

BOARD OF GOVERNORS' 138th REGULAR MEETING

AGENDA

June 26, 2025

12:00 p.m. to 3:00 p.m.

55 Bond Street, Oshawa, ON – 5th floor Boardroom

Hybrid

[Zoom Link – Registration Required](#)

| PUBLIC SESSION | | | | | |
|-------------------|-----|--|------------------|----------------|----------------------|
| No. | | Topic | Lead | Allocated Time | Suggested Start Time |
| 1 | | Call to Order | Chair | 5 | 12:00 p.m. |
| 2 | | <i>Agenda</i> (M) | | | |
| 3 | | Conflict of Interest Declaration | | | |
| 4 | | Chair's Remarks and Introductions | Chair | 5 | 12:05 p.m. |
| 5 | | President's Report | Steven Murphy | 10 | 12:10 p.m. |
| 6 | | <i>Academic Council Report</i> * (U) | Tega Ubor | 5 | 12:20 p.m. |
| | 6.1 | <i>New Program Proposal: Faculty of Social Science and Humanities: Master of Social Media Communication in Online Creators</i> * (M) | Chair | 10 | 12:25 p.m. |
| | 6.2 | <i>New Program Proposal: Faculty of Health Sciences: Bachelor of Science in Nursing (Hons) Second Entry</i> * (M) | | | |
| | 6.3 | <i>New Program Proposal: Frazer Faculty of Education and Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Educational Psychology</i> * (M) | | | |
| Committee Reports | | | | | |
| 7 | | Audit & Finance (A&F) Report | Carla Carmichael | 20 | 12:35 p.m. |
| | 7.1 | <i>Draft Audited Financial Statements 2024-25 (includes internally restricted funds)</i> * (M) | | | |
| | 7.2 | <i>Fourth Quarter Financial Reports</i> * (I) | | | |
| | 7.3 | <i>Budget Allocation Model Update</i> * (I) | | | |
| | 7.4 | <i>Interim Risk Management Update</i> * (U) | | | |

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|---------------------------|-------|---|--------------|----|------------|
| | 7.5 | <i>Research Involving Human Participants Policy with REB Terms of Reference Appendix*</i> (M) | | | |
| 8 | | Governance, Nominations & Human Resources (GNHR) Report | Gaurav Singh | 5 | 12:55 p.m. |
| 9 | | Strategy & Planning (S&P) Report | Eric Agius | 20 | 1:00 p.m. |
| | 9.1 | <i>Integrated Academic-Research Plan: IARP Annual Report; SMA3 Performance (Year 5); SMA4 Update*</i> (U) | | | |
| | 9.2 | <i>Strategic Research Plan*</i> (I) | | | |
| 10 | | Consent Agenda: (M) | Chair | | |
| | 10.1 | <i>Minutes of Public Session of Board Meeting of April 17, 2025*</i> (M) | | | |
| | 10.2 | <i>Minutes of Public Session of A&F Meeting of April 10, 2025*</i> (I) | | | |
| | 10.3 | <i>Minutes of Public Session of GNHR Meeting of March 20, 2025*</i> (I) | | | |
| | 10.4 | <i>Minutes of Public Session of S&P Meeting of April 3, 2025*</i> (I) | | | |
| | 10.5 | <i>Committee Annual Reports*</i> (I) | | | |
| | 10.6 | <i>Ancillary Fee Update*</i> (M) | | | |
| | 10.7 | <i>Annual Privacy Report*</i> (I) | | | |
| | 10.8 | <i>Annual Policy Report*</i> (I) | | | |
| | 10.9 | <i>Fighting Against Forced Labour and Child Labour in Supply Chains Annual Report*</i> (M) | | | |
| | 10.10 | <i>Board/Committee Practices Assessment Results*</i> (I) | | | |
| | 10.11 | <i>Annual Pension Plan Report*</i> (I) | | | |
| | 10.12 | <i>Annual Policy Review Update: Policy Against Violence in the Workplace*</i> (I) | | | |
| | 10.13 | Annual Program Reports* (I) i) <i>2024-25 Quality Assurance Process and Programs Report</i> ii) <i>Continuous Learning Report</i> | | | |
| | 10.14 | <i>Annual International Student Strategy Report*</i> (I) | | | |
| | 10.15 | <i>Annual Board Chair Report*</i> (I) | | | |
| 11 | | Adjournment (M) | Chair | | 1:20 p.m. |
| BREAK – 10 Minutes | | | | | |

