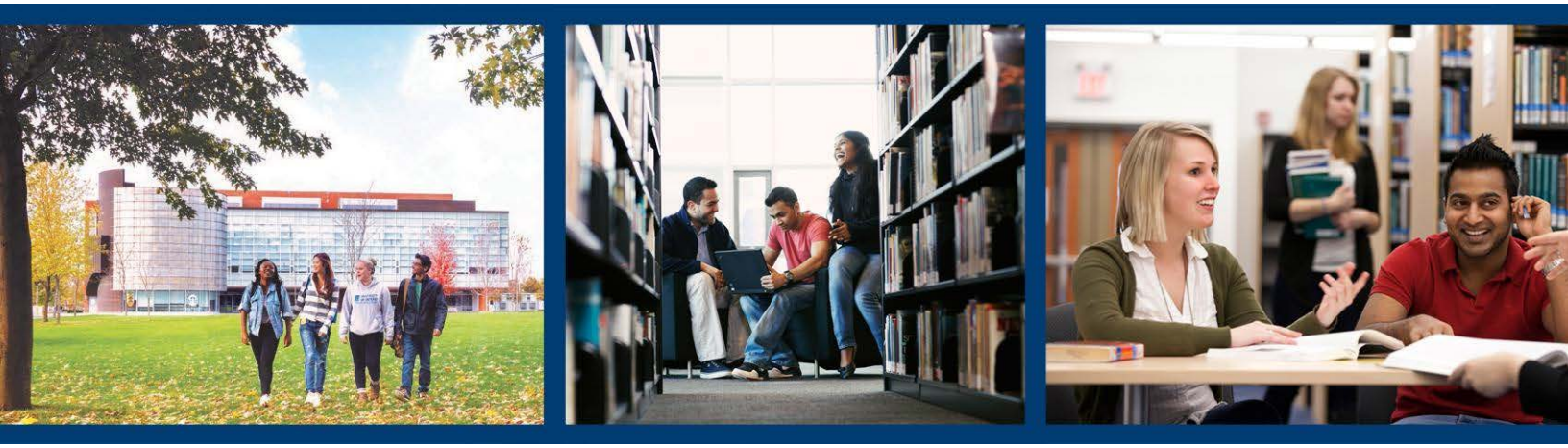
New Program Assessment: Bachelor of Arts (Honours), Educational Psychology

Library Statement of Support Provided to Ontario Tech University

Prepared by:
Chelsie Lalonde
Faculty of Social Science and Humanities & Faculty of Education Liaison Librarian
April 2024



OntarioTech Library

Contents

Summary 3
Resource Requirements 3
Introduction 4
Library Collections 4
Consortial Licensing 4
Journals 5
Books & E-Books 5
Search Tools 5
Other Library Resources 6
Data Resources 6
Multimedia Resources 6
Library Services 7
Research Support 7
Reference Service & Research Consultations 7
Open Access & Research Data Management 7
Theses & Dissertations 8
Teaching & Learning Support 8
Information Literacy Instruction 8
Online Research Guides 9
Copyright & Academic Integrity 9
Course Reserves 9
3D Printing & Equipment Loans 10
Library Staffing 10
Conclusion 10

Summary

Ontario Tech University Library's holdings in areas of education and psychology are strong.

The proposed Bachelor of Arts, Educational Psychology, is a cross-disciplinary program with focuses on education, psychology, educational technologies, mental health, and equity, diversity and inclusion. This program will benefit from our library collections supporting the Faculty of Education's Educational Studies program, and collections supporting the Faculty of Social Science and Humanities' Psychology program.

The Library's research holdings, as well as archives and special collections, total more than 98,368 print volumes and 167,892 journal subscriptions. Our holdings include more than 1,372,411 e-books and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Opportunities exist to incorporate information literacy directly into the Bachelor of Arts, Educational Psychology. Student feedback from information literacy sessions overwhelmingly shows that students find the skills to be useful and that information literacy instruction should ideally be incorporated into first year classes.

Information literacy is often delivered in writing courses in Social Science and Humanities and Education programs in the following courses:

- SSCI 1910U – Writing for the Social Sciences
- EDST 1130U – Writing and Digital Literacies

There is a gap in information literacy instruction within Psychology course offerings. The following course has been identified for delivering information literacy instruction:

- PSYC 1000U Introduction to Psychology

Resource Requirements

The introduction of new programs and the subsequent increase in enrollment will impact database subscription costs as pricing is linked to enrollment tiers.

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 98,368 print books. Additionally, our collections include extensive online resources such as e-books and online databases that are selected to meet curricular needs. Students and faculty are supported by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

The proposed Bachelor of Arts, Educational Psychology, is a cross-disciplinary program with focuses on education, psychology, educational technologies, mental health, and equity, diversity and inclusion. This program would benefit from our library collections supporting the Faculty of Education's Educational Studies program, and collections supporting the Faculty of Social Science and Humanities' Psychology programs.

The Library's collections budget for 2022-2023 totaled $1,812,147. Approximately 95% of this budget is directed to online resources, while the remainder is allocated to acquisition of other formats, including journals, print books, multimedia and other specialized material.

With respect to programs in the Faculty of Education, including Educational Studies, our collection spans areas of education, educational technology, and equity, diversity and inclusion. Within the Faculty of Social Science and Humanities, including Psychology programs, our collection covers topics in psychology, communications, mental health and sociology. Further, the broader library collection covers topics of interdisciplinary relevance such as computer science and health science.

Collection suggestions are welcome and faculty and students are encouraged to contact their subject specialist librarian, Chelsie Lalonde (chelsie.lalonde@ontariotechu.ca). All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech community benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canadian Research Knowledge Network (CRKN) members represent 85 institutions across Canada that include world-class academic libraries and research institutions, two national libraries, and Canada's largest public library system.

The Ontario Council of University Libraries (OCUL) is a consortium of Ontario's 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

Journals

Our journal holdings in Educational Psychology are strong. We provide access, through subscription, to most of the relevant journals with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database and Google Scholar Metrics.

Subject Category	Ontario Tech Access	Select Titles
Educational Psychology (JCR 2022)	25/25	• Educational Psychology Review • Contemporary Educational Psychology • Journal of Educational Psychology • Metacognition and Learning • British Journal of Educational Psychology
Educational Psychology & Counseling (Google Scholar Metrics, March 2024)	20/20	• Journal of School Psychology • Educational Psychologist • Educational Psychology

Books & E-Books

We provide access to over 98,368 print books and over 1,372,411 e-books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books and e-books from major academic publishers.

Through our Omni Search, students and faculty have seamless access to holdings not just from Ontario Tech, but all Omni member libraries across Ontario universities. Articles and books that are not available through Omni Libraries can be requested through our interlibrary loan service.

The following table highlights Library holdings by subject heading for print books and e-books that encompass the educational psychology collection.

Subject	# Print Books	# E-Books
Educational psychology	280	4,654
School psychology	220	6,888
Child and school psychology	56	2,565

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in Educational Psychology. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases:	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
Education: • Education Source • ERIC • LearnTechLib Digital Library **Psychology:** • APA PsycInfo • APA PsycArticles • DSM-5 Library	**Multidisciplinary:** • Web of Science • Scopus	**Technology:** • Computers & Applied Science Complete • ACM Digital Library **Health Science:** • CINAHL • ProQuest Nursing and Allied Health Premium

Other Library Resources

Data Resources

The Library subscribes to three main resources to support research that requires statistics and datasets:

- **Data Liberation Initiative (DLI):** Access to datasets from Statistics Canada surveys including public use microdata files (PUMF).
- **odesi**: A web-based data exploration, extraction and analysis tool that enables researchers to search for variables across thousands of datasets including Statistics Canada datasets and polling data.
- **Interuniversity Consortium for Political and Social Research (ICPSR)**: Access to a data archive of more than 250,000 files of research in the social and behavioral sciences. Includes specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. Resources for teaching and learning include classroom exercises and materials to support data literacy in the classroom.

In addition, we provide access to Borealis: The Canadian Dataverse Repository, which supports research data management and open access data requirements for Tri-Agency research funding compliance.

Multimedia Resources

The Library acquires video resources that are relevant to topics covered in the Educational Psychology program. Multimedia resources are selected individually or as part of standing subscriptions.

Omni retrieves over 500 results for videos available through the Library's streaming video subscriptions on the topic of educational psychology. The following video collections are particularly relevant to the curriculum in Educational Psychology.

Relevant Streaming Video Collections

Streaming Video Collection	Relevant Titles
Kanopy Streaming	• Education Documentary: 186 titles • Psychology: 1346 titles

Streaming Video Collection	Relevant Titles
CBC Curio	• Education: 125 titles • Psychology: 438 titles • Educational Psychology: 346 titles
NFB Campus	• Education: 173 titles • Psychology: 37 titles • Educational Psychology: 199 results

Library Services

A range of library services support teaching, learning and research at the Ontario Tech. Students and faculty in Educational Psychology have access to library services in-person, online, by email or phone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations

Students and faculty have access to research support in-person and online, by phone, email and through online chat help. In the 2022-2023 academic year, library staff answered 8,704 research questions from the Ontario Tech community.

Librarians provide individualized research consultations with students and faculty, in person and online. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. In the 2022-2023 academic year, Librarians participated in 144 research consultations.

Open Access & Research Data Management

We provide support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, eScholar (https://ir.library.ontariotechu.ca).

We also provide direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (http://guides.library.ontariotechu.ca/openaccess). The Library has a Research Data Management guide (http://guides.library.ontariotechu.ca/rdm) to support faculty and students in creating data management plans and sharing research data.

During the 2022-2023 academic year, these guides were viewed 1,369 times.

Research Metrics & Impact

The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscription tools for research metrics include Web of Science, Scopus and Journal Citation Reports (JCR).

Our Research Metrics guide (http://guides.library.ontariotechu.ca/researchmetrics) provides background information and support for these tools.

Theses & Dissertations

To ensure that the Ontario Tech community has access to national and international thesis and dissertation databases, we provide access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open access digital repository, E-Scholar, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, we provide a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy instruction that support the development of students' skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment. Information literacy may be delivered synchronously or asynchronously to classes, in person or online. Library information literacy modules are available in the Canvas Learning Management System and can be adapted and added directly into courses, or instructors can opt for asynchronous recordings.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study. Student feedback from information literacy sessions indicates that 78% of students felt more confident using the library after receiving library instruction, 84% of students felt that they learned something new, and that students often wish they could have received this training earlier in their program.

In the 2022-2023 academic year, 433 students in the Faculty of Social Science and Humanities, and 633 students in the Faculty of Education received instructional support from a Librarian. Students may receive Information Literacy instruction from a Librarian in their elective or communications courses.

Information literacy instruction has been integrated in the following Education and Social Science and Humanities courses proposed to be incorporated into the Educational Psychology program:

- SSCI 1910U – Writing for the Social Sciences
    - Winter 2020; Fall 2020; Fall 2022; Winter 2023; Fall 2023; Winter 2024
- EDST 1130U – Writing and Digital Literacies
    - Fall 2022; Summer 2023; Winter 2024
- COMM 1100U – Introduction to Communication Studies
    - Summer 2020; Fall 2021
- EDST 1000U – Foundations of Learning
    - Summer 2023
- EDST 1100U – Problem and Inquiry-Based Learning
    - Winter 2023
- EDST 3100U – Critical Digital Literacies
    - Summer 2023

While information literacy has been delivered in the above courses, there is a gap in information literacy instruction within Psychology course offerings. The following course has been identified for delivering information literacy instruction:

- PSYC 1000U Introduction to Psychology

Co-curricular Workshops

In addition to Information Literacy instruction that is integrated into the curriculum, the Library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- Library 101: Introduction to the Library
- Citation Management
- Finding and Using Open Educational Resources

Workshop offerings are regularly updated in response to the changing needs of the community.

Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area which are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the Educational Psychology program include:

- Education Guide: https://guides.library.ontariotechu.ca/education
- Psychology Guide: https://guides.library.ontariotechu.ca/psychology
- Citation Guide: https://guides.library.ontariotechu.ca/citation

During the 2022-2023 academic year these guides were viewed a combined 7,392 times.

Copyright & Academic Integrity

The Library provides copyright guidance for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System. We also help faculty find, evaluate and integrate Open Educational Resources into their courses.

Our research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

Course Reserves

Instructors can place materials on course reserve in the library or make course materials available online through our electronic course reserves system. Online course reserves can include the library's print holdings, as well as digitized chapters, and links to journals, e-book chapters, videos and more. We provide equitable access to resources, and our online reserves are subject to copyright compliance and licensing restrictions.

3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

Library Staffing

The anticipated intake for students in the Educational Psychology program for years 1-4 is as follows:

Year of Operation	Total Enrollment
2025-2026	50
2026-2027	125
2027-2028	200
2028-2029	275

We anticipate that there will be additional staffing requirements associated with growth in graduate and undergraduate degree programs across the University. These requests will be part of the regular budget planning process, following a fulsome and strategic analysis of our staffing needs.

Conclusion

The Library is well-positioned to support the Bachelor of Arts in Educational Psychology. Our suite of services and programs will meet the needs of students and faculty in this program.

We look forward to working in collaboration with students and faculty in this new program.

HASTINGS AND PRINCE EDWARD
DISTRICT SCHOOL BOARD

156 Ann Street, Belleville ON K8N 3L3
613-966-1170 | 1-800-267-4350
www.HPEschools.ca

LEARNING TOGETHER

February 29, 2024

The Faculty of Education and Faculty of Social Sciences & Humanities
Ontario Tech University
2000 Simcoe Street North
Oshawa ON L1G 0C5

To: Academic Council

I was recently asked to provide a letter of support for a new program in Educational Psychology, jointly offered by the Faculty of Education and the Faculty of Social Sciences & Humanities at Ontario Tech University. I am pleased to do so given that my position as Lead Psychologist at Hastings and Prince Edward District School Board provides me with considerable insight into the benefits of having educators and other school-based professionals who have an understanding of psychological supports and mental health services.

Graduates of degree programs such as an undergraduate degree in Educational Psychology, whether they pursue careers as educators, mental health service providers, and/or provide specialized resource support services, will have developed a deeper understanding and appreciation for students receiving psychological and/or mental health support services. There is also a possibility that graduates may pursue Masters and Doctoral level studies, which would increase potential candidates for eligibility to register with The College of Psychologists of Ontario and pursue roles such as clinical and/or school psychologists, and counselling psychologists. Increasing the number of registered psychologists and/or mental health service providers within the educational system would be a considerable asset given the complexity and number of student needs. When students are well supported and receive timely and specialized mental health services, we not only improve student well-being, but our system sees an improvement in student learning and engagement and an increase in graduation, which ultimately prepares students for future success.

It is an absolute pleasure to support your initiative, and I wish you all the best in your new endeavor.

Sincerely,

Deanna Mayfield

Deanna Mayfield, MA., Ph.D., C. Psych.
Registered Clinical & School Psychologist

School Mental Health Ontario
Santé mentale en milieu scolaire Ontario

P.O. Box 2558
Hamilton, Ontario L8N 3L1
E info@smho-smso.ca
@SMHO_SMSO
www.smho-smso.ca

February 20, 2024

RE: Undergraduate Degree in Educational Psychology

To whom it may concern,

Dr Allyson Eamer, from the Faculty of Education at Ontario Tech University, has asked me to address the value of launching a new undergraduate degree in Educational Psychology. She has explained to me that this new program is a collaborative effort of two faculties at Ontario Tech University (Faculty of Social Sciences and the Mitch and Leslie Frazer Faculty of Education.)

School Mental Health Ontario (SMH-ON), as the Ministry of Education's implementation partner for student mental health, leads the development and implementation of made-in-Ontario, evidence-informed mental health promotion and prevention resources, programs, and professional learning for classroom educators, school administrators, and regulated school mental health professionals. As such, all Ontario's school boards work closely with SMH-ON to support the provision of evidence-informed school-based mental health promotion, prevention, and early intervention.

As the Executive Director of School Mental Health Ontario, I can speak with confidence and authority about the need for greater understanding of how mental health challenges impact the experience of learning. To that end, SMH-ON has produced numerous resources, such as Mental Health Literacy Modules, Wayfinder (a grade-by-grade guide to teaching about mental health), Managing Social Media Fatigue, Mental Health Desk Reference for Supervisory Officers, and many more.

It is my pleasure to endorse an undergraduate program (which would be the first in Ontario) that prepares its graduates to continue to a teacher education program, bringing with them a solid background in psychology as it relates to the K-12 context. This degree would also position students well to apply to graduate programs in school psychology.

I can readily support this proposed program and look forward to hearing more about its implementation.

Your sincerely,

Kathy Short, Ph.D., C. Psych.
Executive Director, School Mental Health Ontario

1. REVIEWERS' REPORT FOR NEW PROGRAMS

Reviewers' Report on the Proposed Bachelor of Arts (Honours) Program in Educational Psychology at Ontario Tech University

Dr. Saad Chahine

Queen's University
99 University Ave,
Kingston, ON K7L 3N6

Dr. Richelle Marynowski

University of Lethbridge
4401 University Drive W
Lethbridge, AB T1K 3M4

1. OUTLINE OF THE REVIEW

Please indicate whether this review was conducted by desk audit or site visit. For those reviews that included a site visit, please indicate the following:

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

This review was conducted by a virtual site visit on Feb 10 and 11, 2025. Several groups were included in the visit. Please see Appendix A for the Schedule of interviews. No physical facilities were seen. Materials that were provided to complete the review were the following:

- BA in Educational Psychology Program Proposal
- Proposed academic calendar entry
- Lists and descriptions of new and existing courses for the program
- Faculty information and CVs
- Library report
- Letters of support
- 2023-2024 Factbook
- 2024-2025 Undergraduate Viewbook
- Ontario Tech Strategic Research Plan 2020-2025
- Integrated Academic Research Plan 2023-2028

2. EVALUATION CRITERIA

NOTE: Reviewers are asked to provide feedback on each of the following Evaluation Criteria (Quality Assurance Framework 2021, Section 2.1.2).

i.2.1 Program Objectives

- Clarity of the program's objectives
- Appropriateness of degree nomenclature given the program's objectives
- Consistency of the program's objectives with the institution's mission and academic plans

The program's objectives were clearly stated and aligned with the relevant courses that met those objectives. The Program Learning Outcomes clearly meet the level of standard for a Bachelor of Arts program. The collaborative nature of this program between two faculties and the program level foci of technology showcase the values of Integrity, Inclusion, Intellectual resilience, and Innovation that are stated in the Integrated Academic-Research Plan.

The program aims to give students a strong foundation in psychology and education, preparing them for a variety of careers working with children and youth in educational and support settings.

1. To provide students with a broad range of career opportunities beyond just teaching, including roles in counseling, assessment, and other educational support positions.

2. To leverage the expertise and resources of both the Faculty of Education and the Faculty of Social Science and Humanities through the collaborative nature of the program.

3. To offer flexibility in course scheduling, including spring and summer term options, to accommodate work-integrated learning experiences like co-op placements.

4. To attract a diverse student population, building on Ontario Tech's reputation for having a diverse student body.

5. To serve as a unique undergraduate program in educational psychology, as there are limited options for this specialization at the undergraduate level in Canada.

ii.2.2 Program requirements

- Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes
- Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the undergraduate or graduate Degree Level Expectations
- Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- Ways in which the curriculum addresses the current state of the discipline or area of study

1. Program Structure and Requirements:

The program will integrate students into existing course sections for the first two years, before introducing new courses specific to the program in the later years. There will be a mix of courses from the Faculty of Education and the Faculty of Social Science and Humanities, leveraging the expertise across both faculties. The program aims to provide flexibility for students, including options to take courses in the spring and summer terms to accommodate work-integrated learning experiences like co-ops. The program's structure allows students to explore different topics throughout the first two years and then focus on specializations in the latter two years with options for application of their learning in practicum, internship, and co-op placements. The program's structure and requirements meet the program objectives and the program-level learning outcomes.

2. Program-level Learning Outcomes:

The program is designed to prepare students for a broad range of careers in educational support roles, beyond teaching. The program aims to provide a strong foundation in both psychology and education, equipping students with the knowledge and skills needed to work with children and youth in various settings. The program's structure, requirements and program-level learning outcomes meet the undergraduate Degree Level Expectations for number and variety of courses as well as providing a broad base of knowledge and skills.

3. Mode of Delivery:

The program will offer a mix of delivery modes, including hybrid, virtual (synchronous and asynchronous), and in-person courses. This flexibility in delivery is supported by the technology-enabled learning environment at Ontario Tech, including Wi-Fi availability and laptop provision for students. The delivery modes of the courses allow for students to complete the programming in multiple delivery modes that allow students to engage in the program within their contextual environment.

4. Addressing the Current State of the Discipline:

The program is intended to address a gap in undergraduate educational psychology programs in Canada, as there are limited options beyond a minor or specialty at a few universities. It aims to prepare students for roles in high-demand areas, such as educational assessment and counselling, where there is a shortage of qualified professionals. Additionally, the program incorporates knowledge from both education and psychology to provide students with rich learning experiences that connect the disciplines in purposeful ways.

iii.2.4 Assessment of teaching and learning

- Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations
- Appropriateness of the plans to monitor and assess:

i. The overall quality of the program
ii. Whether the program is achieving in practice its proposed objectives
iii. Whether its students are achieving the program-level learning outcomes
iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

2. Assessing Student Achievement:

The Program Learning Outcomes and the stated assessment of those Learning Outcomes, at the course level, are consistent with Bachelor's programs and assessment strategies. The consideration of assessment at the course level provides students with opportunities to showcase their learning and for instructors to provide feedback to students about their learning. The program will include capstone projects or culminating experiences that will be evaluated by faculty members with relevant expertise.

*** There are plans to potentially incorporate supervised assessment/testing hours into the program for students interested in careers as psychometrists.

*** The program **should** leverage the **existing honours thesis and research-based courses** in psychology to provide opportunities for in-depth assessment of student learning.

3. Monitoring and Assessing Program Quality:

The program will have faculty representation involved in the evaluation of capstone projects and other field placement experiences to ensure appropriate assessment. There are plans to leverage the existing relationships and partnerships with local school boards and community organizations to monitor the program's effectiveness in preparing students for relevant careers. The collaborative nature of the program between the Faculty of Education and Faculty of Social Science and Humanities is expected to facilitate ongoing review and improvement of the program. The process that Ontario Tech has in place to monitor programs is appropriate and ensures that the program grows and thrives.

4. Documenting and Using Assessment Information:

In the review conversations, we did not go into specific details about how the program will document and use assessment information to inform continuous improvement. However, the provided documentation gave an overview of how Ontario Tech reviews programs for improvement. The emphasis on faculty involvement in assessment and the collaborative nature of the program suggest there will be mechanisms in place to review and act on assessment data.

i.2.5 Admission requirements

- Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes
- Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience

1. Admission Criteria:

The admission requirements are appropriate for an undergraduate degree program. There is much unknown about the population of students that might be interested in taking this unique program so there will be monitoring of admission criteria during the first few years of the program taking program demand and ensuring a robust and diverse applicant pool. The initial admission criteria discussed were comparable to current bachelors of psychology programs. And would include average on OSSD credits, with English being one of the required courses. However, the team acknowledged that the actual admission cut-offs may be higher than the stated minimums, as the program is likely to be in high demand.

2. Alternative Admission Pathways:

The intention is that students would be applying to this program immediately from high school, however, for the first few years, they will need to pay attention to those who want to transfer into the program from others within and beyond the institution.

As the program gets underway, a suggestion is to consider the potential to incorporate additional admission requirements beyond just grades, such as:

- Statements or essays from applicants
- Possibly Interviews, either individual or in a panel format or multiple mini-interviews or other structured assessment methods

Additionally, the program's focus on preparing students for a broad range of careers in educational support roles suggests there may be opportunities to consider relevant prior experience.

Equity and Diversity Considerations: The importance of ensuring the program attracts a diverse student population, building on Ontario Tech's reputation for having a diverse student body was highlighted. We believe that this program will attract students with varied backgrounds and experiences.

ii.2.6 Resources for all programs

Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes:

- Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment
- If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience
- If required, provision of supervision of experiential learning opportunities
- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university
- Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access
- If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation

The program currently has **~30** tenure and tenure-track faculty, as well as **~30** teaching faculty, across the two collaborating faculties. There are plans for 3 future tenure-track hires and areas are comparable to the program. The program will leverage the expertise of faculty members from both the Faculty of Education and the Faculty of Social Science and Humanities, to support the program's goals. With the current complement of faculty including new hires, there will be sufficient instructional resources for the intended enrolment, however, if enrolment surpasses what is proposed, new hires in both education and psychology should be considered.

With respect to the administrative units and further supports for student needs, the current structure of shared administrative functions will work with the proposed student enrolment, however, if student enrolment in this program increases dramatically, there will be need of further advising and practicum/internship/program planning resources for students. Ensuring cross-training of staff and not duplicating work between units will be an important consideration to make this program flourish.

iii.2.8 Quality and other indicators

- Evidence of quality of the faculty (*e.g.*, qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
- Any other evidence that the program and faculty will ensure the intellectual quality of the student experience

NOTE: Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

The program's flexibility in course delivery modes, including hybrid, virtual, and in-person options, is intended to enhance the student experience and support their successful completion of the program. The availability of spring and summer course offerings, as well as the potential for supervised assessment/testing hours, provide additional opportunities for students to tailor their learning experiences. The collaborative nature of the program between the two faculties is expected to expose students to a diverse range of perspectives and expertise, enriching their intellectual experience.

3. EQUITY, DIVERSITY, INCLUSION, AND DECOLONIZATION

Please comment on any consideration of the principles of equity, diversity, inclusion, and decolonization in the new program.

The program includes EDST 2500 Foundations of Equity, Diversity, and Inclusion course as part of the course offerings. This will be an essential course for students as they work with diverse populations in their practica or internships. The program also includes the potential for students to take an intro to Indigenous Studies (INDG 1000U - Introduction to Indigenous Studies) and a psychology of gender course (PSYC 3075U – Biopsychology of Sex). There are a number of faculty that have Equity, Diversity, Inclusion, and Decolonization as an area of research which will support student learning in this area. Additionally, a new Indigenous faculty member was recently hired and will teach as part of the program thus furthering the understanding of Indigenous populations as it relates to the program. Many noted that there are many students at Ontario Tech that are first generation students/graduates as well many faculty are considered first generation. This allows for a connection between students and faculty that share this experience.