| NON-PUBLIC SESSION (material not publicly available) | | | | | |
|---|-------|---|---------------------|----|-----------|
| | | HAIL AND FAREWELL | Chair | 5 | 1:30 p.m. |
| 12 | | Call to Order | Chair | 5 | 1:35 p.m. |
| 13 | | Conflict of Interest Declaration | | | |
| 14 | | Chair's Remarks | | | |
| 15 | | President's Report | Steven Murphy | 10 | 1:40 p.m. |
| | 15.1 | Senior Academic Appointment* (M) | | 5 | 1:50 p.m. |
| Committee Reports (Confidential Items Only) | | | | | |
| 16 | | Audit & Finance (A&F) Report | Carla Carmichael | 15 | 1:55 p.m. |
| | 16.1 | Audit Findings Report* (U) | | | |
| | 16.2 | MCU Efficiency Review Implementation Plan* (I) | | | |
| | 16.3 | Finance – Non-Public Questions* (U) | | | |
| | 16.4 | Risk Management - Non-Public Risk Questions (U) | | | |
| 17 | | Governance, Nominations & Human Resources (GNHR) Report | Gaurav Singh | 5 | 2:10 p.m. |
| 18 | | Strategy & Planning (S&P) Report | Eric Agius | 5 | 2:15 p.m. |
| | 18.1 | Advancement & Alumni Update* (U) | | | |
| 19 | | Consent Agenda (M): | Chair | 5 | 2:20 p.m. |
| | 19.1 | Minutes of Non-Public Session of Board Meeting of April 17, 2025* (M) | | | |
| | 19.2 | Minutes of Non-Public Session of A&F Meeting of April 10, 2025* (I) | | | |
| | 19.3 | Minutes of Non-Public Session of GNHR Meeting of March 20, 2025* (I) | | | |
| | 19.4 | Minutes of Non-Public Session of GNHR Meeting of April 29, 2025* (I) | | | |
| | 19.5 | Minutes of Non-Public Session of S&P Meeting of April 3, 2025* (I) | | | |
| | 19.6 | 2025-2026 Board/Committee Workplans* (M) | | | |
| | 19.7 | Semi-Annual President and Board of Governors Expenses* (I) | | | |
| | 19.8 | MCU Directives Update* (I) | | | |
| | 19.9 | Annual Safe Disclosure Report (Financial and Non-Financial)* (I) | | | |
| | 19.10 | University Lottery Licence* (M) | | | |
| | 19.11 | New Governor Appointments* (M) | | | |
| | 19.12 | Election Results* (M) | | | |
| | 19.13 | Board Leadership and Succession* (M) | | | |
| | 19.14 | 2025-2026 Committee Appointments* (M) | | | |
| | 19.15 | 2025-2026 Academic Council Governor Appointment* (M) | | | |

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|-----------|-------|---|-------|----|-----------|
| | 19.16 | 2025-2026 Board Secretary Appointment* (M) | | | |
| | 19.17 | Annual Skills Matrix Results* (M) | | | |
| | 19.18 | Board Professional Development Resources* (I) | | | |
| | 19.19 | Philanthropic Naming* (I) | | | |
| | 19.20 | Executive Committee Delegated Authority* (M) | | | |
| 20 | | <i>In Camera Session</i> | | | |
| | 20.1 | President's Performance Goals & Review* (D) | Chair | 20 | 2:25 p.m. |
| 21 | | Termination (M) | Chair | | 2:45 p.m. |

Nicola Crow, University Secretary

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: Board of Governors

DATE: June 26, 2025

FROM: Oghenetega (Tega) Ubor, Academic Council Liaison

SUBJECT: Academic Council Report – April and May

Academic Council (AC) is the academic governing body for Ontario Tech University (“the University”) and it plays a significant role in the University’s governance. It is the role of AC to oversee the academic work of the University, and to advise and make recommendations to the Board on important matters. As the AC liaison for the academic year 2024-2025, I’m pleased to deliver the following report of AC activities for April and May 2025.

Academic Council Meeting Materials

- [April 22, 2025](#)
- [May 27, 2025](#)

****If Board members are interested in reviewing any of the materials referenced below, please see links in meeting materials above.****

Recommendations to Board of Governors

At its meetings on April 22nd and May 27th, respectively. AC considered new program proposals for recommendation to the Board of Governors. These proposals are being presented to the Board separately.

- Faculty of Social Science and Humanities: Master of Social Media Communication in Online Creators
- Frazer Faculty of Education and Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Educational Psychology
- Faculty of Health Sciences: Bachelor of Science in Nursing (Hons) Second Entry

There are no new Research Institute(s)/Centre(s).

Conferral of Degrees

- A Graduation Notwithstanding a Deficiency from the Faculty of Social Science and Humanities was approved by Academic Council

2025 Honorary Degree Recipients

At April's Academic Council Meeting, 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
- The Hon. Michael Tulloch

Governance Initiatives

- In April, the Governance & Nominations Committee (GNC) presented the 2025 Nominations and Election Results to AC for approval
- AC approved new members to AC & some of its committees for the 2025-2026 academic year who were elected, acclaimed and re-appointed during the 2025 Election process
- In June, the 2025 Election Process will conclude with recommendations from GNC on appointments to AC Committees following a call for expressions of interests

Curriculum & Program Changes

AC did not receive for approval any Major Program Modifications

AC did not receive as information any Minor Program Adjustments

Institutional Quality Assurance Reports

Final Assessment Report (FAR):

The University's Institutional Quality Assurance Process requires that Final Assessment Report Executive Summaries and Implementation Plans be provided to AC and the Board of Governors for information. As such, these materials are being presented to the Board within the AC report.

AC received the following Executive Summary and Implementation Plan from the Undergraduate Studies Committee:

- [Bachelor of Science \(Hons\) in Biological Science](#) – Final Assessment Report

Cyclical Program Review (CPR) Follow-Up Reports:

AC received as information the following follow-up reports resulting from a CPR:

From the Undergraduate Studies Committee:

- Bachelor of Health Science (Hons) and Bachelor of Health Science (Hons), Kinesiology – 18 Month Follow-up
- Bachelor of Arts (Hons) – Legal Studies – 18 Month Follow-up

Policy

AC did not receive any policy instruments for information/approval. It did receive the following policy instruments for consultation:

Face-to-Face Consultation:

- Research Involving Human Participants Policy & REB Terms of Reference as an appendix to the Policy

Written Consultation:

- None

Reports/Information Received

- COU Academic Colleague Report (verbal)
- Senior Academic Administrator Search Update (verbal)
- Teaching Award Recipients (verbal)
- Research Committee Report (verbal)
- 2024-2025 Quality Assurance & Program Annual Report
- 2024-2025 Continuous Learning Annual Report
- 2025-26 Activity Based Budget Model
- Strategic Research Plan – final Plan presented for information
- Approved Exception to Residency Requirement – Faculty of Health Sciences
- Bachelor of Health Sciences – Kinesiology to Durham College – Massage Therapy Pathway Articulation Agreement Schedule

BOARD REPORT

ACTION REQUESTED:

| | |
|----------------------|-------------------------------------|
| Recommendation | <input type="checkbox"/> |
| Decision | <input checked="" type="checkbox"/> |
| Discussion/Direction | <input type="checkbox"/> |
| Information | <input type="checkbox"/> |

DATE: 26 June 2025

FROM: Academic Council

SUBJECT: New Program Proposal – Master of Social Media Communication in Online Creators

MANDATE:

In accordance with Article 1.4 of By-law No.2, Academic Council will make recommendations to the Board on matters including the establishment or termination of degree programs. Academic Council is seeking the Board's approval for the establishment of a Master of Social Media Communication in Online Creators.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Master of Social Media Communication in Online Creators, as presented.

BACKGROUND/CONTEXT & RATIONALE:

The Master of Social Media Communication in Online Creators equips learners with the essential knowledge and skills to thrive in the fast-growing global Creator and Influencer Economies. The program blends cutting-edge research with industry-ready best practices, focusing on strategies for harnessing social media platforms, business models, and algorithms to inform, advocate, influence, entertain, and make an impact. As the first program of its kind in Canada, offered entirely online, it caters to a diverse range of learners, including aspiring creators, recent graduates, non-profit professionals, and public and private sector employees. Learners will refine their storytelling, design, and advocacy skills and be immersed in business and marketing training that spans the full spectrum of creator needs from content management and creative entrepreneurship to AI and emerging technologies.

The Social Media Communication in Online Creators (Online Creators program) is a unique, state-of-the-art program reflecting developments at the forefront of the digital communication and creative fields. This one-year program blends theoretical approaches from the academic fields of communication and media studies with the hands-on knowledge and skills offered by successful practitioners who understand this industry most intimately. Digital creators have no comparable program options within the sector that marry advanced professional training with the scholarly rigour of a professional Master's degree, foregrounding the university's values of "tech with a conscience" and fostering closer ties between the academy and industry innovators. The proposed program thus meets academic and industry needs for

more formalized training and research on the creator economy that is integrated with and informs professional best practices and creative innovation.

The program objectives include equipping learners with the ability to critically analyze and adapt to the evolving landscape of the Creator Economy, fostering a deep understanding of digital media analytics and user engagement strategies to optimize content reach and effectiveness.

Students will also develop a robust skill set in social media storytelling, communication and marketing, learning to navigate and exploit various platform algorithms for maximum impact.

Another program objective is to build the leaders of tomorrow. The curriculum is designed to instill strong ethical standards in relation to intellectual property, data usage, privacy, security, wellbeing and a commitment to diversity and inclusivity in content creation and deal making, ensuring learners are prepared to lead with integrity in diverse cultural and social contexts. The program also seeks to build qualified and knowledgeable practitioners who understand Creative Economy regulation and governance at local, domestic and international levels, and at their intersections.

Additionally, the program aims to enhance students' entrepreneurial skills, enabling them to establish and sustain successful digital ventures or elevate their roles within existing organizations.

RESOURCES REQUIRED:

The Faculty of Social Science and Humanities has the expertise and capability to deliver this program with no additional full-time faculty hires. The program will be taught by existing full-time faculty from CDMS and other program areas within the Faculty with support from professional sessional instructors. Should the program grow larger or more quickly than anticipated the need to hire additional faculty will be considered amongst the hiring priorities of the Faculty and University at large.

CONSULTATION AND APPROVAL:

- ✓ Academic Resource Committee: 22 August 2024
- ✓ FSSH Faculty Council: 26 February 2025
- ✓ Graduate Studies Committee (Recommendation): 25 March 2025
- ✓ Academic Council (Approval and Recommendation): 22 April 2025
- Board of Governors (Approval): 26 June 2025

NEXT STEPS:

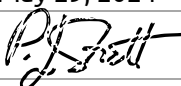
- The proposal must also the following external approval:
 - ✓ Ontario Universities Council on Quality Assurance
 - Ontario Ministry of Colleges and Universities

The preferred date of implementation is in the Fall of 2026

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal
- Appendices
- Reports from External Review

New Graduate Program Proposal

| | |
|--|--|
| Name of proposed program (as it will appear on the student's transcript): | Master of Social Media Communication in Online Creators |
| Degree Designation/Credential (e.g. BA, BSc, BEng, etc.): | MSMC |
| Cost Recovery Program? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Professional Program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| For Graduate Diplomas | <input type="checkbox"/> Type 2 <input type="checkbox"/> Type 3 |
| Faculty (where the program will be housed): | Faculty of Social Science and Humanities |
| Collaborating Faculty (if applicable): | NA |
| Program Delivery Location: | Online |
| Collaborating Institution(s) (if applicable): | NA |
| Proposed Program Start Date: | September 2026 |
| Proposal Contact: | Emilia.King@ontariotechu.net |
| Submission Date: | May 29, 2024 |
| Approved by Dean: (signature and date) |  Mar 21, 2025 |

For CIQE Use Only:

| | |
|--|--|
| Date of Academic Council Approval: | 22 April 2025 |
| <input checked="" type="checkbox"/> External reviewers' report <input checked="" type="checkbox"/> Program's and Dean's response (with date)* <input checked="" type="checkbox"/> Summary of changes | <input checked="" type="checkbox"/> Final, revised proposal <input checked="" type="checkbox"/> CVs, course outlines, and other supporting material (as appendices) |

Introduction

a) Program Abstract

The Master of Social Media Communication in Online Creators equips learners with the essential knowledge and skills to thrive in the fast-growing global Creator and Influencer Economies. The program blends cutting-edge research with industry-ready best practices, focusing on strategies for harnessing social media platforms, business models, and algorithms to inform, advocate, influence, entertain, and make an impact. As the first program of its kind in Canada, offered entirely online, it caters to a diverse range of learners, including aspiring creators, recent graduates, non-profit professionals, and public and private sector employees. Learners will refine their storytelling, design, and advocacy skills and be immersed in business and marketing training that spans the full spectrum of creator needs from content management and creative entrepreneurship to AI and emerging technologies.