4. OTHER ISSUES

- Please highlight any unique curriculum or program innovation, creative components, or significant high-impact practices

It is one of the only undergraduate programs in educational psychology in Canada, with the exception of a minor at McGill and a specialty at Simon Fraser. It is a collaborative program between the Faculty of Education and the Faculty of Social Science and Humanities, allowing students to benefit from the expertise and resources of both faculties. The program is designed to be flexible, with options for students to take courses in the spring and summer terms to accommodate co-op or other work-integrated learning experiences including flexibility for students who are working full time where most courses are needed in the evening.

- Please identify any other issues that may not be covered above

5. SUMMARY AND RECOMMENDATIONS

Please provide a summary of your conclusions and include a numbered list of each of your recommendations.

Conclusions

We believe that this program will be of value to students and to employers. This uniqueness of the program and the connection to two faculties will serve students well and will likely be a sought after program. The complement of faculty members in both faculties are well suited to provide a rich program for students. The supports for students are available both in person and virtually so students can find what they need when they need it. The student experience will be a rich one

regardless of a student attending courses in person or online. We have no reservations with supporting this program moving forward.

Recommendations

1. Monitor the diversity of the applicant pool and consider alternative selection methods beyond just GPA if demand is high.
2. Explore options for embedding supervised assessment/testing hours into the program for students interested in pursuing careers as psychometrists.
3. Ensure appropriate faculty representation in the evaluation of capstone projects or culminating experiences related to field placements.
4. Provide students the opportunity to complete an honours thesis if there is sufficient faculty supervision available.
5. As the program grows, ensure there is sufficient instructional and support staff to meet the needs of students including additional advisors as needed.
6. Explore alternate pathways for students to enrol in the program including transfer from within the institution and from other institutions.

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Signature:

Date: March 4, 2025

Signature: Richelle Marynowski

Date: March 4, 2025

Appendix A: Site Visit Schedule

Undergraduate Program Review Site Visit

Bachelor of Arts in Educational Psychology, Mitch and Leslie Faculty of Education and Faculty of Social Science and Humanities

February 10 – 11, 2025

Reviewers: Dr. Saad Chahine, Queen's University

Dr. Richelle Marynowski, University of Lethbridge

All meetings take place in virtual room, meet.google.com/uhb-gkmg-wjk unless otherwise stated.

Day 1 Feb 10, 2025

Time	Location	Details	People
11:35am – 11:45am	meet.google.com/uhb-gkmg-wjk	Checking of tech requirements	CIQE staff (or tech support)
11:45am – 12:00pm	meet.google.com/uhb-gkmg-wjk	Welcome and meet with Provost	Dr. Lori Livingston, Provost and Vice-President, Academic Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities Darryl, Papke, Program and Curriculum Analyst, CIQE Michelle Patterson, Academic Planning Specialist

12:00pm – 12:30pm	meet.google.com/uhb-gkmg-wjk	Welcome with program members Review of Agenda	Dr. Lori Livingston, Provost and Vice-President, Academic Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Alyson King, Associate Dean, Faculty of Social Science and Humanities Dr. Amy Leach, Associate Dean, Faculty of Social Science and Humanities Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities Darryl, Papke, Program and Curriculum Analyst, CIQE Michelle Patterson, Academic Planning Specialist
12:30 – 1:30pm	meet.google.com/uhb-gkmg-wjk	Overview of the program and program proposal	Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities

1:30 – 2:15 pm Lunch Break

2:15-3:00pm	meet.google.com/uhb-gkmg-wjk	Student Life	Stephen Thickett, Director, Planning and Operations, Student Life

			Monica Jain, Director, Careers, Counselling and Accessibility

3:00 – 3:15 pm Break

3:15-4:00pm	meet.google.com/uhb-gkmg-wjk	Library Reps	Chelsie Lalonde, Social Science and Education Librarian Catie Sahadath, Associate University Librarian, Scholarly Resources
4:00-4:15pm	meet.google.com/uhb-gkmg-wjk	Conclusion and summary of Day 1	Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities
		Plans for the following day	Michelle Patterson, Academic Planning Specialist

Day 2 Feb 11, 2025

Time	Location	Details	People
10:50-11:00am	meet.google.com/uhb-gkmg-wjk	Welcome to Day 2	Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities Michelle Patterson, Academic Planning Specialist

11:00-12:30pm	meet.google.com/uhb-gkmg-wjk	Meeting with faculty members	Dr. Joseph Eastwood, FSSH Dr. Roland Van Oostveen, FED Dr. Brenda Jacobs, FED Dr. Robyn Ruttenberg-Rozen, FED Dr. Jennifer Laffier, FED Dr. Laura Morrison, FED Dr. Christian Elia, FED Dr. Anna Rodrigues, FED Dr. Diane Tepylo, FED Dr. Karla Emeno, FSSH Dr. Amy Leach, FSSH Dr. Shannon Vettor, FSSH Tricia Dwyer-Kuntz, FED Dr. Sharon Lauricella, FSSH/FED

12:30-1:30 pm Lunch Break

1:30 – 2:30pm	meet.google.com/uhb-gkmg-wjk	Meeting with students	Olyvia Dawson Destiny Best

2:30 – 2:45 pm Break

2:45 – 3:30pm	meet.google.com/uhb-gkmg-wjk	Meeting with staff members	Aaron Mitchell, Director, Planning and Operations Amy Anderson, Manager, Academic Advising Dan Walters, Practicum and Internship Coordinator Michelle Patterson, Academic Planning Specialist Jennifer Robb, Program Assistant
3:30 – 4:00pm	meet.google.com/uhb-gkmg-wjk	Formal conclusion and discussion of issues	Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities
4:00 – 5:00pm	meet.google.com/uhb-gkmg-wjk	(Optional) Reviewer's Collaboration	Only the external reviewers present in the virtual room

Faculty Response to the External Review for the

Bachelor of Arts (Honours) in Educational Psychology

Submitted By:

Dr. Shannon Vettor: Associate Teaching Professor, Faculty of Social Science and Humanities
Dr. Allyson Eamer: Associate Dean, Frazer Faculty of Education

Dr. Amanda Cooper: Dean, Frazer Faculty of Education

Dr. Peter Stoett: Dean, Faculty of Social Science and Humanities

March 19, 2025

Introduction

Brief comments on the external reviewers' report and the program review process in general.

The external review of the Bachelor of Arts in Educational Psychology program occurred virtually over two days, Monday, February 10th, and Tuesday, February 11th, 2025. Dr. Saad Chahine, from Queen's University, and Dr. Richelle Marynowski, from the University of Lethbridge, were the two external examiners.

Drs. Saad Chahine and Richelle Marynowski were extremely knowledgeable and provided a very informative external perspective on the proposed Bachelor of Arts in Educational Psychology program. We appreciate the thorough and constructive feedback provided by the external reviewers based on their review of our proposal.

We agree with the overarching importance of continuously reviewing, refining, and enhancing the proposed Bachelor of Arts in Educational Psychology program during its initial inception and ongoing lifecycle of the program.

Summary of Recommendations and Faculty Responses

- *Restate the recommendations summarized in the external reviewers' report and provide the Program's comments and responses*
- *The Dean should then provide summative comments/responses from an overarching Faculty perspective for each recommendation and program response*

Recommendation 1

Monitor the diversity of the applicant pool and consider alternative selection methods beyond just GPA if demand is high.

Program's Response

Ontario Tech University already boasts a diverse student body. The program committee is committed to continuing to foster diversity and inclusivity among its student body that we see across all the other programs throughout the university. We will work with the Registrar's Office, Academic Advising, and Student Accessibility Services to ensure our application process is inclusive and limits any potential barriers to enrollment.

If applicant demand significantly exceeds program capacity, we will review our admissions process and explore alternative selection methods beyond cumulative grade point average, such as including personal statements, and/or interviews, to assess student potential and alignment with program objectives.

Additionally, we are committed to ensuring that our recruitment efforts actively seek to engage and include underrepresented groups. To achieve this, we will collaborate with institutional equity offices and community organizations to identify and encourage applications from underrepresented groups.

Upon initial program review, the application process will be reviewed to ensure that our admission offers continue to include a diverse pool of applicants.

Deans' response
Comment on the recommendation and program's response

Full agreement with the recommendation and response. If the program committee engages in requisite work to strengthen the application process beyond GPA, this will be recognized as a major service commitment.

Recommendation 2

Explore options for embedding supervised assessment/testing hours into the program for students interested in pursuing careers as psychometrists.

Program's Response

The program currently includes experiential learning components such as practicum and work-integrated learning opportunities, which can be leveraged to provide students with exposure to psychometric assessment and testing. We will explore partnerships with educational and mental health organizations to facilitate supervised assessment experiences.

Also, once the university's co-op program is fully functional, we will look into whether a co-op option can be feasibly included in the BA in Educational Psychology pathway, ensuring the co-op options available for the students are relevant and appropriate to the learning outcomes and goals of the program.

Further, a psycho-educational course already embedded in the pathway, and the possibility of introducing a more psychometrics-focused elective or specialization will be considered as the program grows to provide students with further relevant theoretical and applied training.

Deans' response
Comment on the recommendation and program's response

Future development of a psychometrics-focused elective, specialization, and/or diploma can be explored.

Recommendation 3

Ensure appropriate faculty representation in the evaluation of capstone projects or culminating experiences related to field placements.

Program's Response

Given the interdisciplinary nature of the program, faculty representation in the evaluation of capstone projects and field placements will be appropriately structured.

The program will ensure that permanent faculty members from both the Psychology and Educational Studies programs are heavily involved with the evaluation of any capstone projects and field placements. However, our limited-term faculty members are all highly qualified in their respective areas of expertise, and this expertise will also be leveraged to further enrich our students' experiences and mentorship.

Additionally, the program will look to invite external professionals from partner organizations to contribute to evaluations and field placement supervision, where appropriate, thereby ensuring a well-rounded assessment approach and expertise.

Faculty representation will grow as program growth results in additional tenure track and teaching faculty hires.

Deans' response
Comment on the recommendation and program's response

In addition to the measures discussed above, periodic scheduled program reviews will be conducted with ample representation from both FED and FSSH, as well as external reviewers.

Recommendation 4

Provide students the opportunity to complete an honours thesis if there is sufficient faculty supervision available.

Program's Response

To further enrich our students' experiential learning opportunities and open various pathways beyond their BA degree, we are happy to include a pathway that includes the ability for the students to complete a fourth-year honours thesis in Psychology.

We have included an optional honours thesis pathway (see Amended Appendix A) based on the current model being used for the Psychology and Forensic Psychology programs.

The inclusion of both Psychology and Education faculty members as potential supervisors will help provide sufficient faculty numbers and ensure the appropriate expertise of supervision is provided to the students.

Deans' response
Comment on the recommendation and program's response

Enrollment in a fourth-year honours thesis would need to be limited to students with a GPA as deemed appropriate by the program committee and approved by the FSSH and FED Deans.

Recommendation 5
As the program grows, ensure there is sufficient instructional and support staff to meet the needs of students including additional advisors as needed.

Program's Response

The program committee will continuously monitor enrollment trends and assess instructional and support staff requirements accordingly.

If enrollment exceeds projections, a case will be made for additional faculty hires in both Psychology and Education, teaching assistants, academic advisors, and a program assistant. These will be necessary to maintain a high standard of student support and ensure that they receive the necessary academic and career guidance throughout their studies.

Deans' response
Comment on the recommendation and program's response

While it would be optimal to add full-time hires related to this program, sessional hires are also possible . We feel that there are adequate staff resources (Advisors and program assistants) to ensure the success of the program at present, though as discussed above this could change if the realized enrollments significantly exceed expectations.

Recommendation 6
Explore alternate pathways for students to enroll in the program including transfer from within the institution and from other institutions.

Program's Response

The program has been designed to allow for alternative pathways into it, as it incorporates an Advanced Entry Pathway (AEP) and a General Arts and Science (GAS) certificate for students transferring from community colleges. The AEP and GAS pathways could be expanded beyond current partnerships, as interest in the program grows to allow for greater student enrollment potential. This can be explored in the initial program review.

Additionally, students can transfer between programs within the university itself, with consideration for meeting prerequisite standards for program breadth.

Transfers from other institutions without current agreements with the university are currently handled on a case-by-case basis with a transfer credit allocation.

Deans' response
Comment on the recommendation and program's response

Full agreement with the response above.

Suggested Revisions for the Proposal following External Review

- *Program to list all suggested revisions to the proposal*
- *For each suggested revision, the Dean should include a comment indicating whether the revision will proceed. If the revision will not proceed, please indicate a rationale*

Summary of Changes Made to the Proposal Following External Review

List all revisions to the proposal and appendices, noting the Section number from the document. Include this form with the final proposal.

Appendix A - Calendar Copy Educational Psychology and Calendar Copy for Advanced Entry

A pathway was added for both the four-year pathway and the Advanced Entry pathway for the students to complete a fourth-year honours thesis project.

ACADEMIC COUNCIL REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
		Discussion/Direction	☐
		Information	**X**
Financial Impact	☐ **Yes** ☒ **No**	**Included in Budget**	☐ **Yes** ☒ **No**
TO:	**Academic Council**		
DATE:	**May 27, 2025**		
PRESENTED BY:	**Jennifer Freeman, Executive Director, Research Services on behalf of Les Jacobs, Vice-President, Research and Innovation**		
SUBJECT:	**Final Strategic Research Plan (SRP), 2025–2030**		

BACKGROUND/CONTEXT & RATIONALE:
Ontario Tech University's current Strategic Research Plan (2020–2025) expires on June 30, 2025. A new plan, the SRP 2025-2030, has been developed in close consultation with the Academic Council's Research Committee. The development process has also involved extensive consultation over the 2024-2025 academic year, including with the University's research community, Academic Council and the Board of Governors.

The SRP identifies eight strategic attributes and six existing research strengths. It also includes seven Strategic Research Priorities to guide future investments, partnerships, and research directions and is in alignment with the University's Integrated Academic-Research Plan.

CONSULTATION PROCESS included:
- March 25, 2025: Academic Council
- April 3, 2025: Board's Strategy & Planning Committee
- April 17, 2025: Board of Governors

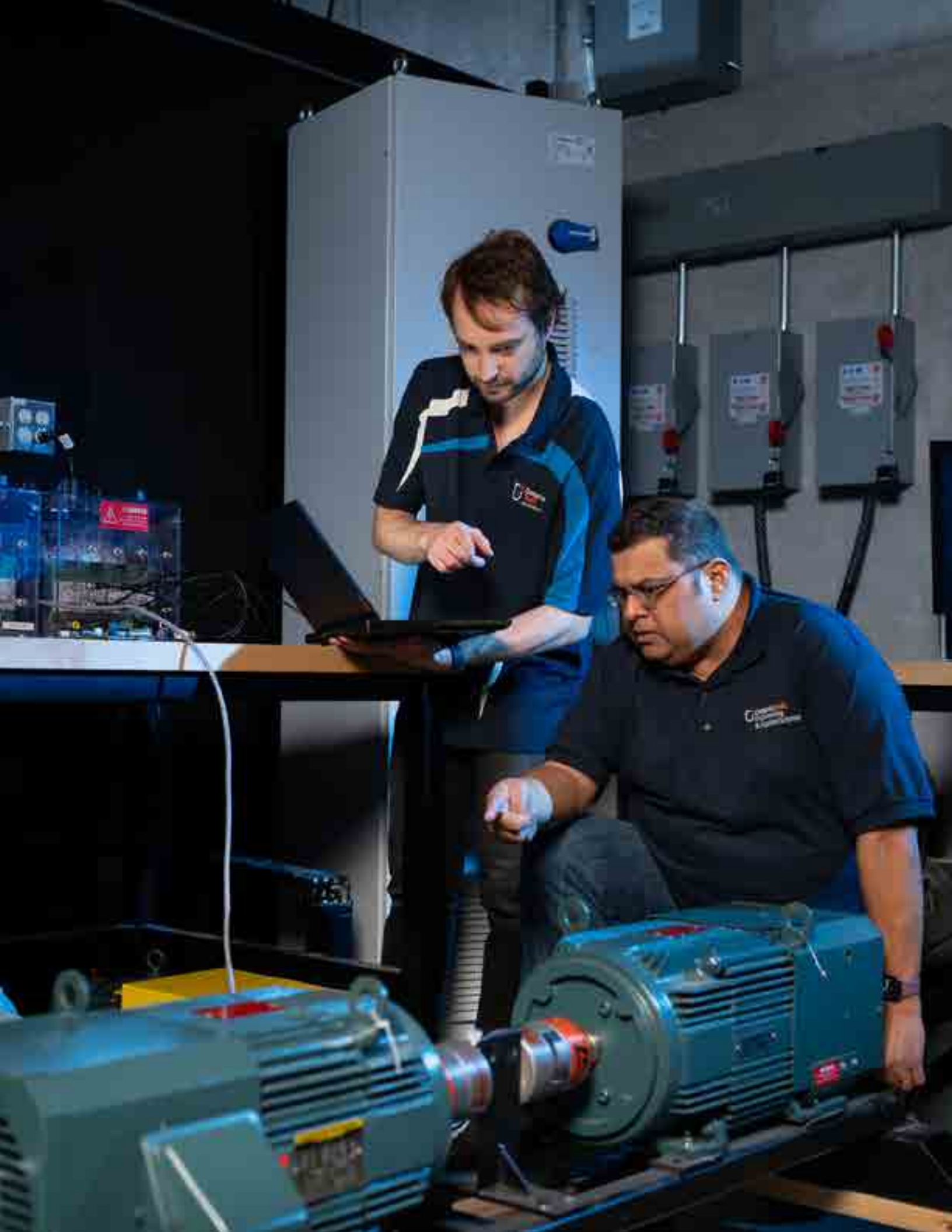
NEXT STEPS:
- May 27, 2025: SRP shared with Academic Council
- Jun 12, 2025: SRP shared with the Board's Strategy & Planning Committee
- June 26, 2025: SRP shared with the Board of Governors

INFORMATION ITEM
Attached is the formatted draft of the new plan. Photos and fonts remain to be finalized.

ADVANCING INCLUSIVE RESEARCH EXCELLENCE

Strategic Research Plan 2025-2030

OntarioTech UNIVERSITY



ADVANCING INCLUSIVE RESEARCH EXCELLENCE

Table of contents

4 . . . . . Introduction

6 . . . . . Research Values and Principles

8 . . . . . Strategic Attributes for Inclusive Research Excellence

10 . . . . Current Strengths in Basic and Applied Research

18 . . . . Strategic Research Priorities for 2025-2030

22 . . . . Measuring and Reporting on Our Success

Introduction

Ontario Tech University has, since its founding in 2002, maintained a fundamental commitment to research excellence in answering basic scientific questions, applied and technological innovation, and entrepreneurship. The orientation of this research is toward advancing pure scientific knowledge, technological breakthroughs, improving the quality of life and work for all Canadians, strengthening the quality of public services in Ontario, especially in the sectors of health, education, law and justice, and social policy, working with industry in the commercialization of our research, collaborating with not-for-profits and community organizations, and contributing to the Canadian economy as well as to regional economic and social development in the Greater Toronto Area.

Remarkably, in two decades, Ontario Tech University has created an inclusive, vibrant, engaged research community of faculty and graduate students, built world-class research facilities and libraries, established extensive networks of research partners, provided unmatched research opportunities for our undergraduate students, focused on establishing inclusive bodies such as the Women in Research Council, and invested in a supportive, knowledgeable, professional research services staff. This commitment to innovation and inclusive research excellence has yielded important and impactful outcomes in a wide range of fields.

As the university enters its third decade, it has emerged as a national leader among Canada's smaller research-intensive universities, designated as Canada's Research University of the Year for both 2023 and 2024 among predominantly undergraduate universities by Research InfoSource, the country's premier research ranking organization.

Advancing Inclusive Research Excellence

is a strategic guide for the university to extend its national leadership role in Canada's research community over the next five years. We identify seven strategic research priorities to guide us for the next five years, which are briefly summarized here and expanded upon later in the plan:

Artificial Intelligence and Its Applications

New fundamental research in artificial intelligence and its applications is driving innovation in every sector of society and the economy. Contributing to this research as well as ethical considerations on artificial intelligence remains a fundamental priority at Ontario Tech University.

Canada's Clean Energy Future and Climate Change Resilience

Canada's clean energy future and climate change resilience remains one of the biggest challenges the country has ever faced, with immense economic, environmental and social implications for all Canadians. Ontario Tech's research on clean energy and environmental sustainability is an important contributor to the vision for that future.

Health Promotion, Performance, and Equity

Advancing the health of all Canadians with critical and innovative research addressing health promotion, health education, human performance, and health equity is an important priority for the university. This includes research on chronic and infectious diseases, disability and rehabilitation, mental health, nutrition, drug discovery, behavioural risk factors, physical function and performance, and the social determinants of health.

Autonomous Systems in the Lives of Canadians

Autonomous systems such as smart home devices, assisted-driving vehicles, and robots are playing an increasing role in the lives of Canadians. Ontario Tech is committed to ongoing enabling and ethical research in health care, education, mobility, community living, dementia care, and other applications of the Internet of Things.

Community Well-Being, Justice, and Social Innovation

Innovative research that strengthens community well-being and public-sector institutions including the justice system, schools, cultural organizations, and hospitals is integral to how Ontario Tech defines itself as a research-intensive university.

Entrepreneurship and Business Analytics

Entrepreneurship and commercialization are emerging strengths of Ontario Tech. Integral to this strength is prioritizing business analytics and marketing research, which is focused on the scientific process of transforming data using advanced technology into insights for improving decision-making within business organizations.

Materials and Advanced Manufacturing

In the current climate of global economic uncertainty, strengthening Canada's materials development and advanced manufacturing capacity is key to securing the country's economic future. Ontario Tech prioritizes supporting research partnerships with industry partners to drive the next generation of manufacturing superclusters in innovation, science and economic development.

This new Strategic Research Plan was developed in close collaboration with the Research Committee of Academic Council during the 2024-2025 academic year. The process involved extensive consultation with the university's research community by engaging individual faculty members at Faculty Council sessions and an online shared document feedback platform. There have also been formal consultations with the President, Provost, Senior Leadership Team, Deans, Academic Council, and the Board of Governors.

Professor Les Jacobs, PhD, FRSC, ICD.D
Vice-President, Research and Innovation
Ontario Tech University
May 2025

RESEARCH VALUES AND PRINCIPLES

While academic freedom for researchers is an anchor at Ontario Tech University, we aspire to a code of values, principles, expectations and professional standards that provides a model for all our research community. The impetus for this code is the fact that the university is embedded within a much broader external ecosystem of research and innovation that is instrumental in ensuring our success. This ecosystem includes other universities in Canada and around the world. Major research and innovation funders including agencies of the Government of Canada and the Government of Ontario provide important investments in research capacity and set compliance standards and norms. Many of our researchers are also members of professional bodies and associations with their own professional codes of conduct. Our ecosystem also includes industry, community organizations, not-for-profits, local government, and broader public-sector organizations that are both collaborators and sponsors of our research as well as agents for knowledge sharing and its commercialization.

Ultimately, our research principles and values reflect not only how we fit into this ecosystem but also how our research community distinguishes itself from other research-intensive universities.

Inclusive Research Excellence

Our research aims to be world-class in quality, characterized by scientific rigour and innovation. We believe that equity, diversity, fairness, and inclusion for all members of our research community are integral to achieving inclusive research excellence.

Basic and Applied Research

We are committed to enabling our research community to engage in both basic and applied research across all disciplines.

Tech with a Conscience

Our research seeks to improve the lives of Canadians through an understanding of the ethical, social, and policy effects and implications of innovations and advances in technology, and their potential to enhance community well-being at home and around the world.

Partnership and Collaboration

Our research is built on dynamic and trusting collaborations with industry, government, and community partners.

Entrepreneurship and Innovation

Our research integrates an innovative and entrepreneurial mindset.

Truth and Reconciliation

We recognize that research and innovation at Ontario Tech must respect and advance Truth and Reconciliation with Indigenous Peoples.

Societal Impact

We endeavour to undertake research and innovation that reflects and directly benefits our local communities, contributes to the Canadian economy, strengthens environmental sustainability, and supports community resilience, while having a global reach that places our research on the world stage.

Therapeutic Systems
Base

STRATEGIC ATTRIBUTES FOR INCLUSIVE RESEARCH EXCELLENCE

Ontario Tech University is committed to inclusive research excellence in our efforts to be a world-class research-intensive Canadian university, characterized by high-quality, interdisciplinary, scientifically rigorous, and innovative research activities, programs, and facilities. We believe that equity, diversity, fairness, and inclusion for everyone in our research community are integral to achieving inclusive research excellence at our university.

There are eight core strategic attributes for inclusive research excellence that we have identified as key to the strategic research priorities for the next five years.

Tech with a Conscience

Technology is a tool imagined by humanity to uplift society and our planet. Our ingenuity is our greatest asset. It has allowed us to survive for generations and, if we are purposeful and critical in its development, will empower us to thrive for many more. At Ontario Tech, we strive to improve the lives of humans and the planet through the ethical application of technology and innovation. Technology is inherently human. We intend to keep it that way. We believe that technology is only as ethical as the humans guiding it. We are building a brighter future, where leaders are a force for good and technology is built with human values at its core.

Economic Growth and Prosperity

The research enterprise at Ontario Tech University has an important role to play in economic growth and prosperity locally in Durham Region, the Greater Toronto Area, and the Great Lakes Region, as well as nationally across Canada. It is fundamental that our strategic research priorities reflect that we conduct research that creates knowledge, solves problems, and results in economic and social innovation that strengthens the economy.

Experiential Learning Opportunities for Students

At Ontario Tech, opportunities for so many of our undergraduate and graduate students to participate and contribute to the research and innovation enterprise are foundational to what differentiates us from other Canadian universities. These opportunities include not only paid lab and research assistant roles, but also space for students to undertake their own research projects and commercialize them by setting up their own start-up company or working with an industry partner. Our community and industry partners have unique opportunities to collaborate with our incredibly talented students.

Sustainability

Ontario Tech University is committed to improving climate change resilience and contributing to Canada's goal of achieving net-zero carbon emissions by 2050. We believe strongly that our research on new and emerging technologies, and their ethical limitations, has an important role to play in helping Canada become a leader in sustainability solutions.