Key topics include:

- Content development, management, and promotion
- AI and emerging technologies for creators
- Monetization, scaling, and growth-hacking strategies
- Entrepreneurial and nonprofit deal-making and funding approaches
- Diversity and authenticity in digital production
- Community collaboration and content co-creation
- Impact assessment of digital storytelling and campaigns
- Legal, policy, and regulatory considerations for online creators

b) Background and Rationale

We propose the Social Media Communication in Online Creators (Online Creators program) as a unique, state-of-the-art program reflecting developments at the forefront of the digital communication and creative fields. This one-year program blends theoretical approaches from the academic fields of communication and media studies with the hands-on knowledge and skills offered by successful practitioners who understand this industry most intimately. After careful review of programs across the sector, we assess that, digital creators have no comparable program options that marry advanced professional training with the scholarly rigour of a professional Master's degree, foregrounding the university's values of "tech with a conscience" and fostering closer ties between the academy and industry innovators. The proposed program thus meets academic and industry needs for more formalized training and research on the creator economy that is integrated with and informs professional best practices and creative innovation.

The program objectives include equipping learners with the ability to critically analyze and adapt to the evolving landscape of the Creator Economy, fostering a deep understanding of digital media analytics and user engagement strategies to optimize content reach and effectiveness.

Students will also develop a robust skill set in social media storytelling, communication and marketing, learning to navigate and exploit various platform algorithms for maximum impact.

Another program objective is to build the leaders of tomorrow. The curriculum is designed to instill strong ethical standards in relation to intellectual property, data usage, privacy, security, wellbeing and a commitment to diversity and inclusivity in content creation and

deal making, ensuring learners are prepared to lead with integrity in diverse cultural and social contexts. The program also seeks to build qualified and knowledgeable practitioners who understand Creative Economy regulation and governance at local, domestic and international levels, and at their intersections.

Additionally, the program aims to enhance students' entrepreneurial skills, enabling them to establish and sustain successful digital ventures or elevate their roles within existing organizations.

In addition to these overarching goals, the program has six specific program learning outcomes, which have been designed to clearly align with the Ministry's Degree Level Expectations for graduate programs:

1. **Depth and Breadth of Research Knowledge in Online Creator Studies and Professional Practice:** Students will appraise research in the field of online creator studies and professional practice, including historical, technological, economic, policy, legal, creative, and practical dimensions.
2. **Theoretical and Methodological Competence in Online Creator Studies and Professional Practice:** Students will evaluate relevant theories and research methods within the field of online creator studies and professional practice for utility in various contexts.
3. **Application of Theories and Methods in Online Creator Studies and Creator Field:** Students will apply relevant theories and research methods to conduct research related to the online creator economy.
4. **Autonomy and Professional Capacity in the Online Creator Field:** Students will prioritize a commitment to the highest ethical and professional standards within the creator field throughout their engagements with clients and in broader society.
5. **Scholarly and Professional Communication in Online Creator Studies and Creator Field:** Students will communicate complex ideas in spoken, written, and digital media formats to engage, inform, and influence various audiences.
6. **Reflexivity on the Limits of Knowledge in Online Creator Studies:** Students will evaluate the limits of current research, theories, methods, and practices across academic, civic, and industry contexts to promote the importance of diverse and alternative forms of knowledge creation and creative practice.

The program name thus clearly encapsulates its core focal points and denotes its dual emphasis on the business and creative aspects of online content creation as a practice, and the proposed degree nomenclature is fitting given the program's clear alignment with the Ministry's Degree Level Expectations.

Through a blend of theoretical knowledge and practical application, graduates will leave the program ready to innovate and lead in the digital space, transforming their creative ideas into influential and sustainable digital media projects and careers.

Given the focus of the program, the proposed online delivery method will allow students to learn and thrive in the environment in which they will engage as professionals (in the digital space). An online-first method of delivery also allows for students to be able to attend courses from anywhere and not be restricted by place.

The Online Creators program supports the Faculty of Social Science and Humanities' goal of "Pursuing social justice through learning, research, community outreach, and innovation." The

program reflects the rigorous, critically focused education the Faculty is known to deliver, one that breaks down interdisciplinary boundaries to examine issues holistically and from multiple points of view. Furthermore, the program builds upon the curriculum of the Communication and Digital Media Studies (CDMS) program's two new specializations, Creativity, Digital Arts and Entertainment Industries and Strategic Communications, Social Media and Society, as well as core teaching and research. From the program's founding to the present day, the CDMS curriculum has sought a balance of theoretical and applied communication and digital media studies research, teaching, and professional-creative practice. The CDMS program has always emphasized the importance of achieving a synthesis of thinking and doing, learning about and making media, critical theoretical analysis and digital arts and creativity. Recently, the CDMS program director Dr. Tanner Mirrlees was interviewed in [The Spark: Durham Region Business and Innovation Magazine](#), and the CDMS program was hailed as an example of a "Next Gen Arts Program." The feature story says the CDMS program fosters "interdisciplinary understanding of digital media arts in society with courses guided by professors and creators that explore digital media's interactions with industry and internet business models, politics, laws and creative policies, emerging technologies, changes in audience preferences, and a wide range of social, ethical and cultural topics." The proposed program conveys the CDMS program's longstanding and continuing commitment to media and tech praxis, which is attractive to students who wish to learn how to think about and use digital media to communicate their ideas, arguments, artworks, etc., to inform, advocate and persuade in professional and academic settings.

The Online Creators program also builds upon a creative and "community-focused approach" to economic and social development and innovation by foregrounding the FSSH and the CDMS program's ongoing articulation with numerous provincial, regional, municipal and local creative clusters: in Ontario (e.g., as supported by the [Ministry of Tourism, Culture and Sport](#), and especially, [Ontario Creates](#)); in the Greater Toronto Area (e.g., [Toronto Workforce Innovation - Creative Industries](#)); the Durham Region's "Invest Durham" [Creative Industries](#); [Oshawa's Cultural Leadership Council](#) (C.L.C.) and [Culture Counts: Oshawa's Arts, Culture and Heritage Plan](#) (including the plan to convert the [Arts Resource Centre \(A.R.C.\) into a dynamic Cultural Hub](#)); at Ontario Tech, via the recently established [Brilliant Catalyst](#) (a "home of creative collisions" that is "inspiring and empowering our next generation of innovative change-makers"); and to [SHAD-Canada](#), which encourages the integration of "A" (Arts) with STEM. At Ontario Tech, the program fits with the work undertaken by the [Creators4Change Studio](#), the Decimal Lab, the Centre on Hate, Bias and Extremism, and the Digital Life Institute.

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

The Online Creators program is included in the Faculty of Social Science and Humanities (FSSH) 2023-2025 Integrated Plan which aligns with the Ontario Tech Integrated Academic and Research Plan. It is linked directly to three Ontario Tech "Institutional Priority" Areas: "Tech with a Conscience", "Learning Re-Imagined" and "Strategic Partnerships." This professional Master's program also contributes to existing Ontario Tech strengths in "Skills and Job Outcomes" and "Economic and Community Impact" designated as priorities in the university's Strategic Mandate Agreement. Dean Peter Stoett supports the development of this new program.

Tech with a conscience: We aim to improve the lives of humans and the planet through the ethical application of technology. It's a key component in our teaching and learning practices, administrative processes and innovative research projects. For us, it's not only about developing the next tech breakthrough. Understanding and integrating the social and ethical implications of technology differentiates us as a university.

The proposed Online Creators program will support Ontario Tech University's "tech with a conscience" priority through the creative, entrepreneurial, and ethical use of social media

platforms to encourage digital innovation, support a vibrant and diverse Creator Economy, and advocate for social change. The proposed program directly supports this priority by focusing on the ethical application of technology (digital hardware, software, online creator tools) in the realm of digital content creation, ensuring that the program not only equips students with advanced professional and management knowledge and skills to drive social impact but also instills a deep reflexive understanding of the social and ethical implications of online creator work. This pedagogical mission embodies Ontario Tech University's commitment to integrating technology with a strong sense of social responsibility and ethical awareness in both academic and professional spheres of life and labour. Additionally, the Online Creators program will foreground Ontario Tech University's push to be a "social innovation" leader. In this respect, such a program, with its specific, unique area of focus (to create social good), in combination with its technological foundations (to achieve this good through digital technology) could only, and should only, come from our institution.

Learning re-imagined: We adapt to the ever-changing educational landscape by experimenting with the most effective ways to deliver flexible and dynamic learning, giving more choices to more people. By offering a range of credentials and experiential learning opportunities, and sparking entrepreneurship activities, we provide learner-centred educational options.

The Online Creators program will support Ontario Tech University's "learning re-imagined" priority area by offering a dynamic and flexible curriculum that focuses on the rapidly growing field of digital content creation. Furthermore, the program will support "learning re-imagined" by being the first professional program of its kind in Canada, and one of only a few in the world. The only comparable Master's level program in North America is housed at the University of Southern California Annenberg. The unique curriculum will pair rigorous academic and hands-on learning by bringing together FSSH experts and professional instructors who are pushing the field forward with their cutting-edge work. The program thus targets a range of students, including recent graduates and professionals at all stages of their career who seek to expand the creativity and reach of their digital media engagement. With potential national and international reach, the program will increase the status and visibility of CDMS, FSSH, and Ontario Tech University, particularly as graduates will leverage their platforms to showcase their learning and creative accomplishments.

Partnerships: We help industry, community, government and academic partners be more effective by bringing them together with students and researchers to uncover innovative solutions for our partners' most pressing problems. We team with organizations, local and abroad, to bring synergies, ideas and insights into our research and teaching environment—dynamic spaces that contribute to a more prosperous social fabric and planet.

The proposed Online Creators program will support Ontario Tech University's 'partnership' priority area by facilitating collaborations between faculty and students and a wide array of partners. FSSH will be positioned to identify pressing social problems, co-create innovative solutions, and forge new teaching and research partnerships across the digital creative and entertainment sectors, government arts, media, culture & heritage agencies, and nonprofit organizations that rely on strategic communication, social media platforms and the digital arts & creativity for social change. Potential partners include the Ontario Ministry of Tourism, Culture, Sport; Canada Media Fund; Ontario Creates; Black Screen Office; Durham Region; Oshawa's Cultural Leadership Council; the Independent Production Fund; Web Series Canada and others.

Strategic Mandate Agreement: The professional orientation of the program toward innovative entrepreneurial training in an emerging online field aligns with two key areas of strength in the Strategic Mandate Agreement: Skills and Jobs Outcomes and Economic and Community Impact. As a career-oriented program, the Online Creators program has been designed with input from successful creators and Creator Economy leaders to refine the curriculum to support critical knowledge and practical skills-building tailored to the needs of this fast-growing digital market that lies at the intersection of the information and creative economies. The program will recruit

students who already have an established presence in the industry or relevant professional experience and who wish to further their career by studying advanced business and marketing strategies, digital storytelling and other communication techniques, comparative global case studies in the creator economy, experiential learning opportunities, and other areas of expertise.