Industry Partnerships

Industry partnerships are a key differentiator for Ontario Tech. We have more than 350 industry partners directly working with the university on research projects and more than 250 start-up companies supported through our entrepreneurship programs in the Office of the Vice-President Research and Innovation. These partners provide our students with incredible real-world learning experiences, and our cutting-edge research helps these partners solve industry-specific problems. Growing the research and innovation enterprise requires that we continue to expand our industry partnerships.

Community Engagement and Partnerships

Our faculty and students work collaboratively with diverse community partners to address societal needs in the Greater Toronto Area, across Canada, and around the world. The learning opportunities community engagement provides for our students strengthen their job-readiness with skills in research and innovation. These collaborations are fundamental to Ontario Tech University's commitment to socially just, innovative and impactful work opportunities.

Agile and Nimble

The world is facing immense levels of disruption and change, fueled in part by technological innovation. Ontario Tech excels at being agile and nimble in its responses to new and emerging technologies. The university recognizes the importance of being agile with our industry and community partners, adjusting to changing needs and circumstances. We are responsive to the challenges our partners face and can move quickly to propose viable solutions. As a university, we strive to model this sort of flexibility for our students because we know that this helps equip our students to be more resilient and resourceful in the face of an uncertain future.

Interdisciplinarity

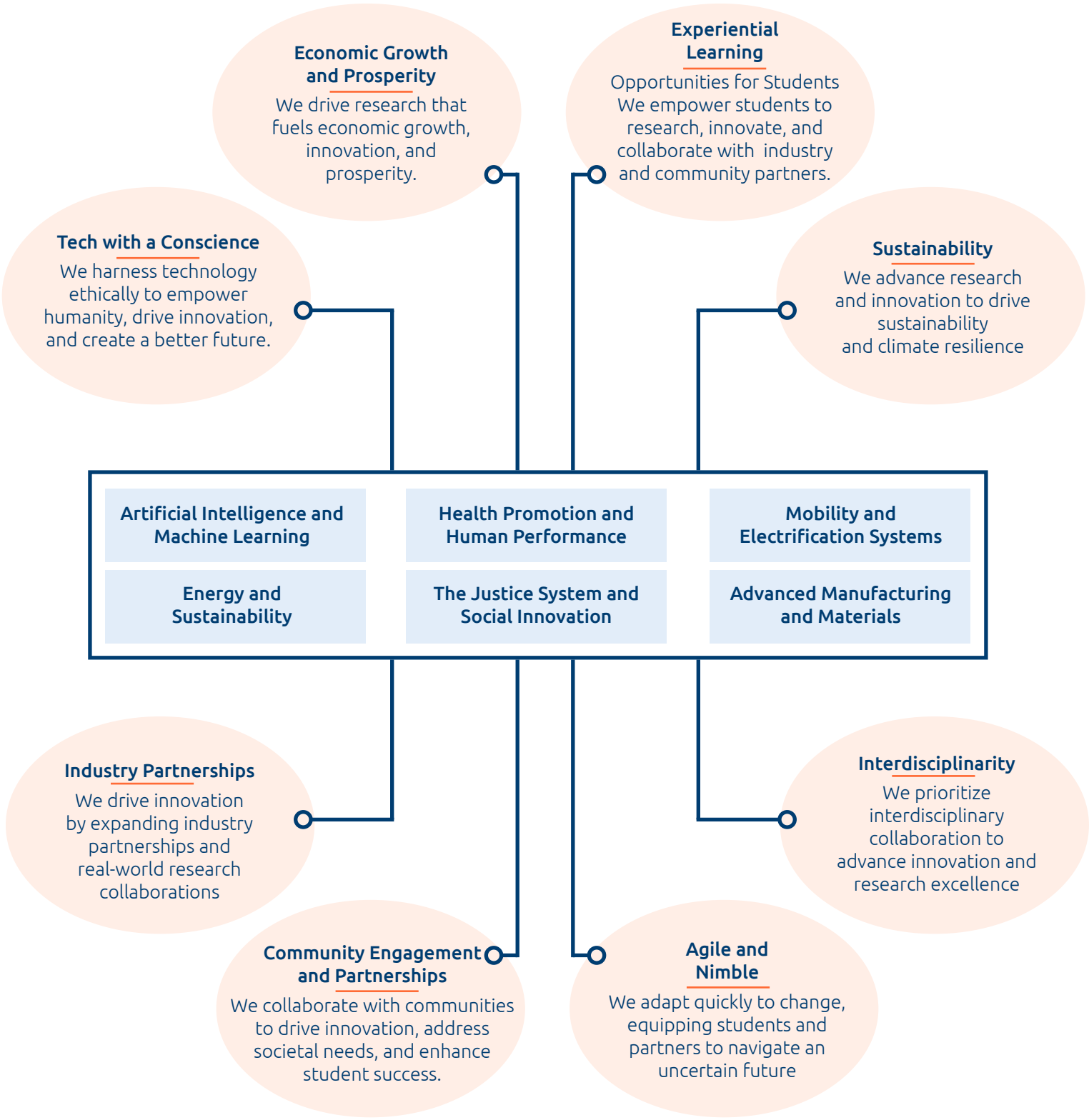
As the research enterprise at Ontario Tech grows, it is fundamental that learning, research, and innovation are not siloed experiences for our students and faculty members. Impactful inclusive research excellence occurs when there is no rigid separation between academic fields and disciplines. It is essential that the strategic research priorities reflect an embrace of this interdisciplinarity, requiring collaboration and the sharing of expertise between faculty and students across the university.

CURRENT STRENGTHS IN BASIC AND APPLIED RESEARCH

Ontario Tech University is currently a national leader in six intersecting fields of multidisciplinary research that are founded on our dual strengths in basic scientific discovery across disciplines and cutting-edge applications of this research in technological breakthroughs, the health and social sciences, engineering, business, and social innovation. Over the past two decades, the university has strategically invested in these six fields of research strength to ensure they mirror our strategic research attributes.

In these fields of research, our researchers stand out in national and international funding and award competitions, secure extensive industry and not-for-profit organization partnerships and sponsorship, and demonstrate research excellence in scholarly outputs such as journal articles and books. The university has built world-class research facilities and libraries in these multidisciplinary fields that enable our research community to undertake their research programs and ensure that those scholarly outputs are discoverable around the world. The university also provides valuable opportunities for the training of graduate and undergraduate students and other highly qualified personnel such as post-doctoral fellows in these research areas of strength.

A Framework for Situating Existing Research Strengths and Strategic Research Priorities Attributes



Artificial Intelligence and Machine Learning

Situated geographically in Canada's technology hub, Ontario Tech faculty members have developed wide-ranging award-winning research programs spanning multiple disciplines from the natural sciences, computer science, business, education, engineering, health sciences, social sciences, and information technology. These research programs exemplify how both pure research in computer science and applied advanced data analysis utilizing artificial intelligence and machine learning is having a transformative effect on almost every field of scientific discovery and applications. This research strength intersects with the fields of all our other research strengths.

Students and post-doctoral fellows from the graduate programs of Business Analytics and Artificial Intelligence, Computer Science, Cybersecurity and Computational Finance, Education and Digital Technologies, Electrical and Computer Engineering, Forensic Psychology, Health Sciences (Health Informatics stream), Information Technology Security, Modelling and Computational Science are key contributors to this research strength along with the many undergraduate students who have research opportunities through their degree programs. These innovative multidisciplinary research contributions create valuable opportunities for the university to train student talent who go on to employment in diverse sectors of the economy in the Greater Toronto Area and other tech hubs.

The university has built an extensive network of laboratories at the Software and Informatics Research Centre (SIR) where this research is carried out including the Advanced Networking and Security Research Laboratory, Applied User Experience Research Lab for Interactive Media, Business Analytics Lab, Clinical Affective Neuroscience Laboratory, Communications, Signal Processing and Microwave Lab, Digital Culture and Media Lab, Education Informatics Lab, Finance and Marketing Lab, the Gaming and Virtual Reality Lab, Hacker Research Laboratory, Health Informatics Laboratory, Institute for Cybersecurity and Resilient Systems, Laboratory for Games and Media Entertainment Research, MaxSIM Health, SAP Next-Gen Labs – Design Thinking, STEAM-3D Maker Lab, and the Visualization for Information Analysis Lab.

Over the past five years, Ontario Tech has invested heavily in strengthening our capacity in artificial intelligence and machine learning. This has included appointments of new Canada Research Chairs and Ontario Tech Research Excellence Chairs that integrate AI into their research programs. It has also involved the creation of new organized research units including the Digital Life Institute, the Joint Research Centre in AI for Health and Wellness, the Mindful Artificial Intelligence Research Institute (MAIRI), and the Centre for Digital Innovation in Education.

At the same time, the university has engaged in major long-term strategic partnerships on grand challenges that reflect our strengths in applications of AI including with the Automotive Manufactures Parts Association for Project Arrow and Project Arrow 2.0, the Advancement for Dementia Care Centre with Ontario Shores, and the Partnership for Advanced Technology in Health Care (PATH) with Lakeridge Health.

Areas of Research include:

Artificial Intelligence and Education; Augmented and Virtual Reality; Big Data Analytics; Business Analytics and AI; Business Transformation; Computational Science; Computer Vision; Consumer Behaviour; Cybersecurity; Data Visualization and Analytics; Digital Health; Digital Immersive Learning Environments; Digital Learning; Drones; e-Commerce; Ethics and Equity in Technology Use; Financial Analytics; Human Machine Interaction; Human-ability Enhancing Technology; Information and Communication Technologies; Internet of Things; Linguistic Information Visualization; Marketing; Modelling and Games; Neuroscience of Mental Health and Substance Abuse; Next Generation Networks; Operations Modelling; Privacy and Trust; Real-time Stream Processing; Risk in the Global Digital Economy; Robotics; Signal Processing; Software Development and AI; STEAM Education; Technology and Pedagogy; and User Interface Design.

Energy and Sustainability

Ontario Tech is a national leader in research on both energy and sustainability. Our scientists are focused on new basic scientific discoveries and solving fundamental problems in engineering, the natural sciences, and computer science that will help unlock the potential of clean energy technologies and integrated energy systems. Our research strengths include discovering innovative materials and enabling technology that is key to our electrical grid, microgrids, and energy systems in the future. Our faculty members include internationally recognized leaders in developing alternative energy sources. Our researchers have made major scholarly contributions to forms of clean energy such as hydrogen and fuel cells, biofuels, geothermal, and solar. We are leaders in both nuclear energy and nuclear science including small modular reactors, radiation science, radiation health and safety, simulation research, and nuclear materials management. We have outstanding capacity in data management and visualization of energy usage. The university holds a portfolio of patents related to clean energy.

Students and post-doctoral fellows from the graduate programs of Applied Bioscience, Automotive Engineering, Education, Electrical and Computer Engineering, Materials Science, Mechanical Engineering, Nuclear Engineering, and Nuclear Technology are important contributors to this research strength.

The university has world-class facilities where this research is carried out including ACE Climatic Wind Tunnel, Borehole Thermal Energy Storage System, Clean Energy Research Lab (CERL), Centre for Small Modular Reactors, Electrochemical Energy Materials Lab, Energy Research Centre, and Materials Characterization Facility. The university has four Canada Research Chairs and two NSERC Industrial Chairs who focus their research on energy, environmental science, and environmental sustainability.

In the past five years, Ontario Tech has invested in three major initiatives, the International Atomic Energy Agency (IAEA) Collaborating Centre—the only one in Canada—the Brilliant Energy Institute, and the EARTH District to consolidate and provide global visibility to our research strengths in energy and sustainability. These strengths have also been enhanced with new Ontario Tech Research Excellence Chairs.

Areas of Research include:

Biological and Medicinal Chemistry; Biomaterials; Biotechnology; Clean Technology; Computer Modelling; Decommissioning and Site Restoration; Energy and Sustainability Education; Energy Production, Conservation, and Storage; Environmental Impacts; Environmental Monitoring; Fluid-Structure Interaction; Fuel Cells; Hydrogen Production and Storage; Indigenous Governance, Resource Extraction and Free, Prior and Informed Consent; Integrated Energy Systems; International Environmental Governance; Nuclear Energy; Nuclear Materials Management; Radiation Science; Renewable Energy; Smart Grid; Small Modular Reactors; Sustainable Development Strategies; and Transportation and Mobility.

Health Promotion and Human Performance

Ontario Tech University has a very strong network of researchers engaged with community wellness, human performance and health promotion from across the university, including health scientists, psychologists, social scientists, and data scientists. The research areas of strength include Disability and Rehabilitation; Health Education and Simulation; Human Performance; Mental Health; and Nutrition, Physical Activity and Substance Use Risks. This also includes work with vulnerable populations that analyzes best practices in community development and urban resilience, as well as community-engaged research supporting justice-seeking groups, including those with intellectual disabilities, incarcerated youth, Indigenous communities and other vulnerable populations.

In collaboration with a cluster of Research Chairs, this research network includes faculty, students and post-doctoral fellows from the graduate programs in Applied Bioscience, Criminology and Social Justice, Education, Forensic Psychology, Health Sciences, and Nursing.

A hub of labs that are integral to these research strengths include the Applied Skill Acquisition in Sport Lab, Biomolecular Characterization Facility, Centre on Hate, Bias, and Extremism, Clinical Affective Neuroscience Lab, Health and Human Performance Lab, Health Informatics Lab, Human Neurophysiology and Rehabilitation Lab, MaxSim Health Lab, Motor Behaviour and Physical Activity Lab, Neuroimaging and Electroencephalography Lab, Occupational Neuromechanics and Ergonomics Lab, Social Research Centre, and Sport Officiating Studies. Four of the university's Canada Research Chairs work in this research hub.

The capacity for the university's research strengths in health promotion and human performance have been enhanced with new Ontario Tech Research Excellence Chairs as well as the establishment of new organized research units including the Age with Dignity Campus of Care and Best Practices Research Centre, Advancement for Dementia Care Centre, Digital Life Institute, Institute for Disability and Rehabilitation Research, Interdisciplinary Centre for Preventative Nutrition and Technology, and the World Health Organization Collaborating Centre for Rehabilitation and Musculoskeletal Health.

Areas of Research include:

Adapted Physical Activity; Chronic Disease Prevention and Management; Collaboration with Indigenous Communities; Community Development; Community-based Health Care; Digital Health Monitoring; Digital Technology and Learning; Dementia; Disability and Injury Prevention and Rehabilitation; Discovery of Novel Therapeutics to Treat Disease; Early Infectious Diseases and Global Health; Emerging Infectious Diseases and Global Health; Epidemiology; Ergonomics and Biomechanics; Health-Care Simulation; Health Equity; Health Informatics; Health Policy, Systems and Services; Health Promotion; High-Performance Sports; Healthy Aging; Intellectual and Developmental Disabilities; Implementation Science and Knowledge Translation; Indigenous Child Health; Laboratory Medicine; Mental Health and Addiction; Mindfulness; Neuroscience and Motor Control; Nutrition; Pediatric Health; Pandemic Planning; Poverty Reduction; Psychiatric Vulnerabilities; Public Health; Skill Acquisition and Motor Learning; Sleep Science; Social Determinants of Health; Violent Crime Reduction; Waste Water Testing.

Advanced Manufacturing and Materials

Working collaboratively with our extensive network of industry partners, researchers at Ontario Tech University are recognized leaders in manufacturing engineering as well as the synthesis and characterization of materials. Applications of this award-winning research have led to the development of sustainable and environmentally friendly approaches and techniques for manufacturing processes, product development and energy systems. This multidisciplinary research involving both scientists and engineers is transforming manufacturing processes in a range of sectors of the economy in Canada and abroad.

Students from the graduate programs of Applied Bioscience, Automotive Engineering, Computer Science, Electrical and Computer Engineering, Materials Science, Mechanical Engineering, and Modelling and Computational Science are important contributors to this research strength.

Key research facilities that support intelligent manufacturing and materials research at Ontario Tech University include the Advanced Digital Manufacturing, Advanced Digital Metrology, Automotive Centre of Excellence (ACE), Electrochemical Energy Materials Lab, Materials Characterization Centre (MCC), and the Mechatronic and Robotic Systems Laboratory.

The capacity for the university's research strengths in advanced manufacturing and materials has been enhanced with major new organized research units including the Aerodynamic and Climatic Adaptation Research (AeroClimar) Centre and the Advanced Manufacturing Research Centre as well as new Ontario Tech Research Excellence Chairs.

Areas of Research include:

3D Printing; Advanced Robotics; Climatic and Environmental Testing; Corrosion Resistant Coating; Data Storage and Visualization; Digital Twinning; Electronic Materials; Fuel Cells and Electrochemistry; Mechatronics and Automation; Nanotechnology; Noise and Vibration Control; Next Generation Genomics; Software Testing and Simulations; Sustainable Processes; and Surface Science.

Mobility and Electrification Systems

The university has built world-class research facilities in mobility and automotive engineering, including the ACE Climatic Wind Tunnel that has positioned its researchers to be both leaders in mobility research, including electric vehicles and rail transportation, and leaders in new mobility systems including the next generation of cars, buses, trains, drones, and even e-bikes. ACE is one of the university's core research facilities accessible to our entire research community and industry partners. Our close industry collaboration is especially innovative in its recent contributions to electric cars, buses and locomotives, vehicle dynamics and control, advanced powertrains, and aeroacoustics. As a research hub for the Ontario Centre of Innovation focused on human interactions with electric and self-driving vehicles, our industry partners include the leading Silicon Valley automotive original equipment manufacturers (OEM). The graduating talent from Ontario Tech University combined with its globally leading full-scale autonomous and electric vehicle testing infrastructure has made Durham Region one of the world's strongest environments for innovation in mobility.

Students and post-doctoral fellows from the graduate programs of Automotive Engineering, Computer Science, Electrical and Computer Engineering, Information Technology Security, Materials Science, and Mechanical Engineering are important contributors to this research strength.

Over the past five years, in partnership with the Automotive Parts Manufacturers Association (APMA), Ontario Tech has been the academic and prototype build lead for Project Arrow, the first entirely Canadian electric vehicle, which has provided significant visibility across Canada and internationally for our research strengths in this area. The university's positioning as the national leader in hydrogen research has fueled the launch of our unique hydrogen commercialization and prototyping facility.

World-class facilities supporting our research in mobility and electrification systems include the ACE Climatic Wind Tunnel, Clean Energy Research Lab (CERL), Energy Research Centre, and the Software and Informatics Research Centre (SIR). The community engaged in this field of research includes two Canada Research Chairs and several Ontario Tech Research Excellence Chairs.

Areas of Research include:

Assistive Mobility Devices; Assistive Technologies for Learning Different; Autonomous Vehicles; Automotive Dynamics and Control; Automotive LIDAR and Radar; Automotive Structure and Chassis Design; Battery Charge and Storage; Climatic and Environmental Testing; Cybersecurity; Data Ingestion, Analysis and Visualization; Electrification of Transportation Systems; Hydrogen Fuel Cells; Intelligent Mobile Systems; Mobility and Software Testing; Precipitation Characterization; Transit Modelling and Optimization; Vehicle Thermal Aerodynamics and Thermal Management; Vulnerable Road Users; V2X Communication; and Wireless Communication Technologies.

The Justice System and Social Innovation

Ontario Tech University has established a distinctive national research reputation in fields intersecting forensic psychology, legal studies, criminology, and forensic science, addressing the emergence of new technology and social innovation. Anchored by three top-ranked PhD programs, our professors and their graduate students are making impactful research contributions that strengthen the justice system in Canada. Our undergraduate and graduate programs are training highly qualified personnel for industry, government, universities and colleges, and the broader public sector.

Our top-ranked graduate programs that support this research strength include Applied Bioscience (Forensic Bioscience Stream), Criminology and Social Justice, Education and Digital Technologies, Forensic Psychology, Information Technology Security, Materials Science, and Social Practice and Innovation.

The university research facilities that support this cluster of researchers include the Applied Law Enforcement Research and Training Laboratory, Centre on Hate, Bias, and Extremism, Clinical Affective Neuroscience Laboratory for Discovery and Innovation, Crime Scene House, Development, Context and Communication Lab, Entomology Lab, and Forensic Materials Laboratory. Our research strengths are exemplified by the investment in a series of new research chairs including the new Canada Research Chair in Systemic Racism, Technology, and Criminal Justice, UNESCO Chair in Hate Studies, and several Ontario Tech Research Excellence Chairs.

Areas of Research include:

Anti-Social Personality Disorders; Bias in the Justice System; Blood Splatter Patterns; Body Decomposition; Bullying; Child Testimony; Critical Criminology; Cybercrime; Detection of Deception; Emotional Robotics; Hate Crime; Human Trafficking; Investigation Techniques; Law and Community Engagement; Law and Social Change; Online Privacy; Policing; Prosecution and Trial Procedures; Psychopathy; Racial Profiling; Sexual Violence; Technology and Crime Prevention; Technology and Pedagogy; Vulnerable Populations; and Wrongful Conviction.

STRATEGIC RESEARCH PRIORITIES, 2025-2030

The university has set seven specific strategic research priority areas where we aspire to be research leaders by 2030. These priority areas, which are adjacent to and build on our current research strengths, are a reflection of both the major anticipated research funding opportunities – provincially, nationally, and internationally—that will be available to the university and our research partners over the next five years, as well as the research and commercialization needs of our diverse set of partners – industry, community organizations, not-for-profit sector, and governments. These seven priorities will guide decisions about areas for new Canada Research Chairs and Ontario Tech Research Excellence Chairs, investments in new research facilities and other research support resources, grand challenges, industry and community partnerships, and targeted funding opportunities.

All seven of these strategic research priorities align with key strategic attributes Ontario Tech identifies as foundational to inclusive research excellence and our commitment to being the leader among Canada's smaller research-intensive universities. Every faculty—Business and Information Technology, Education, Engineering and Applied Science, Health Sciences, Science, Social Science and Humanities—is reflected in three or more of these priorities.

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Artificial Intelligence and Its Applications

New research in artificial intelligence and its application is driving innovation, while at the same time creating risk and mistrust, in all sectors of the economy. The use of generative AI is revolutionizing diverse sectors of Canadian society ranging from cybersecurity and gaming to public education and health care. The integration of our existing capacities in fundamental AI research, related emerging technologies, software testing, as well as enabling technologies, and immersive technologies such as augmented reality, wearables, robots, games, digital and virtual simulations, and custom chatbots are important strengths to build on. At the same time, we also focus on ethical considerations of AI such as the risk of racial bias and social exclusion. Consistent with our concern with sustainability and clean energy, we also value research on the disruptive and environmentally destructive potential of the AI revolution. The broad area of AI research remains a fundamental priority at Ontario Tech University.

Canada's Clean Energy Future and Climate Change Resilience

Canada's transition to a net-zero energy future remains one of the biggest challenges the country has ever faced, with immense economic, environmental and social implications for all Canadians. The effects of climate change and resiliency underpin this challenge. Meeting this challenge will require massive new investment in our energy infrastructure and realignment of public policy. It requires new thinking that reaches beyond research and jurisdictional silos and integrates advances in the natural sciences and engineering, computer and computational science, business and the digital economy, health sciences, and the social sciences. This vision must reflect our commitment to Truth and Reconciliation and engagement with Indigenous Peoples—where the environment is essential to our well-being and all of us are caretakers of the planet. Ontario Tech University, with its immense research strength in energy, applied bioscience, environmental sustainability, community engagement, and digital technology has an important role in contributing to this vision.

Health Promotion, Performance, and Equity

Advancing the health of all Canadians with critical and innovative research addressing health promotion, health education, human performance, and health equity is an important priority for the university. We prioritize chronic disease prevention and management, and rehabilitation by considering a range of conditions and behavioural risk factors across the lifespan and in multiple settings where people live, work and play. Our research also includes drug discovery and infectious diseases, and it places emphasis on research related to nutrition, dementia, disability, mental health, and the social determinants of health. Furthermore, we prioritize optimizing performance and well-being across the spectrum of 'ability'. This includes optimizing physical function and performance for people of all abilities.

Autonomous Systems in the Lives of Canadians

Autonomous systems such as smart home devices, assisted-driving vehicles, and robots are playing an increasing role in the lives of Canadians. With our advanced testing and research labs and facilities, we are well-positioned to develop and evaluate these systems and their real-world impacts. Ontario Tech is especially committed to autonomous systems and embedded systems research in health care, education, supply chains, manufacturing, telecommunications, business analytics, mobility, community living, rehabilitation, and dementia care settings. Ensuring that these autonomous systems are ethical, resilient, and secure from cyber threats are key concerns for the university.

Community Well-Being, Justice, and Social Innovation

Ontario Tech University has a national research reputation in fields intersecting psychology, neuroscience, criminology, law, communications, environmental sciences, and forensic science addressing societal change, social justice, and social innovation, as well as the emergence of new technology. Our researchers also work within education spaces to explore leadership, play and inquiry, science, technology, engineering, and mathematics innovations while promoting equity and inclusion. Research that conserves environmental ecosystems, addresses social isolation and marginalization, and sustains public sector institutions including the justice system, social services, schools, and hospitals is integral to how Ontario Tech defines itself as a research-intensive university.

Entrepreneurship and Business Analytics

Entrepreneurship and commercialization of research are emerging strengths of Ontario Tech University. Prioritizing business analytics research, which is focused on the scientific process of transforming data into insights for improving decision-making within business organizations, is an important investment in building this strength. Researchers use a variety of advanced computational and statistical methods to investigate problems in marketing, finance, human resources, strategic management, and operations.

Materials and Advanced Manufacturing

In a climate of global economic uncertainty, strengthening Canada's advanced manufacturing capacity is key to securing the country's economic future. Research at the university has always positioned itself as an important contributor to materials development and advanced manufacturing. Disruptive and emerging technologies are creating new opportunities to expand these contributions. The integration of intelligent and autonomous technologies that utilize artificial intelligence and machine learning for advanced manufacturing and cyber-physical systems is a research priority for the university, allowing us to build on current research strengths to establish ourselves as a leader in manufacturing and materials innovation. We prioritize supporting our industry partners as key contributors to the next generation of manufacturing superclusters in innovation, science and economic development.