The program will make a vibrant contribution to Oshawa and Durham Region by attracting creative industry professionals, including potential international students with our eventual and planned expansion through our hybrid program stream, to our downtown campus. This influx of young professionals will bring economic gains to the region as well as potential community benefits, including possible collaborations with the Brilliant Catalyst innovation hub. We also expect to recruit a diverse student body reflecting the Creator Economy at large, supporting Ontario Tech's EDID values.

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 proposed *Online Creators* program is unique. There are no competing programs in the province, and certainly none geared to the intersections of online *creator impact* and *entrepreneurship*, our key differentiators. We know that this type of intensive 12-month professional program can be lucrative because there are similar successful and highly enrolled professional Master's, including the Master of Digital Media co-administered by the University of British Columbia, Simon Fraser University, Emily Carr University of Art + Design and British Columbia Institute of Technology. Ontario Tech University's "Tech with a Conscience" branding now enables a rich milieu for *Online Creators: Entrepreneurship, Strategy and Storytelling*, an angle that does not exist at other schools.

In addition, through consultations with leaders in the creator space, namely, those who work with and represent the interests of creators on a daily basis, as well as a prominent creator/YouTube partner himself--- we know our Online Creators program provides the kind of training that is missing in the industry (See attached letters of support). Through these letters of support, it is clear that demand and need exist, and our program has been carefully crafted to respond to both.

Intended applicant pool for this program.

The program will be of interest to the following applicants:

- Online creators and influencers: individuals already engaged in content creation on platforms like YouTube, Instagram, TikTok, or podcasting platforms who want to leverage their influence for impact, social change, or advocacy.
- Marketing and communication professionals: individuals from the marketing, public relations, advertising, and strategic communications fields who want to learn how to effectively and ethically use the tools of online creativity and influence to develop and deploy social media and Internet communication campaigns with impact.
- Creative and social entrepreneurs: existing or emerging creative and social innovators who are interested in social enterprise and adapting themselves to the world of online creativity and strategic communications.
- Corporate social responsibility (CSR) professionals and Equity, Diversity, and Inclusivity (EDI) managers: those working in CSR and EDI who want to learn how the Creator Economy may intersect with corporate social initiatives and

institution building.

- Government officials, political communications managers and creative and cultural policy makers: individuals employed in government, party and policy roles who wish to understand how to use online creator strategies and tactics to support their communications campaigns.
- Social issue advocates: individuals passionate about social issues and eager to learn how to use creative tools and social media platforms to amplify their causes and effect change at a broader scale.
- Nonprofit and NGO professionals: employees in the nonprofit sector who seek to enhance their outreach on social media platforms, hone their strategic communication, and creatively engage communities to serve their organizations' goals.
- Activists and members of social movements: individuals who want to learn how to use online creator tools to organize and build movements for social change.
- Educators: teachers who want to incorporate online creator tools and strategies into their teaching methods and practices.
- Students primarily interested in being professional strategic communicators, online creators, and influencers: students who have graduated from various university programs (e.g., communications studies, media studies, digital arts, creative industries, sociology, political science, business, marketing, information technology, etc.) who are interested in the intersection of entrepreneurship, mission-driven storytelling, and online creativity.

Enrolment Information

We plan to grow to 30 students annually per cohort, with two planned cohorts, totaling 60 students) registered in Year 1 by 2029. We plan to open the program with an online-only initial cohort, which will attract working professionals and students from across the country. From there, we envision expanding to a secondary hybrid cohort consisting of 60% in person and 40% online courses, which will be attractive to international students by the year 2029. At this point, the program would have been self-sustaining for several years, with enough startup funds generated to be able to hire the instructors required to lead the additional, in-person courses. Our plan would be to increase the size of the existing online classes, where possible, and to hire additional instructors to lead the additional sections of the online classes where numbers beyond the 30 cannot be justified from a pedagogical standpoint.

Table 1: Projected Enrollment by Academic and Program Year

| | Academic Year | | | | | |
|------------------------|---------------|-----------|-----------|-----------|-----------|-----------|
| | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | 2030-2031 | 2031-2032 |
| Level of Study | | | | | | |
| Master's year 1 | 15 | 20 | 25 | 30 | 60 | 60 |
| Total Enrolment | 15 | 20 | 25 | 30 | 60 | 60 |

e) Societal Need

Trends indicating societal need for graduates in this area.

There is a new burgeoning area of research, professional practice, and career growth in the Creator Economy. At the Summer 2024 [Creators4Change](#) International Communication

Association (ICA) pre-conference, co-organized by David Craig, Tanner Mirrlees and Emilia King, and which brought together leading researchers and socially engaged creator-practitioners, it was evident that there is a clear need for pathways between online creators, public and private sector communication professionals, marketing and brand managers, nonprofits and social impact organizations, and others seeking out creative digital avenues for change.

Richard Florida (2022), renowned for coining the term “creative class” and advising stakeholders in politics, industry, and academia on building creative cities, examines the new dynamics of this Creator Economy in “The Rise of the Creator Economy” (2022). Drawing from a thorough review of over 75 reports, studies, articles, and books, along with interviews with researchers, thought leaders, and creators, Florida defines the “Creator Economy” as the broader economic and social infrastructure supporting creators. Florida refers to social media platforms like Facebook, YouTube, Instagram, TikTok, Twitter, LinkedIn, Substack, and Patreon, as well as the digital tools creators use, the startup companies involved, and the wider infrastructure of support for creators’ work and revenue generation (Florida 2022, 3). Florida introduces a potential new occupational category, defining “Creators” as individuals who are increasingly entrepreneurial in using digital hardware and software to innovate, produce and publish unique creative content in various forms such as video, film, podcasts, art, music, design, text, games, or other media. These Creators monetize their work through various means including memberships, subscriptions, digital tips, advertising, brand partnerships, endorsements, direct platform funding, and other digital payment forms (Florida 2022, 3).

The Creator Economy is a significant sector for economic growth. Individuals who use social media platforms for creativity, community, and commerce, often referred to as influencers and ‘content creators,’ are at the forefront of this trend. These workers typically engage, inform, entertain, and influence audiences on platforms like YouTube, TikTok, and Instagram, as well as podcasts and web series, among others, earning a living by promoting brands or advocating various causes. As social virtual reality continues to grow through metaverse technologies, students will participate in virtual world -building, another avenue for social influencers; “there is tremendous hope in the metaverse as a concept that will change how we collaborate, share information and resources, and create economies” (Stephens et al, 2022). Students combine their knowledge and skill with digital technologies to create content and online campaigns that aim to influence the ideas, perceptions, affects, decisions or opinions of their followers or the broader media public through their authority, expertise, or personal connections.

In Canada, the potential of the Creator Economy is increasingly being recognized in formal ways through funding programs that have been established to directly support and catalyze independent online content creation and storytelling including through the Canada Media Fund’s [Digital Creators Program](#), the Digital Linear Series Program that came before it, [Ontario Creates’ Interactive Digital Media Fund](#), the [Independent Production Fund](#), the [Bell Fund’s Short Form Digital Series Program](#) and [the Telus Fund](#) (which specifically funds the creation of mission- driven online content that promotes wellbeing). There is even a national organization devoted to the Creators/ the Creator Economy in Canada, [Web Series Canada](#), which was established in 2013, with a mission to support and prepare “professional and emerging” creators “for successful careers in entertainment”, as well as the more recent [Digital First Canada](#) which labels itself a “voice for digital first creators”. In connection to this, faculty member Dr. Emilia King has been foundationally involved in the development of Canada’s Creator Economy through her work as the former President of Web Series Canada, as current Board President of the Independent Production Fund (a preeminent source of funding in the online scripted storytelling space), and through her work as an invited expert jury member in the Canada Media Fund’s Digital Linear Program and Digital Creators Pilot

Program. There are also innumerable festivals from around the world devoted to recognizing the success of Creators and their work.

In addition, AI writers and other generative AI content creation tools are altering the global landscape for all of the creative industries. Human-AI teaming will be adopted with content generation enabled by AI technologies for text, image, video, music and voice offered through rapidly transforming platforms, such as Adobe Firefly or OpenAI ChatGPT. Our program will crucially prepare students to ethically harness the power of these new technologies, and incorporate them into their practices, to gain first-mover advantage, to accelerate their careers in new and exciting ways, and to move beyond barriers that traditionally may have held them back.

This proposed program prepares a wide variety of learners for the real world of the Creator Economy and fosters the professional knowledge, skills, and cultural awareness required by all individuals, entrepreneurs, businesses, non-governmental organizations, non-profits, activists and advocates and movements striving for social change via social media. The program introduces learners to key scholarly theories and market-tested methods pertaining to the drivers, uses and impacts of the Creator Economy, equips learners with the most up-to-date professional and critical knowledge and skills related to online creativity for social change, and surveys ethical debates surrounding this field.

Employment Projections

As the Creator Economy evolves so does the recognition of related occupations in academic and Ministry of Labor policy discussions. According to Florida (2022), the creator economy now encompasses between 30 to 85 million Americans and approximately 300 million people worldwide. Signal Fire's report estimated about 50 million creators globally, including two million professionals and 48 million amateurs (Yuan and Constine 2020). Citibank estimates there are over 120 million creators, and an April 2023 Goldman Sachs report predicted that the creator economy would double in size, from US\$250 billion to \$500 billion, by 2027. The allure of becoming a creator isn't limited to current professionals; it has significantly influenced the career aspirations of young people. A Morning Consult report found that 86% of young Americans are interested in becoming social media influencers, with 12% already identifying as such and 20% knowing one personally (Min 2019). A 2021 YouGov survey, adjusted for age and gender, highlighted the variety and popularity of these career aspirations among teenagers, with roles like YouTuber, streamer, or vlogger ranking in their top five choices.

Moving beyond youthful aspirations, the roles of influence and content creation are increasingly becoming widespread across all economic industries and sectors. While influencers, content creators, and platform cultural producers are often associated with the burgeoning Creator Economy, their roles exceed the boundaries of these specific sectors. These budding professionals are finding their knowledge and skills in high demand across a diverse array of economic sectors. For example, in the healthcare industry, medical professionals are turning into influencers to share accurate information and combat misinformation about health issues. In the realm of finance, content creators are being employed by fintech companies to demystify complex financial concepts and products for a broader audience. Even traditional sectors like manufacturing and agriculture hire influencers to humanize their brands and connect with consumers on a more personal level. Non-profits and governmental organizations are also leveraging these creator roles for storytelling, community engagement, and information management. Political parties, for instance, employ creators and influencers to reach wider demographics and engage more effectively with voters (Racker 2022; Riedl, Lukito, & Woolley 2023) and many advocacy and activist organizations and movements are engaging in this sphere. This trend underscores a broader shift in advocacy strategy: recognizing the power of digital storytelling and creator influence

on platforms, with entities across all sectors keen to employ modern social media platforms to forge stronger connections with their audiences and stakeholders.

In this context, there is a clear labor market growth and demand for professionals in the Creator Economy and a need for new graduate programs that equip learners with the professional knowledge and skills they need to succeed in this area. There is also a need in the non-profit, non-governmental, and advocacy sphere, with creators partnering with these organizations, to help them tell their stories and get the messages out. For example, Spitfire Strategies' (<https://www.spitfirestrategies.com/about>) recent report highlights significant potential for growth in partnerships between online creators and social cause organizations. The field can advance by fostering partnerships, community building, education, and providing support for creating social advocacy content at scale.