The strength of each of these seven priorities in terms of the KEY strategic attributes for inclusive research excellence are represented in the matrix below:

Strategic Priority	**Key Strategic Attribute**							
	Tech with a Conscience	Economic Growth and Prosperity	Experiential Learning Opportunities for Students	Sustain-ability	Industry Partner-ships	Community Engagement and Partnerships	Agile and Nimble	Inter-disciplinary
Artificial Intelligence and Its Applications	◆	◆	◆	◆	◆	◆	◆	◆
Canada's Clean Energy Future	◆	◆	◆	◆	◆	◆	◆	◆
Health Promotion, Performance, and Equity	◆	◆	◆	◆	◆	◆	◆	◆
Autonomous Systems in the Lives of Canadians	◆	◆	◆	◆	◆	◆	◆	◆
Community Well-Being, Justice, and Social Innovation	◆	◆	◆	◆	◇	◆	◆	◆
Entrepreneurship and Business Analytics	◆	◆	◆	◆	◆	◆	◆	◆
Materials and Advanced Manufacturing	◆	◆	◆	◆	◆	◇	◆	◆

◆ - Very strong ◇ - Strong

MEASURING AND REPORTING ON OUR SUCCESS

In co-ordination with the Integrated Academic Research Plan, the university has developed fourteen metrics to measure our research enterprise:

- EDI Commitments and Initiatives
- Entrepreneurship and Commercialization
- External Research Partnerships and Sponsorships
- Graduate and Undergraduate Research Funding/Financial Support
- Graduate Student Enrolment (Actual and Proportion)
- Institutional Research Rankings
- Local Partnerships and Opportunities
- Ontario Tech Research - Major Awards Received
- Postdoctoral Fellowships
- Research Centres and Institutions
- Research Chairs
- Research Intensity
- Research Space

Annually, the Vice-President, Research and Innovation will provide a report card to Academic Council and the Board of Governors on the progress we have made on these fourteen metrics, as well as examples of our achievements on the Strategic Research Priorities.

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ACADEMIC COUNCIL REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
		Discussion/Direction	☒
		Information	☐
Financial Impact	☐ **Yes** ☒ **No**	**Included in Budget**	☐ **Yes** ☒ **No**
TO:	**Academic Council**		
DATE:	**May 27, 2025**		
FROM:	**Professor Les Jacobs, Vice-President, Research and Innovation**		
PRESENTED BY:	**Jennifer Freeman, Executive Director, Research Services**		
SUBJECT:	**Policy Consultation (Face-to-Face): Research Involving Human Participants Policy**		

ACADEMIC COUNCIL MANDATE:
In accordance with Article 1.3(b) of By-Law 2 and the University's Policy Framework, the Academic Council will be consulted on the establishment of Legal, Compliance and Governance Policies, before such policies are brought to the Board of Governors for approval.
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KEY CONSIDERATIONS:

- The attached Research Involving Human Participants Policy ("the revised Policy"), formerly known as the Research Ethics Policy, is presented for review and feedback.
- The revised Research Ethics Board (REB) Terms of Reference is included as an appendix to the revised Policy due to the inter-connection with the revised Policy, and as such is not the specific focus of this face-to-face consultation.
- Any feedback on the REB Terms of Reference, can be sent to: Janice.Moseley@ontariotechu.ca.

BACKGROUND/CONTEXT & RATIONALE:
The revised Policy, the subject of this consultation, formally replaces the previous Research Ethics Policy. Its title is modified to enhance clarity regarding its specific applicability to research involving human participants. These amendments align with the most recent Tri-Council Policy Statement 2 ("TCPS2") for research involving human participants.

The REB Terms of Reference, originally established in 2007, has since been revised to incorporate updated requirements, procedures, compliance standards, and references to the TCPS2. These revisions aim to ensure clearer, more consistent, and transparent governance of the REB and the conduct of research involving human participants under the University's jurisdiction. The Terms of Reference are included as an appendix to the revised Policy.

IMPLICATIONS:
Ethical Oversight and Compliance: The revised Policy ensures that all research involving human participants complies with established ethical standards, including those set out in the TCPS2. This adherence minimizes potential risks to participants and safeguards their rights and well-being.

Transparency and Accountability: The revised Policy's updates foster greater transparency and accountability in the conduct and governance of research involving human participants, promoting integrity across all research activities.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:
Ontario Tech University's Strategic Research Plan highlights the importance of delivering research support services that assist researchers in securing funding, adhering to ethical standards, and maintaining financial accountability. The revised Policy plays a key role in advancing these strategic priorities by ensuring that all research involving human participants is conducted ethically, responsibly, and in compliance with applicable regulations. Additionally, the revised Policy reinforces the commitment of the University's researchers and REB members to uphold principles of integrity, transparency, and accountability.

CONSULTATION:

Committee	**Method of consultation**	**Date**	**Outcome**
Research Ethics Board (REB)	Discussion and Direction	October 16, 2024	Approved revised policy and Terms of Reference to move forward for review and consultation to Research Committee.
Research Committee	Discussion and direction.	November 19, 2024	Recommended advance to PAC.
Policy Advisory Committee (PAC)	Policy Assessment	February 27, 2025	Recommended advance to SLT with minor editorial revisions.
Senior Leadership Team (SLT)	Operational Discussion	March 31, 2025	Recommended advance to Academic Council.
Academic Council (Face to Face Consultation)	Face to Face Policy Consultation	May 27, 2025	Pending
Online Consultation	Written consultation	Early April (2 weeks)	No comments
Board's Audit & Finance Committee	Deliberation & approval recommendation to the Board	June 19, 2025	Pending
Board of Governors	Approval	June 26, 2025	Pending

COMPLIANCE WITH POLICY/LEGISLATION:
The revised Policy supports compliance with the TCPS2 and upholds Ontario Tech University's obligation to minimize potential risks to research participants. It is part of a greater framework of research compliance policies that demonstrates the University's commitment to the responsible conduct of research.

NEXT STEPS:

- Consideration of Academic Council consultation feedback
- Presenting revised Policy to the Audit & Finance Committee for deliberation and recommendation to the Board of Governors for approval
- Seeking Board of Governors' approval of revised Policy

SUPPORTING REFERENCE MATERIALS:

- Research Involving Human Participants Policy (Amended) – clean copy.
- Research Involving Human Participants Policy (Amended) – tracked changes copy.
- Summary of changes to the Research Involving Human Participants Policy.
- Appendix to revised Policy:
  - Research Ethics Board Terms of Reference (Amended) – clean copy
  - Research Ethics Board Terms of Reference (Amended) – tracked changes copy
  - Summary of changes for the Research Ethics Board Terms of Reference.
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)
- Agreement on the Administration of Agency Grants and Awards by Research Institutions

Classification Number	LCG 1124
Framework Category	Legal, Compliance and Governance
Approving Authority	Board of Governors
Policy Owner	President
Approval Date	DRAFT FOR APPROVAL
Review Date	To be assigned
Supersedes	Research Ethics Policy, June 2013; Editorial Amendments, February 18, 2020

POLICY FOR RESEARCH INVOLVING HUMAN PARTICIPANTS

PURPOSE

1. This Policy and its related Procedure describe the standards, requirements, and responsibilities that apply to Research involving Human Participants at the University of Ontario Institute of Technology in accordance with the most recent Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), as well as Canadian and international ethical standards and regulations.

DEFINITIONS

2. For the purposes of this Policy the following definitions apply:

"Auspices" means any support, guidance, sponsorship or approval from a person or organization in which the Research is being conducted under.

"Course-Based Research" defines Research activities intended solely for pedagogical purposes which are normally required of students (at all levels) with the objective of providing students with exposure to research methods in their field of study (e.g., interviewing techniques). These activities must not be part of a University Member's own research program or student theses.

"Ethics Approval" refers to the ethical acceptability of the Research Proposal granted by an REB in accordance with this Policy.

"Ethics Review Agreement" represents an agreement between the University and another research institution or organization that authorizes an alternative model(s) for ethics review of Research involving Human Participants. Such agreements may or may not be reciprocal in nature.

"Human Biological Materials" refers to any human tissues, organs, blood, plasma, serum, DNA, RNA, proteins, cells, skin, hair, nail clippings, urine, saliva and other body fluids, embryos, fetuses, fetal tissues, reproductive materials, and stem cells collected from participants for Research purposes.

"Human Participants" describes individuals whose data, biological materials, or responses to interventions, stimuli or questions by a researcher are gathered or utilized for the purposes of a Research Proposal and/or answering the research question(s).

"Minimal Risk" is defined as Research in which the probability and magnitude of possible harm implied by participation in the Research is no greater than that encountered by participants in those aspects of their everyday life that relate to the Research.

"Multi-Jurisdiction Research" is Research involving humans that may require the involvement of multiple Canadian institutions and/or multiple Canadian REBs, but is not limited to, the following situations:

a) a Research Proposal conducted by a team of University Members affiliated with different institutions;
b) several Research Proposals independently conducted by a University Member affiliated with different institutions, with data combined at some point to form one overall Research Proposal;
c) a Research Proposal conducted by a University Member, where the Research Proposal involves collecting data or recruiting participants at different institutions;
d) a Research Proposal conducted by a University Member who has multiple institutional affiliations. For example, two universities, a university and a college, or a university and a hospital;
e) a Research Proposal conducted by a University Member that requires the limited collaboration of individuals affiliated with different institutions or organizations (e.g., statisticians, lab or x-ray technicians, social workers, or school teachers); or
f) a Research Proposal that a University Member conducts under the Auspices of a Canadian research institution in another province, territory, or country.

"Non-Compliance" means a failure to follow the most recent Tri-Council Policy Statement 2 (TCPS2), University policies, procedures, communications, and/or the approved REB Proposal. Non-compliance can include, but is not limited to, failure to obtain REB approval before starting a Research Proposal, inadequate supervision of the Research, failure to report adverse events or Proposal changes to the REB, failure to provide ongoing progress reports, or significant deviation(s) from the approved Proposal.

"Non-University Member" means any individual involved in a Research Proposal who is not directly affiliated with the University.

"Principal Investigator (PI)" is the head of the research team who has overall responsibility for the ethical conduct of the Research Proposal and for the actions of any member(s) of the research team. The PI is a University faculty member or staff. The PI is responsible for communicating any changes to the Research Proposal, material incidental findings, new information, and/or unanticipated events to their own REB as well as to local site University Members for multi-site Research Proposals, who must then inform their respective local REBs.

"Proposal" refers to the REB application, Research protocol, and/or supporting documents.

"Research" is defined as an undertaking intended to extend knowledge through disciplined inquiry and/or systematic investigation. Research involving Human Participants may include, but is not limited to, Proposals where data are derived through:

a. the collection of information through any interaction or intervention with a living individual;

b. the Secondary Use of Data previously collected from Human Participants;
c. identifiable private information about an individual; and/or
d. human remains, cadavers, human organs, tissues and biological fluids, embryos, or fetuses.

"REB" refers to the Research Ethics Board authorized by the University.

"Secondary Use of Data" is any identifiable and/or confidential data derived from Human Participants undergoing an alternate use for Research purposes when the information was originally collected for a purpose other than the current Research Proposal.

"Student Researcher" is a student enrolled at the University who conducts research involving human participants as part of their academic program requirements. This includes research undertaken for coursework, independent study, undergraduate or graduate theses, or other scholarly activities supervised by a faculty member. Student researchers are responsible for adhering to the TCPS2, applicable regulatory requirements and institutional policies.

"Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2)" is the joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). This policy outlines ethical norms required and relevant to the conduct of Research involving humans.

"University" refers to the University of Ontario Institute of Technology.

"University Member" means any member of the University community who teaches, conducts research or works at or under the auspices of the University and includes any of the following:

a. A person who is an employee of the university (core or complementary faculty members, staff, adjunct faculty, research personnel).
b. Any person who is an appointee (including a volunteer on research related committees and boards) of the University.
c. Undergraduate or graduate students, post-doctoral fellows, visiting scholars and any other research personnel while they are engaged in research or scholarly activities under supervision of a Member.

SCOPE AND AUTHORITY

3. This Policy applies to all Research involving Human Participants including:

a. Research conducted by any University Member(s) and Non-University Member(s);
b. Research undertaken under the Auspices of, or in affiliation with the University, or in University-owned facilities, or utilizing University resources;
c. Research on human remains, cadavers, tissues, or biological fluids;
d. Course-Based Research activities that require students to collect information about Human Participants or analyze human remains, tissues, or fluids;
e. Research requiring access to University students, staff, and/or faculty members; and/or
f. off-site and Multi-Jurisdiction Research.

4. The President or successor thereof is the Policy Owner and is responsible for the implementation, administration, and interpretation of this Policy through the Vice-President Research and Innovation (VPRI).

POLICY

The University is committed to advancing the highest ethical standards of Research involving Human Participants. The University shall achieve this standard through its compliance with the most current editions of the Tri-Council Agreement on the Administration of Agency Grants and Awards by Research Institutions, the Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), and all applicable regulatory requirements. The University also values and respects academic freedom, which must be complimented by the requirement for Research involving Human Participants to meet high ethical standards and compliance with regulatory requirements. In doing so, the University shall maintain responsible conduct of Research in a manner that respects the rights, dignity, welfare of research participants, as well as protect research participants from possible harm which is expressed through the core principles of the TCPS2.

The University, through its establishment of a Research Ethics Board (REB), will oversee the ethical acceptability of all Research involving humans conducted under the Auspices of the University, regardless of where the Research is conducted for the purposes of achieving the highest ethical standards of research (TCPS2, Article 6.1). All Research involving Human Participants shall adhere to the requirements of this Policy and the associated Standard Operating Procedures, as well as applicable federal and provincial legislation, standards, and guidelines. University Members are responsible for being aware of and adhering to the standards of this Policy.

5. Research Involving Human Participants and/or Human Biological Materials

5.1. All Research involving Human Participants and Human Biological Materials being conducted under the Auspices of the University shall be subject to ethical review and approval by the University REB regardless of whether the Research is funded or unfunded, which includes off-site and Multi-Jurisdiction Research (TCPS2, Article 6.1).

5.2. University Members wishing to engage in Research involving Human Participants and/or Human Biological Materials shall receive written approval from the REB prior to the commencement of their activities (TCPS2, Article 2.1). If the Research is funded, no research funds shall be used to support Research activities involving Human Participants and/or Human Biological Materials until the REB has approved the Research and issued a formal written approval (Agreement on the Administration of Agency Grants and Awards by Research Institutions, 2018).

5.3. Approved Research activities involving Human Participants and/or Human Biological Materials shall be subject to ongoing review and monitoring by the University REB to ensure the ongoing ethical acceptability in accordance with the TCPS2, University policies and procedure, and any applicable regulatory requirements (TCPS2, Article 2.8).

5.4. University Members and the REB must be aware of additional approvals from various officials, relevant agencies committees or groups under study to access research sites or participants. Before the Proposal commences, Ethics Approval and all other required approvals with respect to such Research Proposal must be obtained (TCPS2, Chapter 3).

6. President

6.1. The President shall establish the University REB, define an appropriate reporting relationship, and provide the REB with necessary and sufficient ongoing financial and administrative resources, through the VPRI, for the effective and efficient operation of the REB to fulfill its mandate (TCPS2, Article 6.2).

6.2. The President has delegated decision-making authority to the REB to review, approve, reject, propose modifications, terminate any proposed ongoing Research involving Human Participants and/or Human Biological materials in accordance with the TCPS2 (TCPS2, Article 6.3).

6.3. The President, other University Members and/or Non-University Members shall respect the independence, accountability, decision-making and authority delegated to the REB and may not override an REB decision to a Research Proposal that was made on ethical grounds and in accordance with the TCPS2 (TCPS2, Article 6.2).

7. Vice-President Research and Innovation (VPRI)

7.1. Under the authority of the President, the VPRI bears the responsibility for developing and implementing this Policy. The VPRI must provide the REB with the appropriate financial and administrative resources (e.g. research ethics administration staff, a research ethics office), financial support, policy development and interpretation and provision of research ethics training and education opportunities to the REB and University Members to fulfill its mandate and meet the ethical requirements of the TCPS2 (TCPS2, Article 6.2).

7.2. In consultation with the REB, the VPRI has the authority to enter into any Ethics Review Agreements with other institutions to conduct the ethics review and approval of the Research.

8. University Research Ethics Board (REB)

8.1. The REB shall function independently in the decision-making process to carry out its role effectively and to properly apply the core principles of the TCPS2, applicable procedures and regulations (TCPS2, Article 6.2).

8.2. The Chair, Vice-Chair and members of the REB are accountable to the President for the integrity of its research ethics review process (TCPS2, Article 6.2).

8.3. The REB may delegate research ethics reviews to a designated sub-committee of the REB. The sub-committee must be members of the REB and shall have relevant experience, expertise, training, and resources to review the ethical acceptability of all aspects of the Proposal in accordance to the TCPS2 (TCPS2, Article 6.4).

8.4. A representative of the REB or delegate of the REB shall issue annual public reports summarizing the REB's activities and initiatives relevant to the ethics review of Research involving humans (TCPS2, Article 6.1).

9. University Deans, Directors and Department Chairs

9.1. University Deans, Directors, and Department Chairs are required to understand and adhere to this Policy, relevant ethical guidelines, and applicable regulations. They are responsible for ensuring that research involving human participants is conducted ethically within their respective areas and for staying informed about ongoing research. Additionally, they must foster an environment that supports

ethical research practices by promoting broad awareness of this Policy and the importance of ethics review.

10. University Members

10.1. All University Member(s) must be familiar with and comply with this Policy, applicable ethical guidelines, and associated regulations. Additionally, they must foster an environment that supports ethical research practices by promoting broad awareness of this Policy and the importance of ethics review.

11. University Members as the Principal Investigator

11.1. The University Member who is named as the PI must ensure that Ethics Approval is obtained prior to the start of Research activities.

11.2. The University Member who is named as the Principal Investigator (PI) has the primary responsibility to oversee their Research Proposal and ensure it is carried out in an ethical manner and in accordance with applicable ethical guidelines and associated regulations. In addition, they are responsible for the protection of the rights and welfare of Human Participants and human materials.

11.3. The University Member PI has the responsibility to ensure that the members of the research team comply with the Proposal as outlined in the REB application and supporting materials.

11.4. The University Member PI shall ensure that the members of the research team are aware of the contents of this Policy and of other applicable ethical guidelines and regulations that are relevant to their responsibilities. In addition, the University PI shall ensure that all individuals under their supervision have the requisite knowledge, training, and competence to carry out their Research Proposal to ensure compliance with the TCPS2, applicable guidelines and associated regulations.

11.5. University Member PIs who supervise undergraduate or graduate students accept the responsibility for overseeing the ethical conduct of the student's Research Proposal, regardless of whether the student is considered the primary researcher.

12. Student Researchers

12.1. All student Research Proposals must have a PI who is an individual that is employed by the University and/or holds an appointment with the University, where it will be a joint responsibility of the University Member PI and the student researcher to ensure that the Proposal receives Ethics Approval prior to the start of Research activities, complies with the provisions of this policy, and applicable ethical guidelines and regulations.

13. Reconsideration and Appeals

13.1. Where University Members disagree with the REB over a decision regarding a Research Proposal that cannot be resolved through discussions, the PI is entitled to a reconsideration by the REB (TCPS2, Article 6.18).

13.2. University Members and REBs should make every effort to resolve disagreements through a reconsideration process. If a disagreement between the University Member and the REB cannot be resolved through reconsideration, the University

Member has the option of appealing the REB decisions through the REB's appeal process (TCPS2, Article 6.18 to 6.20).

13.3. In consultation with the REB, the VPRI shall select an external REB with requisite knowledge and expertise that meets the procedural requirements of the TCPS2 as an ad-hoc appeal board to ensure an arm's length review.

13.4. The decisions of the appeal board shall be final and binding and will be adopted by the University REB.

14. Non-Compliance and Responsible Conduct of Research

14.1. The VPRI, in consultation with the REB, may stop any Research action or activity involving Human Participants that fails to comply with the approved Research Proposal, current federal and provincial regulatory requirements, and/or University research policies and procedures. In such cases, the matter will be dealt with in accordance with applicable REB procedures. Issues of Non-Compliance that constitute a breach of responsible conduct of research shall be addressed through the University's Policy on the Responsible Conduct of Research and Scholarship.

MONITORING AND REVIEW

15. This policy will be reviewed as necessary and at least every three years (unless another timeframe is required for compliance purposes). The VPRI, or successor thereof, is responsible to monitor and review this policy.

RELEVANT LEGISLATION

16. Part C, Division 5 of the Food and Drug Regulations of Health Canada;

17. Food and Drug Administration (FDA) in the USA;

18. US Code of Federal Regulations (CFR);

19. Ontario Personal Health Information Protection Act 2004 (PHIPA) and its applicable regulations; Other regulatory body that guides research using Human Participants.

RELATED POLICIES, PROCEDURES

20. Conflict of Interest in Research

21. Payments to Research Participant

22. Policy and Procedures on Expenses

23. Policy on the Responsible Conduct of Research and Scholarship

24. Responsibilities of Graduate Program Directors, Faculty Advisors, Research Supervisors and Graduate Students

25. Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans;

26. The International Conference on Harmonisation (ICH) Good Clinical Practice (GCP) Consolidated Guideline.

27. Tri-Agency (the Agreement on the Administration of Agency Grants and Awards by Research Institutions). Term of Agreement from April 1, 2023 to March 31, 2028.

RELATED FORMS AND & DOCUMENTS

28. REB Application for Ethical Review Form;
Course-Based Research Request Form;
Secondary Use of Data Form;
Human Tissue Samples in Research;
Multi-Jurisdictional Research (MJR) Form;
Request for Exemption Form;
Adverse/Unanticipated Event Report Form;
Change Request;
Study Renewal Form; and
Research Project Completion Form

Appendix A – Research Ethics Board Terms of Reference

RESEARCH ETHICS BOARD TERMS OF REFERENCE

PURPOSE

1. The University Research Ethics Board (REB) was established to ensure that all research involving human participants meets the research ethical standards, requirements and responsibilities in accordance with the most recent Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), associated regulations (TCPS2, Article 6.1) and the University's Research Involving Human Participants Policy. The TCPS2 is a joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). The Tri-Councils only provide funding to researchers and institutions that are compliant with the TCPS2. The REB endorses the core ethical principles of the TCPS2, which includes respect for persons, concern for welfare, and justice.

DEFINITIONS

2. For the purposes of this Policy the following definitions apply:

"Auspices" stands for any support, guidance, sponsorship or approval from a person or organization in which the research is being conducted under.

"Human Biological Materials" refers to any human tissues, organs, blood, plasma, serum, DNA, RNA, proteins, cells, skin, hair, nail clippings, urine, saliva and other body fluids, embryos, fetuses, fetal tissues, reproductive materials and stem cells collected from participants for research purposes.

"Jurisdiction" means the limits or territory of power, right or authority that may be exercised.

"Minimal risk" is defined as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research.

"Multi-Jurisdiction Research" is research involving humans that may require the involvement of multiple Canadian institutions and/or multiple Canadian REBs, but is not limited to, the following situations:

a) A research proposal conducted by a team of University Members affiliated with different institutions.
b) Several research proposals independently conducted by a University Member affiliated with different institutions, with data combined at some point to form one overall research proposal.
c) A research proposal conducted by a University Member, where the research proposal involves collecting data or recruiting participants at different institutions.

d) A research proposal conducted by a University Member who has multiple institutional affiliations. For example, two universities, a university and a college, or a university and a hospital.
e) A research proposal conducted by a University Member that requires the limited collaboration of individuals affiliated with different institutions or organizations (e.g.,
statisticians, lab or x-ray technicians, social workers, or school teachers).
f) A research proposal that a University Member conducts under the auspices of a Canadian research institution in another province, territory, or country.

"Non-University Member" means any individual involved in a Research Proposal who is not directly affiliated with the University.

"Principal Investigator (PI)" is the head of the research team who has overall responsibility for the ethical conduct of the study, and for the actions of any member of the research team. The PI is responsible for communicating any changes to the study, material incidental findings, new information, and/or unanticipated events to their own REB as well as to local site PI for multi-site studies, who must then inform their respective local REBs.

"Research" is defined as an undertaking intended to extend knowledge through disciplined inquiry and/or systematic investigation. Research involving human participants may include, but is not limited to, proposals where data are derived through:

a. the collection of information through any interaction or intervention with a living individual;
b. the secondary use of data previously collected from human participants;
c. identifiable private information about an individual; and/or
d. human remains, cadavers, human organs, tissues and biological fluids, embryos, or fetuses.

"Research Ethics Administrators" are members of the Office of Research Services which includes the Research Ethics Assistant, Research Ethics Coordinator, Research Ethics Officer and Manager of Research Ethics.

REB staff are ex-officio non-voting members. Provide administrative and operational support for the REB to fulfill its mandate.

"REB" refers to the Research Ethics Board authorized by the University.

"Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2)" is a joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). This policy outlines ethical norms related to the conduct of research involving humans.

"University" refers to the University of Ontario Institute of Technology.

"University Member" means any individual who is:

a. employed by the University;
b. registered as a student, in accordance with the academic regulations of the University;
c. holding an appointment with the University, including paid, unpaid and/or honorific appointments; and/or
d. otherwise subject to University policies by virtue of the requirements of a specific policy and/or the terms of an agreement or contract.

MANDATE

3. The REB reviews and oversees all research involving human participants conducted within the University's jurisdiction or under the auspices of University members, which includes off-site and multi-jurisdiction research, to ensure that it meets ethical principles and that it complies with all applicable regulations and guidelines pertaining to human participant protection. These activities may be conducted on- or off-campus and may be funded or unfunded research. The REB shall determine the ethical acceptability of research involving human participants or human biological materials, with a primary objective of protecting the rights and welfare of participants who take part in research conducted within the jurisdiction and/or under the auspices of the University.

3.1. The REB was established and is empowered by the President of the University to review the ethical acceptability of research on behalf of the University, including approving, rejecting, proposing modifications to, or terminating any proposed or ongoing research involving humans (TCPS2, Article 6.2).

4. Accountability and Reporting Relationships

4.1. The President has delegated decision-making authority to the REB in accordance with the TCPS2 standards (TCPS 2, Article 6.3).

4.2. The Chair, Vice-Chair, and members of the REB are accountable to the President for the integrity of its research ethics review process.

4.3. The Chair, Vice-Chair, and members of the REB shall report everyday administrative matters to the Vice-President Research and Innovation (VPRI).

4.4. The REB shall function independently in the decision-making process to carry out its role effectively and apply the core principles of the TCPS2 and application procedures and regulations (TCPS2, Article 6.2).

4.5. The President, other University Members and/or non-University members shall respect the independence, accountability, and authority delegated to the REB and may not override a REB decision to a research proposal that was made on ethical grounds and in accordance with the TCPS2 (TCPS 2, Article 6.3).

5. Composition and Appointment of Members

5.1. The membership of the REB is designed to ensure competent and independent research ethics review (TCPS2, Article 6.4). Voting members of the REB shall consist of:

a) A minimum of one member from each faculty within the University with expertise in relevant research disciplines, fields, and methodologies covered by the REB. As needed, additional members may be added to the membership.
b) A minimum of one community member who has no affiliation with the University.
c) One member knowledgeable in ethics. This can be someone who has a teaching or research specialization in ethics, or someone who has had extensive experience in research ethics.
d) One member whose research involves Indigenous people, if available.
e) A minimum of one member with a biomedical background.
f) One member knowledgeable in Canadian laws relevant to the research being reviewed (but the member should not be the University's legal counsel or risk manager). This is mandatory for biomedical research and is advisable, but not mandatory, for other areas of research (TCPS2 Article 6.4c).

The membership composition outlined above does not include the Chair, Vice-Chair and Research Ethics Administrators.

5.2. University student members, while optional, may be included in the REB membership. Priority is given to graduate students due to their advanced academic standing and research experience. Undergraduate students with relevant research experience may also be considered for membership.

5.3. To ensure the independence of REB decision-making, senior University administrators (e.g. vice-president of research, director general, director of business development or members of the Board of Governors) shall not serve on the REB, or directly or indirectly influence the REB decision-making process (TCPS2, Articles 6.2 and 6.10).

5.4. Members of the REB shall be appointed by the President on recommendation of the members of the REB and VPRI. The REB and/or VPRI may consult with faculty Deans and department Chairs in maintaining appropriate REB membership. In addition, University administration, REB members, and the broader community can nominate potential members. Self-nominations can also be accepted by sending a letter to the Chair, Vice-Chair of the REB and/or the Research Ethics Administrators. The President is responsible for replacing members. As needed, the President can delegate this responsibility to the VPRI.

5.5. Appointments of general members shall range from two to three years to allow for continuity of membership during transition periods among member(s).

5.6. The VPRI through the Office of Research Services (ORS) will provide the REB with necessary and sufficient ongoing financial, administrative resources and Research Ethics Administrators for the effective and efficient operation of the REB to fulfill its mandate (TCPS2, Article 6.2). The Research Ethics Administrators are ex-officio non-voting members and primarily provide administrative and operational support for the REB to fulfill its mandate. Research Ethics Administrators shall have the necessary qualifications, as well as initial and continuing training, to appropriately perform their roles and responsibilities (TCPS2, Article 6.2).

6. Responsibilities

6.1. The REB ensures compliance to the Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), the University's Research Involving Human Participants Policy and associated procedures. For clinical trials, the REB follows Health Canada's Food and Drugs Act, the International Conference on Harmonization (ICH) Good Clinical Practice: Consolidated Guideline, and where applicable, U.S. federal regulations. The University REB also operates under applicable federal and provincial regulations.

6.2. Specifically, the REB's responsibilities include:

a. Ethics review:
   i. review all research proposals and make decisions on the ethical acceptability of all research involving human participants and/or human biological materials;
   ii. request, receive, and share any information involving the research that the REB considers necessary to fulfil its mandate, while maintaining confidentiality and respecting privacy. This may include research tools/materials and supporting documentation;

b. Compliance and monitoring:
   i. provide research ethics oversight to ensure the ethical conduct of the research;
   ii. ensure that all research proposals have a favorable risk/benefit ratio for research participants and respect a person's right for self-determination and autonomy;
   iii. ensure equitable distribution of the benefits and burdens of the research proposal;
   iv. monitor and review ongoing activities such as adverse events, unanticipated problems, continuing review, and change requests before the changes are implemented;
   v. suspend, terminate, or place restrictions on any ongoing research that has been associated with unexpected serious harm/risk to participants, ethical breaches, and/or research that is not being conducted in accordance with associated University policy, Standard Operating Procedures, applicable federal and provincial legislation, standards, and guidelines;

vi. take any actions considered reasonably necessary and consistent with the TCPS2 and University policies and procedures to ensure the protection of the rights, safety, and well-being of participants in research conducted under the REB's jurisdiction;

c. Education:
   i. act as a resource on matters of research ethics for the University;
   ii. develop and review policies and procedures regarding ethical issues of human participants in research and teaching proposals through a coordinated effort with the VPRI and/or delegate;
   iii. participate in continuing education organized by the University research administrators for the University community in matters relating to research ethics and the use of human participants in research. All REB members are required to complete the TCPS2 online tutorial.

d. Confidentiality: respect the confidentiality of the research proposals, submission materials, REB deliberations related to any research proposal, and participant complaints; and,

e. Reporting: provide an annual report summarizing the nature and volume of REB activities to the President.

7. Chair of the Research Ethics Board

7.1. The Chair of the REB is responsible for:

a) Ensuring that the REB review conforms to the requirements of the TCPS2 (TCPS 2, Article 6.8), University policies, Standard Operating Procedures (SOPs), applicable federal and provincial legislation, standards, and guidelines.
b) Providing leadership and knowledge dissemination to the REB members on research ethics literature and debates, national and international guidelines, statutes and regulations, as well as University policies and procedures.
c) Monitoring the REB's decisions for consistency.
d) Approving all REB decision letters unless otherwise delegated.
e) Ensuring that REB decisions are recorded accurately and communicated to the PI in writing as soon as possible by the Chair or the Chair's delegate (TCPS2 Article 6.8).
f) Informing the full REB of any urgent actions taken to suspend or terminate any ongoing research associated with unexpected serious harm/risk to participants, ethical breaches and/or research that is not being conducted in accordance with associated University policies, SOPs, applicable federal and provincial legislation, standards, and guidelines for ratification as soon as possible, no later than 30 days after the action was taken.
g) Advising the President and/or VPRI on the evaluation of the performance of members of the REB.

8. Vice-Chair of the Research Ethics Board

8.1. The Vice-Chair of the REB shall fulfill the same responsibilities as the Chair of the REB, as outlined in section 11.1, in a manner proportionate to their role.

8.2. The Vice-Chair shall assume the Chair's duties in their absence, in cases of conflict of interest, or when assigned specific responsibilities by the Chair.

9. General members of the Research Ethics Board

9.1. General REB members shall conduct timely and thorough reviews of applications involving human participants, ensuring the protection of participants' rights and welfare according to the principles of the TCPS2, associated regulations and the University's policies.

9.2. General REB members are expected to attend scheduled meetings regularly, except in cases of professional obligations, religious observances, personal emergencies, or scheduled vacations.

9.3. When the Chair and Vice-Chair are unavailable or in cases of conflict of interest, members may assume decision-making responsibilities as Acting Chair.

9.4. General REB members may be assigned additional ethical responsibilities by the Chair or Vice-Chair as needed.

10. Proportionate Approach to REB Review

10.1. The rigour of the research ethics review shall be proportionate to the level of associated risk to the research participants. The general principle of proportionate review outlines that the more invasive the research, the greater should be the care in assessing the research in accordance to Article 2.9 of the TCPS2. The REB must adopt a proportionate approach to assessing the ethical acceptability of the research. This level of review involves consideration of the foreseeable risks, the potential benefits, and the ethical implications of the research.

10.2. For studies that have been deemed as minimal risk research, the scrutiny level of review is proportionate to the risk level resulting in a delegated review. For studies that have been deemed as above minimal risk, the scrutiny level of review would be higher, resulting in a review by the full REB at a convened meeting.

11. Ad Hoc Advisors

11.1. At the REB's discretion, the REB may invite individuals as ad hoc advisors with competence in special areas to assist in the review of issues that require expertise beyond or in addition to that available on the Board (TCPS2, Article 6.5).

11.2. Ad hoc advisors must provide a written report on the review and participate via teleconference and/or attend the REB meeting for discussion on the review, if deemed necessary by the REB Chair and/or Vice-Chair. However, the ad hoc advisors may not participate in the REB's final deliberation about the proposal

(TCPS2, Article 6.5). The report and discussions are documented in the final REB minutes and stored in the study-specific file.

11.3. While ad hoc advisors may complement the REB through their experience, knowledge, or expertise, their input is a form of consultation that may or may not be considered in the REB's final decision. They are not considered REB members and should not be counted in the quorum for an REB, nor be allowed to vote on REB decisions (TCPS2, Article 6.5).

12. Chair and Vice Chair of the REB Selection and Appointments

12.1. The President shall appoint the Chair and Vice-Chair of the REB based in consultation with the VPRI and members of the REB. The President may consult with faculty Deans and department Chairs on the Chair and Vice-Chair selection. The Chair and Vice-Chair shall serve for a term of 2 years, renewable for one additional term.

12.2. The President can extend the Chair and Vice-Chair's term until a suitable Chair and/or Vice-Chair replacement is available to ensure leadership continuity.

12.3. The Chair of the REB must hold a tenured position from an academic institution along with research experience on human participants and knowledge of the TCPS2.

12.4. The Vice Chair of the REB may hold a tenured position from an academic institution; however, it is not necessary. The Vice Chair of the REB must have recent research experience on human participants and knowledge of the TCPS2.

13. Removal of the Chair, Vice-Chair, Members of the REB

13.1. In the event of unforeseen circumstances necessitating temporary or permanent changes with the Chair and/or Vice-Chair, the President shall identify a suitable interim Chair and/or Vice-Chair in consultation with the VPRI and members. For permanent changes to the Chair and/or Vice-Chair, the President shall initiate a transparent selection process to identify viable candidates.

13.2. The decision to remove a member due to unforeseen circumstances necessitating temporary or permanent changes shall be made by the Chair of the REB, in consultation with the Vice-Chair and/or the VPRI, with the approval of the President. Written notice of the decision will be provided to the member, along with the reasons for removal.

14. Quorum

14.1. As per TCPS2 Articles 6.4 and 6.9, quorum requirements shall consist of:

a) At least two members having expertise in relevant research disciplines, fields, and methodologies covered by the REB.
b) At least one member knowledgeable in ethics.
c) At least one member knowledgeable in the relevant law (but that member should not be the university's legal counsel or risk manager).
d) At least one community member who has no affiliation with the university.

15. Meetings

15.1. The REB shall hold at most twelve meetings each year to review all proposals involving human participants and human materials that require a review by the full Board. Meetings are to be held monthly and the Chair of the REB through the Office of the VPRI shall set dates. Additional meetings will be held when necessary, at the request of the Chair, Vice-Chair or members of the REB. Research proposals receiving a delegated review will follow the applicable SOPs of the REB.

15.2. The REB meetings shall be conducted in hybrid format to allow members of the REB to participate either in person or remotely via videoconference, teleconferencing, or other technologies to attend a meeting to foster collaboration and enhance accessibility.

15.3. Attendance at REB meetings ensures active participation and contributes to the effectiveness of the ethics review process. The REB members are expected to attend all meetings; however, the Chair and Vice-Chair of the REB understands that planned and unplanned absences may arise that can prevent members from attending a scheduled meeting. The Chair and Vice-Chair of the REB will accommodate absences within reason. For planned and/or unplanned absences, members are expected to provide as much notice as possible to the Chair, Vice-Chair and/or Research Ethics Administrators about the absence.

15.4. Consistent failure to attend the REB meetings may result in a review of the membership status and/or loss of membership on the REB. The Chair and Vice-Chair of the REB understands that individual circumstances may vary and membership removal from the REB will be made on a case-by-case basis. The Chair and/or Vice- Chair of the REB will notify the President to obtain a suitable member replacement for the REB, in consultation with the VPRI.

15.5. The REB should accommodate reasonable requests from the PI and/or University member(s) to participate in discussions of their research proposal(s) at the REB meeting. However, the PI and/or project team members shall not be present during the deliberation and decision-making of the research status going forward for the study.

15.6. REB meetings are closed to the University members and general public to maintain the integrity of the REB's review process. However, the REB Chair

and/or Vice-Chair may, at their discretion and on a case-by-case basis, allow external attendance.

15.7. REB minutes must be taken at every meeting to document the following: meeting attendance (including the presence of ad hoc reviewers, guests or observers); conflict of interest declarations and recusals; summary of discussions; actions taken by the REB on each agenda item requiring full REB action; and, final voting results, including for, against, and abstentions.

15.8. REB minutes are to only be accessible to REB members, authorized ORS personnel, the VPRI and President. For internal or external audits of research monitoring, reconsideration requests, and/or appeals, the study files, minutes and other relevant documentation will be made accessible to authorized representatives of the University, sponsors and/or funding agencies.

16. Decision Process

16.1. For research proposals that qualify for a review by the full board, a fully detailed review will occur at a convened REB meeting. When a research proposal has been reviewed by the full board, the REB may delegate the responsibility to the Chair and/or Vice-Chair of the REB post-review to synthesize the clarifications/concerns raised by the REB into a decision letter and assess the PI's proposed responses to the decision letter. When the investigator addresses all clarifications/concerns of the REB, the REB delegates authority to the Chair and/or Vice-Chair to issue approval.

16.2. The Chair and/or Vice-Chair of the REB or delegate will determine which research proposals qualify for delegated versus full board review. On behalf of the full REB, the Chair and Vice-Chair of the REB are delegated the authority to review and approve delegated research proposals, change requests, ongoing activities, and monitor reports of adverse events and unanticipated problems.

16.3. The Research Ethics Administrators will communicate all decisions of the REB in writing to the PI.

16.4. Delegated decisions and actions of the Chair and/or Vice-Chair of the REB will be reported to the full REB at the next available opportunity.

17. Conflicts of Interest

17.1. Members of the REB must disclose any real, apparent, or perceived conflicts of interest regarding a proposal under review to the Chair and/or Vice-Chair of the REB. Members cannot be present for any REB discussion and cannot participate in the decision process for a proposal in which they have any vested interest and/or named as a project team member. The minutes shall reflect that a conflict of interest was declared and whether the REB member was removed from the deliberations.

17.2. Members of the REB recusing themselves due to conflicts of interest are not counted towards quorum requirements.

MONITORING AND REVIEW

18. The REB Terms of Reference will be reviewed as necessary, and at least every three years (unless another timeframe is required for compliance purposes). The REB, VPRI, and ORS are responsible to monitor and review these terms.

RELATED POLICIES, PROCEDURES & DOCUMENTS

19. Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans

Classification Number	LCG 1124
Framework Category	Legal, Compliance and Governance
Approving Authority	Board of Governors
Policy Owner	President
Approval Date	DRAFT FOR APPROVAL
Review Date	To be assigned
Supersedes	Research Ethics Policy, June 2013; Editorial Amendments, February 18, 2020

FOR RESEARCH INVOLVING HUMAN PARTICIPANTS

PURPOSE

1. This Policy and its related Procedure describe the standards, requirements, and responsibilities that apply to Research involving Human Participants at the University of Ontario Institute of Technology in accordance with the most recent Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), as well as Canadian and international ethical standards and regulations.

DEFINITIONS

2. For the purposes of this Policy the following definitions apply:

"Auspices" means any support, guidance, sponsorship or approval from a person or organization in which the Research is being conducted under.

"Course-Based Research" defines Research activities intended solely for pedagogical purposes which are normally required of students (at all levels) with the objective of providing students with exposure to research methods in their field of study (e.g., interviewing techniques). These activities must not be part of a University Member's own research program or student theses.

"Ethics Approval" refers to the ethical acceptability of the Research Proposal granted by an REB in accordance with this Policy.

"Ethics Review Agreement" represents an agreement between the University and another research institution or organization that authorizes an alternative model(s) for ethics review of Research involving Human Participants. Such agreements may or may not be reciprocal in nature.

"Human Biological Materials" refers to any human tissues, organs, blood, plasma, serum, DNA, RNA, proteins, cells, skin, hair, nail clippings, urine, saliva and other body fluids, embryos, fetuses, fetal tissues, reproductive materials, and stem cells collected from participants for Research purposes.

"Human Participants" describes individuals whose data, biological materials, or responses to interventions, stimuli or questions by a researcher are gathered or utilized for the purposes of a Research Proposal and/or answering the research question(s).

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"Minimal Risk" is defined as Research in which the probability and magnitude of possible harm implied by participation in the Research is no greater than that encountered by participants in those aspects of their everyday life that relate to the Research.

"Multi-Jurisdiction Research" is Research involving humans that may require the involvement of multiple Canadian institutions and/or multiple Canadian REBs, but is not limited to, the following situations:

a) a Research Proposal conducted by a team of University Members affiliated with different institutions;
b) several Research Proposals independently conducted by a University Member affiliated with different institutions, with data combined at some point to form one overall Research Proposal;
c) a Research Proposal conducted by a University Member, where the Research Proposal involves collecting data or recruiting participants at different institutions;
d) a Research Proposal conducted by a University Member who has multiple institutional affiliations. For example, two universities, a university and a college, or a university and a hospital;
e) a Research Proposal conducted by a University Member that requires the limited collaboration of individuals affiliated with different institutions or organizations (e.g., statisticians, lab or x-ray technicians, social workers, or school teachers); or
f) a Research Proposal that a University Member conducts under the Auspices of a Canadian research institution in another province, territory, or country.

"Non-Compliance" means a failure to follow the most recent Tri-Council Policy Statement 2 (TCPS2), University policies, procedures, communications, and/or the approved REB Proposal. Non-compliance can include, but is not limited to, failure to obtain REB approval before starting a Research Proposal, inadequate supervision of the Research, failure to report adverse events or Proposal changes to the REB, failure to provide ongoing progress reports, or significant deviation(s) from the approved Proposal.

"Non-University Member" means any individual involved in a Research Proposal who is not directly affiliated with the University.

"Principal Investigator (PI)" is the head of the research team who has overall responsibility for the ethical conduct of the Research Proposal and for the actions of any member(s) of the research team. The PI is a University faculty member or staff. The PI is responsible for communicating any changes to the Research Proposal, material incidental findings, new information, and/or unanticipated events to their own REB as well as to local site University Members for multi-site Research Proposals, who must then inform their respective local REBs.

"Proposal" refers to the REB application, Research protocol, and/or supporting documents.

"Research" is defined as an undertaking intended to extend knowledge through disciplined inquiry and/or systematic investigation. Research involving Human Participants may include, but is not limited to, Proposals where data are derived through:

a. the collection of information through any interaction or intervention with a living individual;

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b. the Secondary Use of Data previously collected from Human Participants;
c. identifiable private information about an individual; and/or
d. human remains, cadavers, human organs, tissues and biological fluids, embryos, or fetuses.

"REB" refers to the Research Ethics Board authorized by the University.

"Secondary Use of Data" is any identifiable and/or confidential data derived from Human Participants undergoing an alternate use for Research purposes when the information was originally collected for a purpose other than the current Research Proposal.

"Student Researcher" is a student enrolled at the University who conducts research involving human participants as part of their academic program requirements. This includes research undertaken for coursework, independent study, undergraduate or graduate theses, or other scholarly activities supervised by a faculty member. Student researchers are responsible for adhering to the TCPS2, applicable regulatory requirements and institutional policies.

"Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2)" is the joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). This policy outlines ethical norms required and relevant to the conduct of Research involving humans.

"University" refers to the University of Ontario Institute of Technology.

"University Member" means any member of the University community who teaches, conducts research or works at or under the auspices of the University and includes any of the following:
a. A person who is an employee of the university (core or complementary faculty members, staff, adjunct faculty, research personnel).
b. Any person who is an appointee (including a volunteer on research related committees and boards) of the University.
c. Undergraduate or graduate students, post-doctoral fellows, visiting scholars and any other research personnel while they are engaged in research or scholarly activities under supervision of a Member.

SCOPE AND AUTHORITY

3. This Policy applies to all Research involving Human Participants including:

a. Research conducted by any University Member(s) and Non-University Member(s);
b. Research undertaken under the Auspices of, or in affiliation with the University, or in University-owned facilities, or utilizing University resources;
c. Research on human remains, cadavers, tissues, or biological fluids;
d. Course-Based Research activities that require students to collect information about Human Participants or analyze human remains, tissues, or fluids;
e. Research requiring access to University students, staff, and/or faculty members; and/or
f. off-site and Multi-Jurisdiction Research.

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4. The President or successor thereof is the Policy Owner and is responsible for the implementation, administration, and interpretation of this Policy through the Vice-President Research and Innovation (VPRI).

POLICY

The University is committed to advancing the highest ethical standards of Research involving Human Participants. The University shall achieve this standard through its compliance with the most current editions of the Tri-Council Agreement on the Administration of Agency Grants and Awards by Research Institutions, the Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), and all applicable regulatory requirements. The University also values and respects academic freedom, which must be complimented by the requirement for Research involving Human Participants to meet high ethical standards and compliance with regulatory requirements. In doing so, the University shall maintain responsible conduct of Research in a manner that respects the rights, dignity, welfare of research participants, as well as protect research participants from possible harm which is expressed through the core principles of the TCPS2.

The University, through its establishment of a Research Ethics Board (REB), will oversee the ethical acceptability of all Research involving humans conducted under the Auspices of the University, regardless of where the Research is conducted for the purposes of achieving the highest ethical standards of research (TCPS2, Article 6.1). All Research involving Human Participants shall adhere to the requirements of this Policy and the associated Standard Operating Procedures, as well as applicable federal and provincial legislation, standards, and guidelines. University Members are responsible for being aware of and adhering to the standards of this Policy.

5. **Research Involving Human Participants and/or Human Biological Materials**

5.1. All Research involving Human Participants and Human Biological Materials being conducted under the Auspices of the University shall be subject to ethical review and approval by the University REB regardless of whether the Research is funded or unfunded, which includes off-site and Multi-Jurisdiction Research (TCPS2, Article 6.1).

5.2. University Members wishing to engage in Research involving Human Participants and/or Human Biological Materials shall receive written approval from the REB prior to the commencement of their activities (TCPS2, Article 2.1). If the Research is funded, no research funds shall be used to support Research activities involving Human Participants and/or Human Biological Materials until the REB has approved the Research and issued a formal written approval (Agreement on the Administration of Agency Grants and Awards by Research Institutions, 2018).

5.3. Approved Research activities involving Human Participants and/or Human Biological Materials shall be subject to ongoing review and monitoring by the University REB to ensure the ongoing ethical acceptability in accordance with the TCPS2, University policies and procedure, and any applicable regulatory requirements (TCPS2, Article 2.8).

5.4. University Members and the REB must be aware of additional approvals from various officials, relevant agencies committees or groups under study to access research sites or participants. Before the Proposal commences, Ethics Approval and all other required approvals with respect to such Research Proposal must be obtained (TCPS2, Chapter 3).

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6. President

6.1. The President shall establish the University REB, define an appropriate reporting relationship, and provide the REB with necessary and sufficient ongoing financial and administrative resources, through the VPRI, for the effective and efficient operation of the REB to fulfill its mandate (TCPS2, Article 6.2).

6.2. The President has delegated decision-making authority to the REB to review, approve, reject, propose modifications, terminate any proposed ongoing Research involving Human Participants and/or Human Biological materials in accordance with the TCPS2 (TCPS2, Article 6.3).

6.3. The President, other University Members and/or Non-University Members shall respect the independence, accountability, decision-making and authority delegated to the REB and may not override an REB decision to a Research Proposal that was made on ethical grounds and in accordance with the TCPS2 (TCPS2, Article 6.2).

7. Vice-President Research and Innovation (VPRI)

7.1. Under the authority of the President, the VPRI bears the responsibility for developing and implementing this Policy. The VPRI must provide the REB with the appropriate financial and administrative resources (e.g. research ethics administration staff, a research ethics office), financial support, policy development and interpretation and provision of research ethics training and education opportunities to the REB and University Members to fulfill its mandate and meet the ethical requirements of the TCPS2 (TCPS2, Article 6.2).

7.2. In consultation with the REB, the VPRI has the authority to enter into any Ethics Review Agreements with other institutions to conduct the ethics review and approval of the Research.

8. University Research Ethics Board (REB)

8.1. The REB shall function independently in the decision-making process to carry out its role effectively and to properly apply the core principles of the TCPS2, applicable procedures and regulations (TCPS2, Article 6.2).

8.2. The Chair, Vice-Chair and members of the REB are accountable to the President for the integrity of its research ethics review process (TCPS2, Article 6.2).

8.3. The REB may delegate research ethics reviews to a designated sub-committee of the REB. The sub-committee must be members of the REB and shall have relevant experience, expertise, training, and resources to review the ethical acceptability of all aspects of the Proposal in accordance to the TCPS2 (TCPS2, Article 6.4).

8.4. A representative of the REB or delegate of the REB shall issue annual public reports summarizing the REB's activities and initiatives relevant to the ethics review of Research involving humans (TCPS2, Article 6.1).

9. University Deans, Directors and Department Chairs

9.1. University Deans, Directors, and Department Chairs are required to understand and adhere to this Policy, relevant ethical guidelines, and applicable regulations. They are responsible for ensuring that research involving human participants is conducted ethically within their respective areas and for staying informed about ongoing research. Additionally, they must foster an environment that supports

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ethical research practices by promoting broad awareness of this Policy and the importance of ethics review.

10. University Members

10.1. All University Member(s) must be familiar with and comply with this Policy, applicable ethical guidelines, and associated regulations. Additionally, they must foster an environment that supports ethical research practices by promoting broad awareness of this Policy and the importance of ethics review.

11. University Members as the Principal Investigator

11.1. The University Member who is named as the PI must ensure that Ethics Approval is obtained prior to the start of Research activities.

11.2. The University Member who is named as the Principal Investigator (PI) has the primary responsibility to oversee their Research Proposal and ensure it is carried out in an ethical manner and in accordance with applicable ethical guidelines and associated regulations. In addition, they are responsible for the protection of the rights and welfare of Human Participants and human materials.

11.3. The University Member PI has the responsibility to ensure that the members of the research team comply with the Proposal as outlined in the REB application and supporting materials.

11.4. The University Member PI shall ensure that the members of the research team are aware of the contents of this Policy and of other applicable ethical guidelines and regulations that are relevant to their responsibilities. In addition, the University PI shall ensure that all individuals under their supervision have the requisite knowledge, training, and competence to carry out their Research Proposal to ensure compliance with the TCPS2, applicable guidelines and associated regulations.

11.5. University Member PIs who supervise undergraduate or graduate students accept the responsibility for overseeing the ethical conduct of the student's Research Proposal, regardless of whether the student is considered the primary researcher.

12. Student Researchers

12.1. All student Research Proposals must have a PI who is an individual that is employed by the University and/or holds an appointment with the University, where it will be a joint responsibility of the University Member PI and the student researcher to ensure that the Proposal receives Ethics Approval prior to the start of Research activities, complies with the provisions of this policy, and applicable ethical guidelines and regulations.

13. Reconsideration and Appeals

13.1. Where University Members disagree with the REB over a decision regarding a Research Proposal that cannot be resolved through discussions, the PI is entitled to a reconsideration by the REB (TCPS2, Article 6.18).

13.2. University Members and REBs should make every effort to resolve disagreements through a reconsideration process. If a disagreement between the University Member and the REB cannot be resolved through reconsideration, the University

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Member has the option of appealing the REB decisions through the REB's appeal process (TCPS2, Article 6.18 to 6.20).

13.3. In consultation with the REB, the VPRI shall select an external REB with requisite knowledge and expertise that meets the procedural requirements of the TCPS2 as an ad-hoc appeal board to ensure an arm's length review.

13.4. The decisions of the appeal board shall be final and binding and will be adopted by the University REB.

14. Non-Compliance and Responsible Conduct of Research

14.1. The VPRI, in consultation with the REB, may stop any Research action or activity involving Human Participants that fails to comply with the approved Research Proposal, current federal and provincial regulatory requirements, and/or University research policies and procedures. In such cases, the matter will be dealt with in accordance with applicable REB procedures. Issues of Non-Compliance that constitute a breach of responsible conduct of research shall be addressed through the University's Policy on the Responsible Conduct of Research and Scholarship.

MONITORING AND REVIEW

15. This policy will be reviewed as necessary and at least every three years (unless another timeframe is required for compliance purposes). The VPRI, or successor thereof, is responsible to monitor and review this policy.

RELEVANT LEGISLATION

16. Part C, Division 5 of the Food and Drug Regulations of Health Canada;

17. Food and Drug Administration (FDA) in the USA;

18. US Code of Federal Regulations (CFR);

19. Ontario Personal Health Information Protection Act 2004 (PHIPA) and its applicable regulations; Other regulatory body that guides research using Human Participants.

RELATED POLICIES, PROCEDURES

20. Conflict of Interest in Research

21. Payments to Research Participant

22. Policy and Procedures on Expenses

23. Policy on the Responsible Conduct of Research and Scholarship

24. Responsibilities of Graduate Program Directors, Faculty Advisors, Research Supervisors and Graduate Students

25. Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans;

26. The International Conference on Harmonisation (ICH) Good Clinical Practice (GCP) Consolidated Guideline

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Research undertaken under the auspices of, or in affiliation with, UOIT, or in university-owned facilities, or utilizing university resources. ¶
Research on human remains, cadavers, tissues, biological fluids¶
Course-based activities that require students to collect information about human participants or analyze human remains, tissues, or fluids.¶

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27. Tri-Agency (the Agreement on the Administration of Agency Grants and Awards by Research Institutions). Term of Agreement from April 1, 2023 to March 31, 2028.

RELATED FORMS AND & DOCUMENTS

28. REB Application for Ethical Review Form;
Course-Based Research Request Form;
Secondary Use of Data Form;
Human Tissue Samples in Research;
Multi-Jurisdictional Research (MJR) Form;
Request for Exemption Form;
Adverse/Unanticipated Event Report Form;
Change Request;
Study Renewal Form; and
Research Project Completion Form

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Appendix A – Research Ethics Board Terms of Reference

RESEARCH ETHICS BOARD TERMS OF REFERENCE

PURPOSE

1. The University Research Ethics Board (REB) was established to ensure that all research involving human participants meets the research ethical standards, requirements and responsibilities in accordance with the most recent Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), associated regulations (TCPS2, Article 6.1) and the University's Research Involving Human Participants Policy. The TCPS2 is a joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). The Tri-Councils only provide funding to researchers and institutions that are compliant with the TCPS2. The REB endorses the core ethical principles of the TCPS2, which includes respect for persons, concern for welfare, and justice.

DEFINITIONS

2. For the purposes of this Policy the following definitions apply:

"Auspices" stands for any support, guidance, sponsorship or approval from a person or organization in which the research is being conducted under.

"Human Biological Materials" refers to any human tissues, organs, blood, plasma, serum, DNA, RNA, proteins, cells, skin, hair, nail clippings, urine, saliva and other body fluids, embryos, fetuses, fetal tissues, reproductive materials and stem cells collected from participants for research purposes.

"Jurisdiction" means the limits or territory of power, right or authority that may be exercised.

"Minimal risk" is defined as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research.

"Multi-Jurisdiction Research" is research involving humans that may require the involvement of multiple Canadian institutions and/or multiple Canadian REBs, but is not limited to, the following situations:

a) A research proposal conducted by a team of University Members affiliated with different institutions.
b) Several research proposals independently conducted by a University Member affiliated with different institutions, with data combined at some point to form one overall research proposal.
c) A research proposal conducted by a University Member, where the research proposal involves collecting data or recruiting participants at different institutions.

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d) A research proposal conducted by a University Member who has multiple institutional affiliations. For example, two universities, a university and a college, or a university and a hospital.
e) A research proposal conducted by a University Member that requires the limited collaboration of individuals affiliated with different institutions or organizations (e.g., statisticians, lab or x-ray technicians, social workers, or school teachers).
f) A research proposal that a University Member conducts under the auspices of a Canadian research institution in another province, territory, or country.

"Non-University Member" means any individual involved in a Research Proposal who is not directly affiliated with the University.

"Principal Investigator (PI)" is the head of the research team who has overall responsibility for the ethical conduct of the study, and for the actions of any member of the research team. The PI is responsible for communicating any changes to the study, material incidental findings, new information, and/or unanticipated events to their own REB as well as to local site PI for multi-site studies, who must then inform their respective local REBs.

"Research" is defined as an undertaking intended to extend knowledge through disciplined inquiry and/or systematic investigation. Research involving human participants may include, but is not limited to, proposals where data are derived through:

a. the collection of information through any interaction or intervention with a living individual;
b. the secondary use of data previously collected from human participants;
c. identifiable private information about an individual; and/or
d. human remains, cadavers, human organs, tissues and biological fluids, embryos, or fetuses.

"Research Ethics Administrators" are members of the Office of Research Services which includes the Research Ethics Assistant, Research Ethics Coordinator, Research Ethics Officer and Manager of Research Ethics.

REB staff are ex-officio non-voting members. Provide administrative and operational support for the REB to fulfill its mandate.

"REB" refers to the Research Ethics Board authorized by the University.

"Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2)" is a joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). This policy outlines ethical norms related to the conduct of research involving humans.

"University" refers to the University of Ontario Institute of Technology.

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"University Member" means any individual who is:

a. employed by the University;
b. registered as a student, in accordance with the academic regulations of the University;
c. holding an appointment with the University, including paid, unpaid and/or honorific appointments; and/or
d. otherwise subject to University policies by virtue of the requirements of a specific policy and/or the terms of an agreement or contract.

MANDATE

3. The REB reviews and oversees all research involving human participants conducted within the University's jurisdiction or under the auspices of University members, which includes off-site and multi-jurisdiction research, to ensure that it meets ethical principles and that it complies with all applicable regulations and guidelines pertaining to human participant protection. These activities may be conducted on- or off-campus and may be funded or unfunded research. The REB shall determine the ethical acceptability of research involving human participants or human biological materials, with a primary objective of protecting the rights and welfare of participants who take part in research conducted within the jurisdiction and/or under the auspices of the University.

3.1. The REB was established and is empowered by the President of the University to review the ethical acceptability of research on behalf of the University, including approving, rejecting, proposing modifications to, or terminating any proposed or ongoing research involving humans (TCPS2, Article 6.2).

4. Accountability and Reporting Relationships

4.1. The President has delegated decision-making authority to the REB in accordance with the TCPS2 standards (TCPS 2, Article 6.3).

4.2. The Chair, Vice-Chair, and members of the REB are accountable to the President for the integrity of its research ethics review process.

4.3. The Chair, Vice-Chair, and members of the REB shall report everyday administrative matters to the Vice-President Research and Innovation (VPRI).

4.4. The REB shall function independently in the decision-making process to carry out its role effectively and apply the core principles of the TCPS2 and application procedures and regulations (TCPS2, Article 6.2).

4.5. The President, other University Members and/or non-University members shall respect the independence, accountability, and authority delegated to the REB and may not override a REB decision to a research proposal that was made on ethical grounds and in accordance with the TCPS2 (TCPS 2, Article 6.3).

5. Composition and Appointment of Members

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5.1. The membership of the REB is designed to ensure competent and independent research ethics review (TCPS2, Article 6.4). Voting members of the REB shall consist of:

a) A minimum of one member from each faculty within the University with expertise in relevant research disciplines, fields, and methodologies covered by the REB. As needed, additional members may be added to the membership.
b) A minimum of one community member who has no affiliation with the University.
c) One member knowledgeable in ethics. This can be someone who has a teaching or research specialization in ethics, or someone who has had extensive experience in research ethics.
d) One member whose research involves Indigenous people, if available.
e) A minimum of one member with a biomedical background.
f) One member knowledgeable in Canadian laws relevant to the research being reviewed (but the member should not be the University's legal counsel or risk manager). This is mandatory for biomedical research and is advisable, but not mandatory, for other areas of research (TCPS2 Article 6.4c).

The membership composition outlined above does not include the Chair, Vice-Chair and Research Ethics Administrators.

5.2. University student members, while optional, may be included in the REB membership. Priority is given to graduate students due to their advanced academic standing and research experience. Undergraduate students with relevant research experience may also be considered for membership.

5.3. To ensure the independence of REB decision-making, senior University administrators (e.g. vice-president of research, director general, director of business development or members of the Board of Governors) shall not serve on the REB, or directly or indirectly influence the REB decision-making process (TCPS2, Articles 6.2 and 6.10).

5.4. Members of the REB shall be appointed by the President on recommendation of the members of the REB and VPRI. The REB and/or VPRI may consult with faculty Deans and department Chairs in maintaining appropriate REB membership. In addition, University administration, REB members, and the broader community can nominate potential members. Self-nominations can also be accepted by sending a letter to the Chair, Vice-Chair of the REB and/or the Research Ethics Administrators. The President is responsible for replacing members. As needed, the President can delegate this responsibility to the VPRI.

5.5. Appointments of general members shall range from two to three years to allow for continuity of membership during transition periods among member(s).

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5.6. The VPRI through the Office of Research Services (ORS) will provide the REB with necessary and sufficient ongoing financial, administrative resources and Research Ethics Administrators for the effective and efficient operation of the REB to fulfill its mandate (TCPS2, Article 6.2). The Research Ethics Administrators are ex-officio non-voting members and primarily provide administrative and operational support for the REB to fulfill its mandate. Research Ethics Administrators shall have the necessary qualifications, as well as initial and continuing training, to appropriately perform their roles and responsibilities (TCPS2, Article 6.2).

6. Responsibilities

6.1. The REB ensures compliance to the Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), the University's Research Involving Human Participants Policy and associated procedures. For clinical trials, the REB follows Health Canada's Food and Drugs Act, the International Conference on Harmonization (ICH) Good Clinical Practice: Consolidated Guideline, and where applicable, U.S. federal regulations. The University REB also operates under applicable federal and provincial regulations.

6.2. Specifically, the REB's responsibilities include:

a. Ethics review:
   i. review all research proposals and make decisions on the ethical acceptability of all research involving human participants and/or human biological materials;
   ii. request, receive, and share any information involving the research that the REB considers necessary to fulfil its mandate, while maintaining confidentiality and respecting privacy. This may include research tools/materials and supporting documentation;

b. Compliance and monitoring:
   i. provide research ethics oversight to ensure the ethical conduct of the research;
   ii. ensure that all research proposals have a favorable risk/benefit ratio for research participants and respect a person's right for self-determination and autonomy;
   iii. ensure equitable distribution of the benefits and burdens of the research proposal;
   iv. monitor and review ongoing activities such as adverse events, unanticipated problems, continuing review, and change requests before the changes are implemented;
   v. suspend, terminate, or place restrictions on any ongoing research that has been associated with unexpected serious harm/risk to participants, ethical breaches, and/or research that is not being conducted in accordance with associated University policy, Standard Operating Procedures, applicable federal and provincial legislation, standards, and guidelines;

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vi. take any actions considered reasonably necessary and consistent with the TCPS2 and University policies and procedures to ensure the protection of the rights, safety, and well-being of participants in research conducted under the REB's jurisdiction;

c. Education:

i. act as a resource on matters of research ethics for the University;

ii. develop and review policies and procedures regarding ethical issues of human participants in research and teaching proposals through a coordinated effort with the VPRI and/or delegate;

iii. participate in continuing education organized by the University research administrators for the University community in matters relating to research ethics and the use of human participants in research. All REB members are required to complete the TCPS2 online tutorial.

d. Confidentiality: respect the confidentiality of the research proposals, submission materials, REB deliberations related to any research proposal, and participant complaints; and,

e. Reporting: provide an annual report summarizing the nature and volume of REB activities to the President.

7. Chair of the Research Ethics Board

7.1. The Chair of the REB is responsible for:

a) Ensuring that the REB review conforms to the requirements of the TCPS2 (TCPS 2, Article 6.8), University policies, Standard Operating Procedures (SOPs), applicable federal and provincial legislation, standards, and guidelines.

b) Providing leadership and knowledge dissemination to the REB members on research ethics literature and debates, national and international guidelines, statutes and regulations, as well as University policies and procedures.

c) Monitoring the REB's decisions for consistency.

d) Approving all REB decision letters unless otherwise delegated.

e) Ensuring that REB decisions are recorded accurately and communicated to the PI in writing as soon as possible by the Chair or the Chair's delegate (TCPS2 Article 6.8).

f) Informing the full REB of any urgent actions taken to suspend or terminate any ongoing research associated with unexpected serious harm/risk to participants, ethical breaches and/or research that is not being conducted in accordance with associated University policies, SOPs, applicable federal and provincial legislation, standards, and guidelines for ratification as soon as possible, no later than 30 days after the action was taken.

g) Advising the President and/or VPRI on the evaluation of the performance of members of the REB.

8. Vice-Chair of the Research Ethics Board

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8.1. The Vice-Chair of the REB shall fulfill the same responsibilities as the Chair of the REB, as outlined in section 11.1, in a manner proportionate to their role.

8.2. The Vice-Chair shall assume the Chair's duties in their absence, in cases of conflict of interest, or when assigned specific responsibilities by the Chair.

9. General members of the Research Ethics Board

9.1. General REB members shall conduct timely and thorough reviews of applications involving human participants, ensuring the protection of participants' rights and welfare according to the principles of the TCPS2, associated regulations and the University's policies.

9.2. General REB members are expected to attend scheduled meetings regularly, except in cases of professional obligations, religious observances, personal emergencies, or scheduled vacations.

9.3. When the Chair and Vice-Chair are unavailable or in cases of conflict of interest, members may assume decision-making responsibilities as Acting Chair.

9.4. General REB members may be assigned additional ethical responsibilities by the Chair or Vice-Chair as needed.

10. Proportionate Approach to REB Review

10.1. The rigour of the research ethics review shall be proportionate to the level of associated risk to the research participants. The general principle of proportionate review outlines that the more invasive the research, the greater should be the care in assessing the research in accordance to Article 2.9 of the TCPS2. The REB must adopt a proportionate approach to assessing the ethical acceptability of the research. This level of review involves consideration of the foreseeable risks, the potential benefits, and the ethical implications of the research.

10.2. For studies that have been deemed as minimal risk research, the scrutiny level of review is proportionate to the risk level resulting in a delegated review. For studies that have been deemed as above minimal risk, the scrutiny level of review would be higher, resulting in a review by the full REB at a convened meeting.

11. Ad Hoc Advisors

11.1. At the REB's discretion, the REB may invite individuals as ad hoc advisors with competence in special areas to assist in the review of issues that require expertise beyond or in addition to that available on the Board (TCPS2, Article 6.5).

11.2. Ad hoc advisors must provide a written report on the review and participate via teleconference and/or attend the REB meeting for discussion on the review, if deemed necessary by the REB Chair and/or Vice-Chair. However, the ad hoc advisors may not participate in the REB's final deliberation about the proposal

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(TCPS2, Article 6.5). The report and discussions are documented in the final REB minutes and stored in the study-specific file.

11.3. While ad hoc advisors may complement the REB through their experience, knowledge, or expertise, their input is a form of consultation that may or may not be considered in the REB's final decision. They are not considered REB members and should not be counted in the quorum for an REB, nor be allowed to vote on REB decisions (TCPS2, Article 6.5).

12. Chair and Vice Chair of the REB Selection and Appointments

12.1. The President shall appoint the Chair and Vice-Chair of the REB based in consultation with the VPRI and members of the REB. The President may consult with faculty Deans and department Chairs on the Chair and Vice-Chair selection. The Chair and Vice-Chair shall serve for a term of 2 years, renewable for one additional term.

12.2. The President can extend the Chair and Vice-Chair's term until a suitable Chair and/or Vice-Chair replacement is available to ensure leadership continuity.

12.3. The Chair of the REB must hold a tenured position from an academic institution along with research experience on human participants and knowledge of the TCPS2.

12.4. The Vice Chair of the REB may hold a tenured position from an academic institution; however, it is not necessary. The Vice Chair of the REB must have recent research experience on human participants and knowledge of the TCPS2.

13. Removal of the Chair, Vice-Chair, Members of the REB

13.1. In the event of unforeseen circumstances necessitating temporary or permanent changes with the Chair and/or Vice-Chair, the President shall identify a suitable interim Chair and/or Vice-Chair in consultation with the VPRI and members. For permanent changes to the Chair and/or Vice-Chair, the President shall initiate a transparent selection process to identify viable candidates.

13.2. The decision to remove a member due to unforeseen circumstances necessitating temporary or permanent changes shall be made by the Chair of the REB, in consultation with the Vice-Chair and/or the VPRI, with the approval of the President. Written notice of the decision will be provided to the member, along with the reasons for removal.

14. Quorum

14.1. As per TCPS2 Articles 6.4 and 6.9, quorum requirements shall consist of:

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a) At least two members having expertise in relevant research disciplines, fields, and methodologies covered by the REB.
b) At least one member knowledgeable in ethics.
c) At least one member knowledgeable in the relevant law (but that member should not be the university's legal counsel or risk manager).
d) At least one community member who has no affiliation with the university.

15. Meetings

15.1. The REB shall hold at most twelve meetings each year to review all proposals involving human participants and human materials that require a review by the full Board. Meetings are to be held monthly and the Chair of the REB through the Office of the VPRI shall set dates. Additional meetings will be held when necessary, at the request of the Chair, Vice-Chair or members of the REB. Research proposals receiving a delegated review will follow the applicable SOPs of the REB.

15.2. The REB meetings shall be conducted in hybrid format to allow members of the REB to participate either in person or remotely via videoconference, teleconferencing, or other technologies to attend a meeting to foster collaboration and enhance accessibility.

15.3. Attendance at REB meetings ensures active participation and contributes to the effectiveness of the ethics review process. The REB members are expected to attend all meetings; however, the Chair and Vice-Chair of the REB understands that planned and unplanned absences may arise that can prevent members from attending a scheduled meeting. The Chair and Vice-Chair of the REB will accommodate absences within reason. For planned and/or unplanned absences, members are expected to provide as much notice as possible to the Chair, Vice-Chair and/or Research Ethics Administrators about the absence.

15.4. Consistent failure to attend the REB meetings may result in a review of the membership status and/or loss of membership on the REB. The Chair and Vice-Chair of the REB understands that individual circumstances may vary and membership removal from the REB will be made on a case-by-case basis. The Chair and/or Vice- Chair of the REB will notify the President to obtain a suitable member replacement for the REB, in consultation with the VPRI.

15.5. The REB should accommodate reasonable requests from the PI and/or University member(s) to participate in discussions of their research proposal(s) at the REB meeting. However, the PI and/or project team members shall not be present during the deliberation and decision-making of the research status going forward for the study.

15.6. REB meetings are closed to the University members and general public to maintain the integrity of the REB's review process. However, the REB Chair

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and/or Vice-Chair may, at their discretion and on a case-by-case basis, allow external attendance.

15.7. REB minutes must be taken at every meeting to document the following: meeting attendance (including the presence of ad hoc reviewers, guests or observers); conflict of interest declarations and recusals; summary of discussions; actions taken by the REB on each agenda item requiring full REB action; and, final voting results, including for, against, and abstentions.

15.8. REB minutes are to only be accessible to REB members, authorized ORS personnel, the VPRI and President. For internal or external audits of research monitoring, reconsideration requests, and/or appeals, the study files, minutes and other relevant documentation will be made accessible to authorized representatives of the University, sponsors and/or funding agencies.

16. Decision Process

16.1. For research proposals that qualify for a review by the full board, a fully detailed review will occur at a convened REB meeting. When a research proposal has been reviewed by the full board, the REB may delegate the responsibility to the Chair and/or Vice-Chair of the REB post-review to synthesize the clarifications/concerns raised by the REB into a decision letter and assess the PI's proposed responses to the decision letter. When the investigator addresses all clarifications/concerns of the REB, the REB delegates authority to the Chair and/or Vice-Chair to issue approval.

16.2. The Chair and/or Vice-Chair of the REB or delegate will determine which research proposals qualify for delegated versus full board review. On behalf of the full REB, the Chair and Vice-Chair of the REB are delegated the authority to review and approve delegated research proposals, change requests, ongoing activities, and monitor reports of adverse events and unanticipated problems.

16.3. The Research Ethics Administrators will communicate all decisions of the REB in writing to the PI.

16.4. Delegated decisions and actions of the Chair and/or Vice-Chair of the REB will be reported to the full REB at the next available opportunity.

17. Conflicts of Interest

17.1. Members of the REB must disclose any real, apparent, or perceived conflicts of interest regarding a proposal under review to the Chair and/or Vice-Chair of the REB. Members cannot be present for any REB discussion and cannot participate in the decision process for a proposal in which they have any vested interest and/or named as a project team member. The minutes shall reflect that a conflict of interest was declared and whether the REB member was removed from the deliberations.

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17.2. Members of the REB recusing themselves due to conflicts of interest are not counted towards quorum requirements.

MONITORING AND REVIEW

18. The REB Terms of Reference will be reviewed as necessary, and at least every three years (unless another timeframe is required for compliance purposes). The REB, VPRI, and ORS are responsible to monitor and review these terms.

RELATED POLICIES, PROCEDURES & DOCUMENTS

19. Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans

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Summary of Changes for Research Ethics Policy

Revised on March 13, 2025

Background:

This document summarizes the recent updates to the Research Ethics Policy, revised to align with the latest Tri-Council Policy Statement 2 (TCPS2). Previously approved in 2013, with minor editorial changes made on February 18, 2020, this revised policy now incorporates new requirements, procedures, compliance standards, and references to the TCPS2, ensuring clearer, more consistent, and transparent governance of the Research Ethics Board. This policy supersedes and replaces the Research Ethics Policy (June 2013). The Research Ethics Policy was reviewed and approved by the members of the REB on October 16, 2024. The Research Board was consulted on November 19, 2024.

Section	Revision
Section 1. Purpose	Added references to the Tri-Council Policy Statement 2, international standards and regulations.
Section 2. Definitions	Defined the following terms: • Auspices, • Course-Based Research, • Ethics Approval, • Ethics Review Agreement, • Human Biological Materials, • Human Participants, • Minimal Risk, • Multi-Jurisdiction Research, • Non-compliance, • Non-University Member, • Principal Investigator, • Proposal, • Research, • Secondary Use of Data, • Student Researcher • Tri-Council Policy Statement 2, • University, • University Member.
Section 3. Scope and Authority	Added the statement, “The President or successor thereof is the Policy Owner and is responsible for the implementation, administration, and interpretation of this

Section	Revision
	Policy through the Vice-President Research and Innovation (VPRI)."
Section 3f. Scope and Authority	Included "off-site and Multi-Jurisdiction Research" to clarify that this type of research is covered by the policy.
Section. Policy	Included a reference to respecting and valuing academic freedom, emphasizing that research involving human participants must also meet high ethical standards and comply with regulatory requirements.
Section 5.1 Research Involving Human Participants and/or Human Biological Materials	Previously section 2.2 in the last approved policy, the revised section clarifies that off-site and multi-jurisdictional research requires an ethics review. Added Human Biological Materials as requiring and ethics review.
Section 5.2 Research Involving Human Participants and/or Human Biological Materials	Noted that written approval is required before the study begins.
Section 5.4 Research Involving Human Participants and/or Human Biological Materials	Added new information that University Members must ensure that ethics approval is obtained and any additional approvals (e.g. relevant officials, agencies, committees, or groups involved in the study to access research sites or participants) are obtained prior to commencement of the study (TCPS2, Chapter 3).
Section 6. President	A new section has been added to clarify the role of the President in alignment with Chapter 6 of the TCPS2 (Governance of Research Ethics Review). According to the TCPS2, the university's highest authority must establish the REB and define an appropriate reporting structure with the REB.
Section 7. Vice-President Research and Innovation (VPRI)	A new section has been added to clarify the role of the VPRI, who is authorized by the President to implement this policy and to allocate the necessary financial and administrative resources to enable the REB to fulfill its mandate under the TCPS2. Additionally, the VPRI is authorized to establish Ethics Review Agreements between the University and other research institutions or organizations, permitting alternative models for ethics review.

Section	Revision
Section 8. University Research Ethics Board (REB)	Previously section 2.1 in the last approved policy, this section has been revised to clarify (1) the reporting structure for the REB Chair and Vice-Chair, (2) that ethics reviews may be delegated to an REB sub-committee, and (3) the requirement for annual reports on REB activities to be published each year.
Section 9. University Deans, Directors and Department Chairs	A new section has been added to emphasize university Dean's Directors and Department Chair's responsibility to understand and comply with the policy.s
Section 10. University Members	A new section has been added to emphasize university members' responsibility to understand and comply with the policy.
Section 10. University Members as Principal Investigator	New section to outline the roles and responsibilities of university Principal Investigators overseeing research projects that involve human participants.
Section 11. Student Researchers	New section to clarify the responsibility for student researchers to comply with this policy.
Section 12. Reconsideration and Appeals	Previously section 2.4 in the last approved version, the revised section clarifies the conditions and procedures for the reconsideration and appeal process. It also states that an external REB may act as the appeal board for the university.
Section 13. Non-Compliance and Responsible Conduct of Research	Previously section 2.4 in the last approved version, the revised section clarifies the role of the VPRI in addressing allegations of non-compliance with the TCPS2, as well as university policies and procedures.
Section 14. Monitoring and Review	This is a new section to outline the monitoring and review timeline of 3 years, unless another time frame is required.
Related Policies, Procedures	Included the university's policies on Conflict of Interest, Payments to Research Participants, Policy and Procedures on Expenses, Responsibilities of Graduate Program Directors, Faculty Advisors, Research Supervisors and Graduate Students

RESEARCH ETHICS BOARD TERMS OF REFERENCE

PURPOSE

1. The University Research Ethics Board (REB) was established to ensure that all research involving human participants meets the research ethical standards, requirements and responsibilities in accordance with the most recent Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), associated regulations (TCPS2, Article 6.1) and the University's Research Involving Human Participants Policy. The TCPS2 is a joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). The Tri-Councils only provide funding to researchers and institutions that are compliant with the TCPS2. The REB endorses the core ethical principles of the TCPS2, which includes respect for persons, concern for welfare, and justice.

DEFINITIONS

2. For the purposes of this Policy the following definitions apply:

"Auspices" stands for any support, guidance, sponsorship or approval from a person or organization in which the research is being conducted under.

"Human Biological Materials" refers to any human tissues, organs, blood, plasma, serum, DNA, RNA, proteins, cells, skin, hair, nail clippings, urine, saliva and other body fluids, embryos, fetuses, fetal tissues, reproductive materials and stem cells collected from participants for research purposes.

"Jurisdiction" means the limits or territory of power, right or authority that may be exercised.

"Minimal risk" is defined as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research.

"Multi-Jurisdiction Research" is research involving humans that may require the involvement of multiple Canadian institutions and/or multiple Canadian REBs, but is not limited to, the following situations:

a) A research proposal conducted by a team of University Members affiliated with different institutions.
b) Several research proposals independently conducted by a University Member affiliated with different institutions, with data combined at some point to form one overall research proposal.
c) A research proposal conducted by a University Member, where the research proposal involves collecting data or recruiting participants at different institutions.

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d) A research proposal conducted by a University Member who has multiple institutional affiliations. For example, two universities, a university and a college, or a university and a hospital.
e) A research proposal conducted by a University Member that requires the limited collaboration of individuals affiliated with different institutions or organizations (e.g., statisticians, lab or x-ray technicians, social workers, or school teachers).
f) A research proposal that a University Member conducts under the auspices of a Canadian research institution in another province, territory, or country.

"Non-University Member" means any individual involved in a Research Proposal who is not directly affiliated with the University.

"Principal Investigator (PI)" is the head of the research team who has overall responsibility for the ethical conduct of the study, and for the actions of any member of the research team. The PI is responsible for communicating any changes to the study, material incidental findings, new information, and/or unanticipated events to their own REB as well as to local site PI for multi-site studies, who must then inform their respective local REBs.

"Research" is defined as an undertaking intended to extend knowledge through disciplined inquiry and/or systematic investigation. Research involving human participants may include, but is not limited to, proposals where data are derived through:
a. the collection of information through any interaction or intervention with a living individual;
b. the secondary use of data previously collected from human participants;
c. identifiable private information about an individual; and/or
d. human remains, cadavers, human organs, tissues and biological fluids, embryos, or fetuses.

"Research Ethics Administrators" are members of the Office of Research Services which includes the Research Ethics Assistant, Research Ethics Coordinator, Research Ethics Officer and Manager of Research Ethics.

REB staff are ex-officio non-voting members. Provide administrative and operational support for the REB to fulfill its mandate.

"REB" refers to the Research Ethics Board authorized by the University.

"Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2)" is a joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). This policy outlines ethical norms related to the conduct of research involving humans.

"University" refers to the University of Ontario Institute of Technology.

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"University Member" means any individual who is:

a. employed by the University;
b. registered as a student, in accordance with the academic regulations of the University;
c. holding an appointment with the University, including paid, unpaid and/or honorific appointments; and/or
d. otherwise subject to University policies by virtue of the requirements of a specific policy and/or the terms of an agreement or contract.

MANDATE

3. The REB reviews and oversees all research involving human participants conducted within the University's jurisdiction or under the auspices of University members, which includes off-site and multi-jurisdiction research, to ensure that it meets ethical principles and that it complies with all applicable regulations and guidelines pertaining to human participant protection. These activities may be conducted on- or off-campus and may be funded or unfunded research. The REB shall determine the ethical acceptability of research involving human participants or human biological materials, with a primary objective of protecting the rights and welfare of participants who take part in research conducted within the jurisdiction and/or under the auspices of the University.

3.1. The REB was established and is empowered by the President of the University to review the ethical acceptability of research on behalf of the University, including approving, rejecting, proposing modifications to, or terminating any proposed or ongoing research involving humans (TCPS2, Article 6.2).

4. Accountability and Reporting Relationships

4.1. The President has delegated decision-making authority to the REB in accordance with the TCPS2 standards (TCPS 2, Article 6.3).

4.2. The Chair, Vice-Chair, and members of the REB are accountable to the President for the integrity of its research ethics review process.

4.3. The Chair, Vice-Chair, and members of the REB shall report everyday administrative matters to the Vice-President Research and Innovation (VPRI).

4.4. The REB shall function independently in the decision-making process to carry out its role effectively and apply the core principles of the TCPS2 and application procedures and regulations (TCPS2, Article 6.2).

4.5. The President, other University Members and/or non-University members shall respect the independence, accountability, and authority delegated to the REB and may not override a REB decision to a research proposal that was made on ethical grounds and in accordance with the TCPS2 (TCPS 2, Article 6.3).

5. Composition and Appointment of Members

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5.1. The membership of the REB is designed to ensure competent and independent research ethics review (TCPS2, Article 6.4). Voting members of the REB shall consist of:

a) A minimum of one member from each faculty within the University with expertise in relevant research disciplines, fields, and methodologies covered by the REB. As needed, additional members may be added to the membership.
b) A minimum of one community member who has no affiliation with the University.
c) One member knowledgeable in ethics. This can be someone who has a teaching or research specialization in ethics, or someone who has had extensive experience in research ethics.
d) One member whose research involves Indigenous people, if available.
e) A minimum of one member with a biomedical background.
f) One member knowledgeable in Canadian laws relevant to the research being reviewed (but the member should not be the University's legal counsel or risk manager). This is mandatory for biomedical research and is advisable, but not mandatory, for other areas of research (TCPS2 Article 6.4c).

The membership composition outlined above does not include the Chair, Vice-Chair and Research Ethics Administrators.

5.2. University student members, while optional, may be included in the REB membership. Priority is given to graduate students due to their advanced academic standing and research experience. Undergraduate students with relevant research experience may also be considered for membership.

5.3. To ensure the independence of REB decision-making, senior University administrators (e.g. vice-president of research, director general, director of business development or members of the Board of Governors) shall not serve on the REB, or directly or indirectly influence the REB decision-making process (TCPS2, Articles 6.2 and 6.10).

5.4. Members of the REB shall be appointed by the President on recommendation of the members of the REB and VPRI. The REB and/or VPRI may consult with faculty Deans and department Chairs in maintaining appropriate REB membership. In addition, University administration, REB members, and the broader community can nominate potential members. Self-nominations can also be accepted by sending a letter to the Chair, Vice-Chair of the REB and/or the Research Ethics Administrators. The President is responsible for replacing members. As needed, the President can delegate this responsibility to the VPRI.

5.5. Appointments of general members shall range from two to three years to allow for continuity of membership during transition periods among member(s).

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5.6. The VPRI through the Office of Research Services (ORS) will provide the REB with necessary and sufficient ongoing financial, administrative resources and Research Ethics Administrators for the effective and efficient operation of the REB to fulfill its mandate (TCPS2, Article 6.2). The Research Ethics Administrators are ex-officio non-voting members and primarily provide administrative and operational support for the REB to fulfill its mandate. Research Ethics Administrators shall have the necessary qualifications, as well as initial and continuing training, to appropriately perform their roles and responsibilities (TCPS2, Article 6.2).

6. Responsibilities

6.1. The REB ensures compliance to the Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), the University's Research Involving Human Participants Policy and associated procedures. For clinical trials, the REB follows Health Canada's Food and Drugs Act, the International Conference on Harmonization (ICH) Good Clinical Practice: Consolidated Guideline, and where applicable, U.S. federal regulations. The University REB also operates under applicable federal and provincial regulations.

6.2. Specifically, the REB's responsibilities include:

a. Ethics review:
   i. review all research proposals and make decisions on the ethical acceptability of all research involving human participants and/or human biological materials;
   ii. request, receive, and share any information involving the research that the REB considers necessary to fulfil its mandate, while maintaining confidentiality and respecting privacy. This may include research tools/materials and supporting documentation;

b. Compliance and monitoring:
   i. provide research ethics oversight to ensure the ethical conduct of the research;
   ii. ensure that all research proposals have a favorable risk/benefit ratio for research participants and respect a person's right for self-determination and autonomy;
   iii. ensure equitable distribution of the benefits and burdens of the research proposal;
   iv. monitor and review ongoing activities such as adverse events, unanticipated problems, continuing review, and change requests before the changes are implemented;
   v. suspend, terminate, or place restrictions on any ongoing research that has been associated with unexpected serious harm/risk to participants, ethical breaches, and/or research that is not being conducted in accordance with associated University policy, Standard Operating Procedures, applicable federal and provincial legislation, standards, and guidelines;

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vi. take any actions considered reasonably necessary and consistent with the TCPS2 and University policies and procedures to ensure the protection of the rights, safety, and well-being of participants in research conducted under the REB's jurisdiction;

c. Education:

i. act as a resource on matters of research ethics for the University;

ii. develop and review policies and procedures regarding ethical issues of human participants in research and teaching proposals through a coordinated effort with the VPRI and/or delegate;

iii. participate in continuing education organized by the University research administrators for the University community in matters relating to research ethics and the use of human participants in research. All REB members are required to complete the TCPS2 online tutorial.

d. Confidentiality: respect the confidentiality of the research proposals, submission materials, REB deliberations related to any research proposal, and participant complaints; and,

e. Reporting: provide an annual report summarizing the nature and volume of REB activities to the President.

7. Chair of the Research Ethics Board

7.1. The Chair of the REB is responsible for:

a) Ensuring that the REB review conforms to the requirements of the TCPS2 (TCPS 2, Article 6.8), University policies, Standard Operating Procedures (SOPs), applicable federal and provincial legislation, standards, and guidelines.

b) Providing leadership and knowledge dissemination to the REB members on research ethics literature and debates, national and international guidelines, statutes and regulations, as well as University policies and procedures.

c) Monitoring the REB's decisions for consistency.

d) Approving all REB decision letters unless otherwise delegated.

e) Ensuring that REB decisions are recorded accurately and communicated to the PI in writing as soon as possible by the Chair or the Chair's delegate (TCPS2 Article 6.8).

f) Informing the full REB of any urgent actions taken to suspend or terminate any ongoing research associated with unexpected serious harm/risk to participants, ethical breaches and/or research that is not being conducted in accordance with associated University policies, SOPs, applicable federal and provincial legislation, standards, and guidelines for ratification as soon as possible, no later than 30 days after the action was taken.

g) Advising the President and/or VPRI on the evaluation of the performance of members of the REB.

8. Vice-Chair of the Research Ethics Board

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8.1. The Vice-Chair of the REB shall fulfill the same responsibilities as the Chair of the REB, as outlined in section 11.1, in a manner proportionate to their role.

8.2. The Vice-Chair shall assume the Chair's duties in their absence, in cases of conflict of interest, or when assigned specific responsibilities by the Chair.

9. General members of the Research Ethics Board

9.1. General REB members shall conduct timely and thorough reviews of applications involving human participants, ensuring the protection of participants' rights and welfare according to the principles of the TCPS2, associated regulations and the University's policies.

9.2. General REB members are expected to attend scheduled meetings regularly, except in cases of professional obligations, religious observances, personal emergencies, or scheduled vacations.

9.3. When the Chair and Vice-Chair are unavailable or in cases of conflict of interest, members may assume decision-making responsibilities as Acting Chair.

9.4. General REB members may be assigned additional ethical responsibilities by the Chair or Vice-Chair as needed.

10. Proportionate Approach to REB Review

10.1. The rigour of the research ethics review shall be proportionate to the level of associated risk to the research participants. The general principle of proportionate review outlines that the more invasive the research, the greater should be the care in assessing the research in accordance to Article 2.9 of the TCPS2. The REB must adopt a proportionate approach to assessing the ethical acceptability of the research. This level of review involves consideration of the foreseeable risks, the potential benefits, and the ethical implications of the research.

10.2. For studies that have been deemed as minimal risk research, the scrutiny level of review is proportionate to the risk level resulting in a delegated review. For studies that have been deemed as above minimal risk, the scrutiny level of review would be higher, resulting in a review by the full REB at a convened meeting.

11. Ad Hoc Advisors

11.1. At the REB's discretion, the REB may invite individuals as ad hoc advisors with competence in special areas to assist in the review of issues that require expertise beyond or in addition to that available on the Board (TCPS2, Article 6.5).

11.2. Ad hoc advisors must provide a written report on the review and participate via teleconference and/or attend the REB meeting for discussion on the review, if deemed necessary by the REB Chair and/or Vice-Chair. However, the ad hoc advisors may not participate in the REB's final deliberation about the proposal

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(TCPS2, Article 6.5). The report and discussions are documented in the final REB minutes and stored in the study-specific file.

11.3. While ad hoc advisors may complement the REB through their experience, knowledge, or expertise, their input is a form of consultation that may or may not be considered in the REB's final decision. They are not considered REB members and should not be counted in the quorum for an REB, nor be allowed to vote on REB decisions (TCPS2, Article 6.5).

12. Chair and Vice Chair of the REB Selection and Appointments

12.1. The President shall appoint the Chair and Vice-Chair of the REB based in consultation with the VPRI and members of the REB. The President may consult with faculty Deans and department Chairs on the Chair and Vice-Chair selection. The Chair and Vice-Chair shall serve for a term of 2 years, renewable for one additional term.

12.2. The President can extend the Chair and Vice-Chair's term until a suitable Chair and/or Vice-Chair replacement is available to ensure leadership continuity.

12.3. The Chair of the REB must hold a tenured position from an academic institution along with research experience on human participants and knowledge of the TCPS2.

12.4. The Vice Chair of the REB may hold a tenured position from an academic institution; however, it is not necessary. The Vice Chair of the REB must have recent research experience on human participants and knowledge of the TCPS2.

13. Removal of the Chair, Vice-Chair, Members of the REB

13.1. In the event of unforeseen circumstances necessitating temporary or permanent changes with the Chair and/or Vice-Chair, the President shall identify a suitable interim Chair and/or Vice-Chair in consultation with the VPRI and members. For permanent changes to the Chair and/or Vice-Chair, the President shall initiate a transparent selection process to identify viable candidates.

13.2. The decision to remove a member due to unforeseen circumstances necessitating temporary or permanent changes shall be made by the Chair of the REB, in consultation with the Vice-Chair and/or the VPRI, with the approval of the President. Written notice of the decision will be provided to the member, along with the reasons for removal.

14. Quorum

14.1. As per TCPS2 Articles 6.4 and 6.9, quorum requirements shall consist of:

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REB members shall serve for three-year terms that normally may be renewed once. Initially, appointments shall range from two to four years to allow for continuity of membership when members are being changed.¶

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a) At least two members having expertise in relevant research disciplines, fields, and methodologies covered by the REB.
b) At least one member knowledgeable in ethics.
c) At least one member knowledgeable in the relevant law (but that member should not be the university's legal counsel or risk manager).
d) At least one community member who has no affiliation with the university.

15. Meetings

15.1. The REB shall hold at most twelve meetings each year to review all proposals involving human participants and human materials that require a review by the full Board. Meetings are to be held monthly and the Chair of the REB through the Office of the VPRI shall set dates. Additional meetings will be held when necessary, at the request of the Chair, Vice-Chair or members of the REB. Research proposals receiving a delegated review will follow the applicable SOPs of the REB.

15.2. The REB meetings shall be conducted in hybrid format to allow members of the REB to participate either in person or remotely via videoconference, teleconferencing, or other technologies to attend a meeting to foster collaboration and enhance accessibility.

15.3. Attendance at REB meetings ensures active participation and contributes to the effectiveness of the ethics review process. The REB members are expected to attend all meetings; however, the Chair and Vice-Chair of the REB understands that planned and unplanned absences may arise that can prevent members from attending a scheduled meeting. The Chair and Vice-Chair of the REB will accommodate absences within reason. For planned and/or unplanned absences, members are expected to provide as much notice as possible to the Chair, Vice-Chair and/or Research Ethics Administrators about the absence.

15.4. Consistent failure to attend the REB meetings may result in a review of the membership status and/or loss of membership on the REB. The Chair and Vice-Chair of the REB understands that individual circumstances may vary and membership removal from the REB will be made on a case-by-case basis. The Chair and/or Vice- Chair of the REB will notify the President to obtain a suitable member replacement for the REB, in consultation with the VPRI.

15.5. The REB should accommodate reasonable requests from the PI and/or University member(s) to participate in discussions of their research proposal(s) at the REB meeting. However, the PI and/or project team members shall not be present during the deliberation and decision-making of the research status going forward for the study.

15.6. REB meetings are closed to the University members and general public to maintain the integrity of the REB's review process. However, the REB Chair

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and/or Vice-Chair may, at their discretion and on a case-by-case basis, allow external attendance.

15.7. REB minutes must be taken at every meeting to document the following: meeting attendance (including the presence of ad hoc reviewers, guests or observers); conflict of interest declarations and recusals; summary of discussions; actions taken by the REB on each agenda item requiring full REB action; and, final voting results, including for, against, and abstentions.

15.8. REB minutes are to only be accessible to REB members, authorized ORS personnel, the VPRI and President. For internal or external audits of research monitoring, reconsideration requests, and/or appeals, the study files, minutes and other relevant documentation will be made accessible to authorized representatives of the University, sponsors and/or funding agencies.

16. Decision Process

16.1. For research proposals that qualify for a review by the full board, a fully detailed review will occur at a convened REB meeting. When a research proposal has been reviewed by the full board, the REB may delegate the responsibility to the Chair and/or Vice-Chair of the REB post-review to synthesize the clarifications/concerns raised by the REB into a decision letter and assess the PI's proposed responses to the decision letter. When the investigator addresses all clarifications/concerns of the REB, the REB delegates authority to the Chair and/or Vice-Chair to issue approval.

16.2. The Chair and/or Vice-Chair of the REB or delegate will determine which research proposals qualify for delegated versus full board review. On behalf of the full REB, the Chair and Vice-Chair of the REB are delegated the authority to review and approve delegated research proposals, change requests, ongoing activities, and monitor reports of adverse events and unanticipated problems.

16.3. The Research Ethics Administrators will communicate all decisions of the REB in writing to the PI.

16.4. Delegated decisions and actions of the Chair and/or Vice-Chair of the REB will be reported to the full REB at the next available opportunity.

17. Conflicts of Interest

17.1. Members of the REB must disclose any real, apparent, or perceived conflicts of interest regarding a proposal under review to the Chair and/or Vice-Chair of the REB. Members cannot be present for any REB discussion and cannot participate in the decision process for a proposal in which they have any vested interest and/or named as a project team member. The minutes shall reflect that a conflict of interest was declared and whether the REB member was removed from the deliberations.

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Deleted: The REB shall meet at least once each month to review all proposals requiring human participants. All research receiving ethical approval through the expedited review process (See 2.6) will be reported to the Research Ethics Board by the Chair. Research not delegated to expedited review will be reviewed at the meeting, and the decision to grant ethical approval will be based on a vote. If a vote is not unanimous, the position of those disagreeing will be included in the communication to the researcher. In the event of a tie vote, the matter under consideration will be considered not passed. An annual schedule of REB meetings will be published.¶
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17.2. Members of the REB recusing themselves due to conflicts of interest are not counted towards quorum requirements.

MONITORING AND REVIEW

18. The REB Terms of Reference will be reviewed as necessary, and at least every three years (unless another timeframe is required for compliance purposes). The REB, VPRI, and ORS are responsible to monitor and review these terms.

RELATED POLICIES, PROCEDURES & DOCUMENTS

19. Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans

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Summary of Changes for Research Terms of Reference

Revised on March 13, 2025

Background:

This document summarizes the recent updates to the Research Ethics Terms of Reference, revised to align with the latest Tri-Council Policy Statement 2 (TCPS2). Previously approved in 2007, this revised Terms of Reference now incorporates new requirements, procedures, compliance standards, and references to the TCPS2, ensuring clearer, more consistent, and transparent governance of the Research Ethics Board (REB). The Terms of Reference was reviewed and approved by the REB on October 16, 2024. The Terms of Reference was reviewed and approved by the members of the REB on October 16, 2024. The Research Board was consulted on November 19, 2024.

Section	Revision
Section 1. Purpose	A new section was added to clarify the purpose of the REB.
Section 2. Definitions	A new section was added to define the following terms: • Auspices, • Human Biological Materials, • Jurisdiction, • Minimal Risk, • Multi-Jurisdiction Research, • Principal Investigator, • Research, • Research Ethics Administrators, • REB, • Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (TCPS2), • University, • University Member.
Section 3. Mandate	Previously section 1.4 (Authority) under the last approved Terms of Reference (TOR). The revised section updated language surrounding the mandate of the REB to align with the most recent TCPS2.
Section 4. Accountability and Reporting Relationships	A new section has been added to define the REB's reporting relationship with the President and stated that the REB shall function independently in their decision-making as per the TCPS2.

Section	Revision
Section 5. Composition and Appointment of Members	Previously section 1.2 (Composition) of the last approved TOR. The revised section provides more clarity on the composition of the REB members, how REB members are appointed to the REB and the duration of membership terms
Section 5.2	A new clause was included for university student members to become REB members.
Section 5.3	A new clause was included to ensure the independence of REB decision making as per the TCPS2.
Section 5.6	A new clause was added to indicate that the Vice-President Research and Innovation shall provide administrative and operational support to the REB to fulfill its mandate in the form of ex-officio non-voting Research Ethics Administrators.
Section 6 – 9. Responsibilities	Previously section 1.1 (Responsibilities) under the last approved TOR. The REB's responsibilities were expanded to include compliance, monitoring and education.
Section 10. Proportionate Approach to REB review	A new section was added to include the principle of proportionate review, where the rigour of the research ethics review shall be proportionate to the level of risks associated with the participants.
Section 11. Ad Hoc Advisors	A new section was added to describe the relationship and responsibilities of ad hoc advisors to the REB.
Section 12. Chair and Vice-Chair of the REB Section and Appointments	A new section was included to (1) describe the selection process for the REB Chair and Vice-Chair; (2) define the membership terms for the REB Chair and Vice-Chair; and (3) describe the eligibility criteria for the REB Chair and Vice-Chair.
Section 13. Removal of the Chair, Vice-Chair, Members of the REB	A new section was added to allow the temporary and permanent changes to the Chair, Vice-Chair and/or members of the REB in the event of unforeseen circumstances necessitating changes in membership.
Section 14. Quorum	Previously described in section 1.2 (Composition) of the last approved TOR, quorum requirements were updated to reflect the TCPS2 requirements.
Section 15. Meetings	Previously section 1.3 (Meetings and Decision-Making) of the last approved TOR, revisions now include (1) monthly meeting cadence; (2) confidentiality provisions for meeting

Section	Revision
	discussions; (3) attendance expectations for REB members, and (4) researchers attending REB meetings to discuss their research proposals.
Section 16. Decision Process	Previously section 1.3 (Meetings and Decision-Making) of the last approved TOR, the revised section expands on the review pathways and processes for delegated (minimal risk) and full board (above minimal risk) reviews of ethics applications.
Section 17. Conflict of Interest	A new section was added to describe the requirement for REB members to disclose conflict of interests and a procedure for managing conflict of interests.
Section 18. Monitoring and Review	A new section was added to describe the monitoring and review timeframe for the TOR.

ACADEMIC COUNCIL

Minutes of the Public Session of the April 22, 2025, Meeting
via Videoconference
2:30 p.m. - 3:39 p.m.

PUBLIC SESSION

Academic Council Committee Agendas, Materials and Minutes 2024-2025

Present:

Steven Murphy (Chair)
Scott Aquanno
JoAnne Arcand
Robert Bailey
Wendy Barber
Mihai Beligan
Mary Bluechardt
Toba Bryant
Krystina Clarke
Amanda Cooper
Nicola Crow
Ana Duff
Catherine Davidson
Mikael Eklund
Nawal Elshamiy
Shanti Fernando
Mitch Frazer
Jessica Hogue
Mehdi Hossein Nejad
Brenda Jacobs
Les Jacobs
Hossam Kishawy
Lori Livingston
Janet McCabe
Carolyn McGregor
Fedor Naumkin
Scott Nokleby
Carol Rodgers
Robyn Ruttenberg Rozen
Gillian Slade
Peter Stoett
Joe Stokes
Jemma Tam
Dwight Thompson
Tega Ubor
Shannon Vettor
Ken Wilson

Staff & Guests:

Kirstie Ayotte (Secretary)
Chelsea Bauer
Stephanie Callahan
Alison Carruthers
Karla Emeno
Barbara Hamilton
Krista Hester
Erin Houston
Tanya Karam Zanders
Jennifer MacInnis
Brad MacIsaac
Matthew Mackenzie
Qusay Mahmoud
Kimberley McCartney
Tanner Mirrlees
Amy Neil
Niall O'Halloran
Beth Partlow
Melissa Ramirez
Amir Rastpour
Zeid Rehman
Sarah Thrush
Lisa Townsend
Becky Tranter
Adam Wingate
Chris Woods

Regrets:

Asifa Aamir
Ahmad Barari
Sayyed Ali Hosseini
Breanne McAlpin
Denina Simmons

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1. Call to Order and Land Acknowledgement

The Chair called the Public Session of the Academic Council (AC) meeting to order at 2:32 p.m.

In his Land Acknowledgement, M. Eklund recognized the Indigenous Peoples' enduring stewardship of Turtle Island, and acknowledged the significance of International Mother Earth Day, while reflecting on the historical impacts of colonialism on Indigenous governance. He emphasized the importance of supporting ongoing efforts to restore traditional governance systems and strengthen Indigenous self-determination.

2. Agenda (M)

Members requested that Agenda items 10.1 and 10.2(iii), respectively, be removed from the Consent Agenda for discussion.

Upon a motion duly made by T. Bryant and seconded by S. Nokleby the Agenda was approved as amended, including approving and receiving the Consent Agenda and its contents as amended.

3. Chair's Remarks

The Chair thanked everyone for a successful term and acknowledged continued efforts as the semester draws to a close.

In recognition of Earth Day, he reaffirmed the University's commitment to sustainability, highlighting Ontario Tech's engagement in Earth Week initiatives, including tree planting, community cleanups, and sustainability showcases.

He also congratulated Salma Bafagih, a Master of Health Sciences candidate on winning Ontario Tech's Three Minute Thesis competition and noted that she will represent the University at the provincial level in May.

In closing, the Chair recognized recent celebrations of excellence in teaching and the achievements of the University's student athletes.

3.1 2025 Honorary Degree Recipients (I)

The Chair announced the recipients of the 2025 Honorary Degrees, expressing enthusiasm for the selections and thanking the Honorary Degrees Committee for their work on the nominations.

The Chair presented the 2025 Honorary Degree Recipients as follows:

- Danny Ardellini
- Janet Bannister
- Arlene Dickinson
- Dr. Christopher Mushquash
- Stephen Poloz

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- The Hon. Michael Tulloch

4. Inquiries and Communications

The Chair invited N. Crow to provide an update on the new use of the Zoom platform.

N. Crow provided an update on the transition to Zoom, expressing appreciation for the community's patience. She explained that the University Secretariat conducted a thorough review of videoconferencing platforms to enhance the meeting experience and administrative efficiency, ultimately selecting Zoom as the most effective and consistent platform. The chosen setup aims to replicate in-person dynamics, fostering dialogue among meeting participants while accommodating public observers.

Addressing concerns about public access, N. Crow clarified that the public remains welcome to attend via a Zoom link included in the agenda, while participants receive a direct link. As with previous formats, public attendees may observe but not participate in discussions. She noted that feedback on the new platform would continue to inform the transition process.

The Chair invited J. Stokes to provide an update regarding the Special Considerations-Undergraduate and Professional Admissions Policy.

J. Stokes explained that at the March Academic Council meeting, a request was made to include the definition of the Student Engagement and Equity Team. This has now been completed, and the updated, approved policy with the changes is available on the website.

The Chair provided an update regarding a matter from the Muslim Students Association that was heard and deliberated by the Steering Committee. He reported that the Steering Committee deemed the matter inappropriate for discussion at the Academic Council. The Chair noted that there were multiple appeals currently underway, and the Provost, as the policy owner, will oversee these. The Chair advised, in response to a question, that due to these ongoing appeals and associated processes, the matter remains confidential, and the processes need to be allowed to run their course.

A question was raised regarding a recent communication sent to administration, along with a request for there to be a confirmation of its receipt. In response, the Chair confirmed that all relevant parties had been responded to.

4.1 COU Academic Colleague Report

M. Eklund noted that the meeting held on April 15, 2025 included a presentation by Sarah Laframboise, Executive Director of Evidence for Democracy, regarding the impact of U.S. policies on academic activities in Ontario universities. The discussion covered historical and current domestic policies in Canada, including the effects of the current U.S. administration's actions on research funding and

collaboration, as well as data censorship and concerns over scientific integrity. A particular focus was on the potential risks to Canadian research, such as the loss of U.S. funding for Canadian collaborations and the weakening of public trust in universities.

He also reported that discussions highlighted the ongoing lobbying efforts by the Council of Ontario Universities (COU) for increased funding, particularly for STEM programs. He advised that efforts are underway to address the May provincial budget and ensure funding for research and innovation. The meeting emphasized the importance of maintaining access to teaching resources and ensuring that educational material remains accessible despite potential restrictions stemming from U.S. policies.

The following discussion highlighted the opportunity for Canada to attract U.S. researchers due to changing U.S. policies. Some saw it as a chance to repatriate Canadian scholars, while others noted that Canada has not as yet implemented large-scale relocation incentives. The overall view was that this could be a significant opportunity if leveraged and depending on political support for research funding.

5. Provost's Remarks

5.1 Senior Academic Administrator Search Update (I)

The Provost was pleased to announce that Dr. Carol Rodgers has been renewed for a second term as Dean of the Faculty of Health Sciences, following the Renewal Advisory Committee's overwhelming support for her renewal. She noted that Dr. Rodgers' contributions have been highly valued within the Faculty.

She also advised that the search for the next Dean of the School of Graduate and Postdoctoral Studies is progressing well. Finalist candidates for the position are expected to be identified later this week, with campus interviews planned for mid-May as the final step in the selection process.

Council members congratulated Dean Rodgers on her renewal.

5.2 Teaching Award Recipients (I)

The Provost congratulated all nominees for the recent Teaching Awards, emphasizing the importance of teaching excellence at Ontario Tech. She acknowledged the collective efforts of instructors, students and staff for contributing to academic success and invited Council members to join her in celebrating the following major award recipients' achievements:

- Alannis Davis (FBIT) -Teaching Assistant Award (Student)
- Keisha Deoraj (FSci) - Tim McTiernan Student Mentorship Award
- Amir Rastpour (FBIT) - Learning Reimagined Award
- Sarah Stokes (FEd) - Open Education Award
- Laura Banks (FHSci) - Early Career Teaching Award

- Tanner Mirrlees (FSSH) - Award for Excellence in Teaching

Council members congratulated all of the recipients.

6. Undergraduate Studies Committee (USC)

The Chair invited M. Bluechardt to provide the Undergraduate Studies Committee (USC) update.

M. Bluechardt noted that the March 18, 2025 USC meeting included a discussion on new undergraduate programs which will be presented to Academic Council for future consideration. The Committee also reviewed processes related to student access and participation, with potential improvements to the auditing and system configurations.

Additionally, she noted two 18-month cyclical reviews and one final learning report from March's USC meeting that are included as information in the AC's materials.

7. Graduate Studies Committee (GSC)

The Chair invited J. Stokes to provide the Graduate Studies Committee (GSC) update.

J. Stokes noted that the GSC meeting on March 25 only had the one item that is for approval by Academic Council today. It also included several new Associate Graduate Faculty and an Emeritus Graduate Faculty appointment for Dr. Bill Hunter from the Frazer Faculty of Education.

7.1 New Program Proposal

i. Faculty of Social Science and Humanities: Master of Social Media Communication in Online Creators* (M)

J. Stokes noted that this new course-based Master's program focuses on supporting individuals in the online influencer and digital creator space, with unique pathways compared to traditional programs.

Upon a motion duly made by P. Stoett and seconded by R. Ruttenberg Rozen, and pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Master of Social Media Communication in Online Creators program and recommends approval of the program to the Board of Governors.

8. Governance and Nominations Committee (GNC)

The Chair invited L. Livingston to provide the Governance and Nominations Committee (GNC) update.

8.1 2025 Nominations and Election Results* (M)

L. Livingston reported that the Governance and Nominations Committee (GNC) met on April 15 to review and recommend for approval faculty and student

appointments to Academic Council and its committees for the 2025-2028 term for teaching staff and the 2025-2026 term for student representatives. She noted that the Academic Council election ran from January 27 to March 28, following procedures approved by the Committee, and involved a combination of acclamations and contested elections. Candidate eligibility was verified according to established guidelines, and student appointments included both new and returning members.

She reported that notably, for the first time in recent election cycles, all teaching staff positions on Academic Council have been successfully filled for the 2025–2026 academic year. She noted that final committee composition recommendations will be presented at the June meetings of the Governance and Nominations Committee and Academic Council, so concluding the 2025 election process.

Upon a motion duly made by P. Stoett, and seconded by J. Stokes, and pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the following appointments to the Academic Council and its Committees:

Teaching Staff Position on Academic Council for the term of September 1, 2025 to August 31, 2028:

- ❖ *Faculty of Business and IT:*
  - *Shahram Heydari*
  - *Mehdi Hossein-Nejad*
  - *Gabby Resch*
- ❖ *Faculty of Engineering and Applied Science:*
  - *Ahmad Barari*
  - *Scott Nokleby*
  - *Sayyed Ali Hosseini*
- ❖ *Faculty of Health Sciences:*
  - *Laura Banks*
- ❖ *Faculty of Science:*
  - *Rupinder Brar*
- ❖ *Faculty of Social Science and Humanities:*
  - *Rachel Ariss*
- ❖ *Faculty at Large*
  - *Toba Bryant*

Teaching Staff Position on the Academic Appeals Committee for the term of September 1, 2025 to August 31, 2028:

- *Brent MacRae*

Teaching Staff Position on the Honorary Degrees Committee for the term of September 1, 2025 to August 31, 2028:

- *Janet McCabe*

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- *Daniel Hoornweg*

Student position on Academic Council for the term of September 1, 2025 - August 31, 2026, renewable for an additional year:

- *Aliza Rizwan (undergraduate); and*
- *Venuga Kariharan (undergraduate)*

Student position on the Academic Appeals Committee for the term of September 1, 2025 - August 31, 2026, renewable for an additional year:

- *Sierra Lucier (undergraduate); and*
- *Kartiki Balsekar (undergraduate)*

Student position on the Honorary Degrees Committee for the term of September 1, 2025 to August 31, 2026, renewable for an additional year:

- *Jemma Tam*

Five (5) Abstentions noted

Upon a motion duly made by L. Livingston and seconded by M. Eklund, and pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the re-appointment of the following students to Academic Council and its Committees for an additional term ending August 31, 2026 (not eligible for further renewal):

- *Krystina Clarke (graduate student) - Academic Council*
- *Gillian Slade (graduate student) - Academic Council*
- *Jemma Tam (undergraduate student) - Academic Council, Academic Appeals Committee and Undergraduate Studies Committee*

Two (2) Abstentions noted

In response to a question regarding timelines to fill committee positions, N. Crow explained that following the Academic Council's approval for the elected candidates, a call for expressions of interest will follow, with a view to completion ahead of the GNC June meeting.

9. Research Committee

The Chair invited L. Jacobs to provide the Research Committee update.

L. Jacobs highlighted that in late March, the University secured over $4 million in NSERC and SSHRC funding, achieving a 66% success rate for Discovery Grant applications, a significant improvement from previous years.

He advised that the Strategic Research Plan has completed final consultations with Academic Council and the Board of Governors and will be presented in its final format by the end of May.

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He also reported that adjudication for the Research Excellence Chair and Research Excellence Award programs are underway, with results expected in mid to late June. He encouraged AC members to consider nominations for the Royal Society of Canada Fellowship and College programs to continue strengthening institutional recognition.

10. Consent Agenda:

10.2 Cyclical Program Reviews from USC* (I)

i. Bachelor of Health Science (Hons) and Bachelor of Health Science (Hons), Kinesiology – 18 Month Follow-up* (I)

ii. Bachelor of Arts (Hons) – Legal Studies – 18 Month Follow-up* (I)

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2, save for Agenda items 10.1 and 10.2(iii).

* **Consent agenda items pulled for discussion as noted in item #2**

10.1 Minutes of the Meeting of March 25, 2025* (M)

A Member noted that the earlier information shared under item #4 of the Agenda addressed the concerns raised regarding the previous Meeting's minutes.

Upon a motion duly made by R. Bailey and seconded by S. Nokleby, the Minutes of the Meeting of March 25, 2025 were approved as presented.

10.2 Cyclical Program Review from USC* (I)

iii. Cyclical Program Review – Final Assessment Report and Program Learning Outcomes – Bachelor of Science (Hons), Biological Science* (I)

In response to a concern raised by a Member about non-public sessions in Academic Council committee meetings, particularly regarding this cyclical program review, the Chair invited K. McCartney to address the issue.

K. McCartney explained that as USC and GSC materials are now posted publicly, certain documents, such as Final Assessment Reports (FAR) that go to USC and GSC, need to remain confidential in line with the Institutional Quality Assurance Process (IQAP) review and auditing procedures. The FAR contains detailed information, including self-study, reviewer comments, and program responses, which must be kept confidential. Other documents, such as the Executive Summary and Implementation Plan, are non-confidential and so are publicly available and provided as information to the Academic Council and Board of Governors. She advised that the decision to put the FARs that go to USC and GSC, respectively, within a non-public session enables the maintenance of the requisite confidentiality while ensuring compliance with IQAP.

The Chair reminded members that this item was for information only.

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11. Other Business

11.1 Land acknowledgement for May Academic Council Meeting
J. Stokes volunteered to provide the May land acknowledgement.

12. Termination

There being no other business, and upon a motion to terminate by S. Nokleby, the Academic Council meeting terminated at 3:39 p.m.

Kirstie Ayotte, Assistant University Secretary

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ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☐
Discussion/Direction	☐
Information	☒

DATE: **May 27, 2025**

FROM: **Centre for Institutional Quality Enhancement**

SUBJECT: **Bachelor of Health Sciences – Kinesiology to Durham College – Massage Therapy Articulation Agreement Schedule**

On a recommendation by USC, the Ontario Tech Kinesiology to Durham College (DC) Massage Therapy direct entry pathway was approved by Academic Council in February 2025. At the time of approval, Academic Council was advised that a new schedule would be added to the existing articulation agreement with DC. The Centre for Institutional Quality Enhancement is presenting this new schedule for information.

NEXT STEPS:
The new schedule will be appended to the existing articulation agreement, which is effective until 2028.

SUPPORTING REFERENCE MATERIALS:

- Signed Articulation Agreement Change Form
- New course proposals: New Schedule C Program 4.1

ARTICULATION AGREEMENT CHANGE FORM

Date:	May 5, 2025
Effective Date of Change(s):	May 5, 2025
Description of Agreement:	Articulation Agreement made the 28th day of June, 2023 between The University of Ontario Institute of Technology ("**Ontario Tech University**") and The Durham College of Applied Arts and Technology ("**Durham College**")

Ontario Tech University and Durham College agree that the Articulation Agreement referenced above shall be amended as follows on the Effective Date of Change(s) referenced above:

Description of Articulation Agreement Schedule Being Changed:	Addition of the Bachelor of Health Science (Honours) - Kinesiology to Durham College Massage Therapy Advanced Diploma Direct Entry Pathway; new Schedule C, Program 4.1. See attached Appendix 1.
Description of Change(s):	☐ Minor Change X Major Change/Addition of New Schedule
Detailed Description of Change(s):	Students now have the option to complete the Kinesiology program, including the three elective courses KINE 4413U Exercise Rehabilitation and Management, KINE 3476U Advanced Sport Injury Management, and KINE 4150U Foundational Skills and Techniques for Massage Therapy with the associated Ethics Module, after which they are eligible to apply for direct entry to the second year of the Durham College Massage Therapy program as outlined in Schedule C, Program 4.1.

IN WITNESS WHEREOF this Articulation Agreement Change Form has been executed by the parties as of the date first above written.

THE DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

By: _____
Name: Dr. Jean Choi
Title: Vice-President, Academic and Students

I have authority to bind Durham College.

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

By: _____
Name: Kimberley McCartney
Title: Manager, Centre for Institutional Quality Enhancement

I have authority to bind Ontario Tech University.

APPENDIX 1

SCHEDULE C
PROGRAM 4.1

Program of Study:	Ontario Tech University Bachelor of Health Science (Honours) - Kinesiology to Durham College Massage Therapy Advanced Diploma Direct Entry Pathway
Ontario Tech University Faculty:	Health Sciences
Durham College Faculty:	Health Sciences
Date of Implementation:	September 2025
Expiry Date:	August 31, 2028

Ontario Tech University Requisite Program
Bachelor of Health Sciences (Honours) - Kinesiology

Application Procedures and Natural Intake
Student applications will be through the Ontario College Application System using the designated program code listed on the Durham College website and must conform to the published timelines listed on www.ontariocolleges.ca.

Admission Requirements

a) Applicant shall be a graduate of the requisite program with a minimum overall average of 60%, having completed the following prerequisite courses:

- KINE 4413U Exercise Rehabilitation and Management
- KINE 3476U Advanced Sport Injury Management
- KINE 4150U Foundational Skills and Techniques for Massage Therapy and a required online Ethics Module by the second week of the KINE 4150U course.

for admission consideration into the Ontario College Advanced Diploma - Massage Therapy program.

b) Admission is dependent upon space availability and documented evidence of having successfully achieved pre-requisite requirements for the program. Applicant will be evaluated for admission to the Durham College program, recognizing that admission based on minimum admission requirements is not guaranteed, and that Durham College will give preference to the applicants with the best qualifications.

Credit Transfer Agreement
Students will receive 13 credits toward the Ontario College Advanced Diploma - Massage Therapy program and will be placed into Semester Three. Credits will be granted as follows:

COURSE CREDIT AWARDED AT DURHAM COLLEGE	COURSE VALUE
ANAT 1503: Anatomy for Massage Therapy	70 hours
COMM 1100: Communication Foundations	42 hours
CSAT 1500: Clinical Skills and Techniques I	56 hours
ETHC 1502: Ethics and Code of Conduct	42 hours
HLTH 1500: Health and Wellness	42 hours
MAST 1500: Assessment 1	56 hours
ANAT 2503: Anatomy for Massage Therapy II	70 hours

ANAT 1200: Anatomy & Physiology	42 hours
COMM 1226: Communications for Massage Clinical Practice	42 hours
CSAT 2500: Clinical Skills and Tech II	56 hours
MAST 2500: Assessment II	56 hours
REIS 1501: Relationship and Interpersonal Skills	42 hours
INDG 0000: Indigenous Elective	42 hours

Students are required to meet the progression and graduation requirements as defined by Durham College in order to satisfy the credential.

If a student changes into another program, all transfer credits detailed in this agreement will not apply. Prior to changing programs, it is advised that the student discuss their academic program requirements with the applicable academic advisor.

ACADEMIC COUNCIL REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: **Academic Council**

DATE: **May 27, 2025**

FROM: **Peter Stoett, Dean, Faculty of Social Science and Humanities**

SUBJECT: **Graduation Notwithstanding a Deficiency**

MANDATE:
In accordance with Section 10.1 of the Graduation and Conferral of Degree Policy, the following item is brought to Academic Council for Information.

Section 10: Graduation Notwithstanding a Deficiency

10.1: In exceptional circumstances, a dean may recommend to Academic Council that an undergraduate student receive a Degree or other qualification notwithstanding the fact that the student has not completed all normal academic requirements.

BACKGROUND:
Student: [redacted]
Program: [redacted]

Due to exceptional circumstances, the Dean of the Faculty of Social Science and Humanities, Dr. Peter Stoett, recommends to the Academic Council that the above-mentioned student receive their degree notwithstanding the fact that they have not completed all normal academic requirements.

In this instance, they have completed all program requirements with the exception of the minimum GPA requirement. As of Winter 2024, their cumulative GPA stands at 1.97, falling below the required 2.0 for graduation eligibility.

The Dean has approved this exception to the GPA requirement in the applicable program for the above-mentioned student who is anticipated to graduate in June 2025.

ACADEMIC COUNCIL REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: **Academic Council**

DATE: **May 27, 2025**

FROM: **Carol Rodgers, Dean, Faculty of Health Sciences**

SUBJECT: **Exception to Residency Permit**

MANDATE:
In accordance with Section 6.2 of the Graduation and Conferral of Degree Policy, the following item is brought to Academic Council for Information.

Section 6.2: Residency Requirements

6.2: In exceptional circumstances, with sufficient advance notice, or in the case of special agreements with other universities, a dean may reduce this requirement for undergraduate Degrees to 25 per cent. Such cases are reported to Academic Council for information.

BACKGROUND:
Student: [redacted]
Program: [redacted]

Due to exceptional circumstances, the Dean of the Faculty of Health Sciences, Carol Rodgers, recommends to the Academic Council that the above-mentioned student receive their degree.

In this instance, the Dean has approved a reduction from the standard residency requirement of 50 percent to 47.5 percent for the above-mentioned student who is anticipated to graduate in June 2025.

Academic schedule

- Fall semester
- Winter semester
- Spring/Summer semester

Fall semester

August 10, 2025	Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.
September 1, 2025	Labour Day, no lectures.
September 2, 2025	Lectures begin, fall semester.
	Last day to submit for reinstatement, fall semester.
	Last day to submit return from leave of absence form, fall semester.
	Deadline for payment of fees or submission of the Graduate Student Promissory Note, fall semester.
	Last day to submit a program change request, fall semester.
	Last day to change full-time/part-time status, fall semester.
	Last day to submit a leave of absence form, fall semester.
September 15, 2025	End of regular registration period; last day to add courses, fall semester.

	Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, fall semester.
	Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, fall semester.
September 29, 2025	Last day to withdraw from fall semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, fall semester.
	Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, fall semester.
October 13, 2025	Thanksgiving Day, no lectures.
October 14 to 19, 2025	Fall study week, no lectures.
October 16 to 17, 2025	Fall Convocation.
November 3, 2025	Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.
December 1, 2025	Lectures end, fall semester.
December 2, 2025	Study break, no lectures.

December 3 to 13, 2025	Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
December 15, 2025	Last day to submit final thesis package to program office to ensure graduation by end of fall semester.
	Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of fall semester.
December 18, 2025	Fall Semester Grades released
December 24, 2025 to January 2, 2026	University closed.
December 31, 2025	Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

Winter semester

January 5, 2026	University reopens.
January 12, 2026	Lectures begin, winter semester.
	Last day to submit a return from leave of absence form, winter semester.

	Last day to request reinstatement, winter semester.
	Deadline for payment of fees or submission of Graduate Student Promissory Note, winter semester.
	Last day to submit a program change request, winter semester.
	Last day to change full-time/part-time status, winter semester.
	Last day to submit a leave of absence form, winter semester.
January 23, 2025	End of regular registration period; last day to add courses, winter semester.
	Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, winter semester.
	Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, winter semester.
February 6, 2026	Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, winter semester.
	Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, winter semester.

February 16, 2026	Family Day, no lectures.
February 17 to 22, 2026	Winter study week, no lectures.
February 28, 2026	Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.
March 20, 2026	Last day to withdraw from winter semester courses. Active winter semester courses will be graded by instructors.
April 3, 2026	Good Friday, no scheduled academic activities.
April 5, 2026	Easter Sunday, no scheduled academic activities.
April 13, 2026	Lectures end, winter semester. Lectures will follow the Friday schedule on this day only.
April 14, 2026	Study break, no lectures.
April 15 to 25, 2026	Winter semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
April 22, 2026	Last day to submit final thesis package to program office to ensure graduation by end of winter semester.
	Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of winter semester.

April 30, 2026	Winter Semester grades released.

Spring/Summer semester

May 11, 2026	Lectures begin, six-week spring session and 12-week summer semester.
	Last day to submit a return from leave of absence form, summer semester.
	Last day to request reinstatement, summer semester.
	Deadline for payment of fees or submission of Graduate Student Promissory Note, six-week spring session and 12-week summer semester.
	Last day to submit a program change request, summer semester.
	Last day to change full-time/part-time status, summer semester.
	Last day to submit a leave of absence form, summer semester.
May 15, 2026	Last day to add six-week spring session courses.

	Last day to drop six-week spring session courses in fee-per-credit programs and receive a 100 per cent refund of tuition and ancillary fees.
May 18, 2026	Victoria Day, no lectures.
May 25, 2026	Last day to add courses, 12-week summer semester.
	Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.
	Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, summer semester.
	Last day to withdraw from six-week spring session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to withdraw from six-week spring session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.
June 3-5, 2026	Spring Convocation.
June 8, 2026	Last day to withdraw from 12-week summer semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

	Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.
	Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, summer semester.
June 10, 2026	Last day to withdraw from six-week spring session courses. Active six-week spring session courses will be graded by instructors.
June 22, 2026	Lectures end, six-week spring session.
	Last day to submit an online application for graduation for students completing degree requirements at the end of the spring session.
June 23, 2026	Spring six-week session study break, no lectures.
June 23 to 27, 2026	Study break, 12-week summer semester, no lectures.
June 24 to 27, 2026	Spring session final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
June 29, 2026	Lectures begin, six-week summer session.
	Deadline for payment of fees or submission of Graduate Student Promissory Note (fee-per-credit programs only), six-week summer session.
	Lectures resume, 12-week summer semester.
July 1, 2026	Canada Day, no scheduled academic activities.

July 2, 2026	Spring session grades released.
July 6, 2026	Last day to add courses, six-week summer session.
	Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.
July 13, 2026	Last day to withdraw from six-week summer session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal. Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.
July 20, 2026	
	Last day to withdraw from twelve-week summer semester courses. Active summer semester courses will be graded by instructors.
July 29, 2026	Last day to withdraw from six-week summer session courses. Active six-week summer courses will be graded by instructors.
August 3, 2026	Civic Holiday, no lectures.
August 10, 2026	

	Last day to submit online application for graduation for students completing degree requirements at the end of the summer session.
August 11, 2026	Lectures will follow the Wednesday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session.
August 12, 2026	Study break, no lectures.
August 13 to 16, 2026	Six-week summer session and 12-week summer semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
August 21, 2026	Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of summer semester. Summer session and Spring/Summer semester grades released
August 22, 2026	Last day to submit final thesis package to program office to ensure graduation by end of summer semester.

Notes:

- The Summer session and Spring/Summer semester grade release date is not necessarily inclusive of grades associated with final thesis package submissions ahead of the August 22, 2026 deadline.

- Courses offered outside the normal teaching timeframe will have add/drop deadlines pro-rated accordingly. In such cases, faculties will advise students of appropriate deadline dates during the first meeting of the class.
- It is expected that students in a fee-per-credit program will register before the beginning of classes. If you register in a fee-per-credit course after the tuition payment deadline, your tuition fees are due immediately and you may be assessed a late payment fee. Visit gradstudies.ontariotechu.ca/tuitionandfees for a list of fee-per-credit programs.
- Deadlines related to the following can be found on the Graduate Studies website: application deadlines for admission to graduate programs; deadlines for the submission of projects and major papers; deadlines for the submission of theses/dissertations and defences; tuition refund deadlines for thesis completion during a term; and deadlines for scholarships, awards and bursaries.
- Spring/summer session courses in Education may run on a schedule that varies from the above. Consult the Mitch and Leslie Frazer Faculty of Education's website for specific start and end dates.
- Fall convocation will be held in October 2025. Spring convocation will be held in June 2026. For more details, please refer to ontariotechu.ca/convocation.