The policymakers in the Ontario Ministry of Labor have not yet devised a clear occupational category for online creators in the Creator Economy, despite the fact that there are millions of new careers/positions emerging in this area, across every industry, sector, and segment of the global economy. Generally, the category of the online creator is likely to cover the following occupational roles based on the [Canadian Occupational Projection Systems \(COPS\)](#).

- [Advertising, marketing and public relations managers](#)
- [Administrators – post-secondary education and vocational training](#)
- [Business development officers and marketing researchers and consultants](#)
- [Computer Programmers and Interactive Media](#)
- [Human resources managers and professionals](#)
- [Managers in public administration](#)
- [Social policy researchers, consultants and program officers](#)
- [Web-designers and developers](#)
- [Announcers and other broadcasters \(NOC 5231\)](#),
- [Authors and writers \(NOC 5121\)](#)
- [Journalists \(NOC 5123\)](#)

f) Duplication

Given our program's distinctive niche, namely, the defined focus on online creators, and its unique programming that encompasses the creative, business and practical sides of online creator strategy, there is no program, currently existing, that is similar to ours, at Ontario Tech. We do, however, envision our program becoming a natural progression pathway for some students in the undergraduate Communication and Digital Media Studies program, and potentially for some students enrolled in the existing FBIT Game Development and Interactive Media and Marketing undergraduate programs. However, given no graduate programs with this focus exist at the university, we do not anticipate enrolment numbers being affected in any other program – rather, we see our Online Creator program acting as a mechanism for the retention of undergraduate alumni.

As already expressed, there are no existing graduate programs with a defined focus specifically on online creator strategy. The programs identified below thus represent those with a much wider breadth of focus (ex. communications; production; culture) that may incorporate online creator studies/ strategy in a singular course, or as a topic in a course, but none share our specific niche. Note, the examples below represent both professional and research Master's programs because the pool of comparable programs in which online creator strategy is covered is limited.

Table 2: List of Similar Programs in Ontario

| Institution Name | Credential Level and Program Name |
|---|---|
| Toronto Metropolitan University | Master of Professional Communication |
| Link to Program Web Page: https://www.torontomu.ca/procom/graduate/ | |
| Brief Program Description: The Master of Professional Communication (MPC) is a full-time, one-year graduate program that blends theoretical knowledge with practical skills development. A key component of the program is the required internship where students are given the opportunity to work alongside industry professionals, build their professional networks, and gain hands-on experience. The MPC program concludes with a Major Research Paper. | |
| What differentiates the new program from this existing program: Our Online Creators program is similarly professional in nature but differs significantly in the holistic focus on digital content creators. MPC trains students in a broad range of mass media and digital media formats, including strategic and public communication. To the best of our knowledge, MPC does not include any coursework or faculty specialized in online creators or the influencer economy. MPC requires a major research project and internship; our program is driven by coursework and hands-on production experience rather than a culminating thesis project. MPC does not foreground social impact in media production. | |
| Institution Name | Credential Level and Program Name |
| Toronto Metropolitan University | Master of Fine Arts in Documentary Media |
| Link to Program Web Page: https://www.torontomu.ca/documentarymedia/ | |
| Brief Program Description: The Master of Fine Arts in Documentary Media brings together existing traditions of documentary practice in film, photography and new media with emerging approaches to create a unique multidisciplinary program. Students in the program produce major projects exploring compelling subject matter that may take the form of documentary narrative films, print based and interactive photographic books, multi-platform documentaries and gallery-based installations. The Master of Fine Arts in Documentary Media is a full-time, two-year/six-term program based in Toronto Met's School of Image Arts. | |
| What differentiates the new program from this existing program: The Online Creator program does not focus on a particular genre or set of media formats, as does the MFA in Documentary Media, which is highly specialized in documentary production. While some online content creators may employ documentary aesthetics and ethics, documentary training is not central to our program. TMU's documentary program is housed in the School of Image Arts and grows out of the documentary tradition in visual arts, which significantly diverges from our curriculum rooted in digital media theory and production. | |
| Institution Name | Credential Level and Program Name |
| Toronto Metropolitan University | Master of Professional Communication |
| Master of Fine Arts in Documentary Media is a full-time, two-year/six-term program based in Toronto Met's School of Image Arts. | |
| What differentiates the new program from this existing program: The Online Creator program does not focus on a particular genre or set of media formats, as does the MFA in Documentary Media, which is highly specialized in documentary production. While some online content creators may employ documentary aesthetics and ethics, documentary training is not central to our program. TMU's documentary program is housed in the School of Image Arts and grows out of the documentary tradition in visual arts, which significantly diverges from our curriculum rooted in digital media theory and production. | |
| Institution Name | Credential Level and Program Name |
| York University and Toronto Metropolitan University (Joint MA) | Master of Arts in Communication & Culture |
| Link to Program Web Page: https://www.yorku.ca/gradstudies/cmct/programs/ma/ | |

| | |
|--|---|
| Brief Program Description: The MA program is typically a two-year program that examines the social, political, and economic dimensions of such issues as globalization, deregulation, privacy and security, convergence of communication industries, cross-cultural communications, and new media. The program objectives include to design and conduct research on issues and problems in theory, empirical studies, and professional practices; report research using conventional and non-traditional, creative methods; participate in seminar discussions with faculty; and an optional field placement with a public, private, or community organization. | |
| What differentiates the new program from this existing program: The Communication & Culture MA is a broad-based graduate program pursuing interdisciplinary academic inquiry into questions within and beyond the conventional bounds of communication, media studies, political economy, and cultural studies. It does not have coursework, faculty, or curricular focus on online creators specifically. | |
| Institution Name Western University | Credential Level and Program Name Master of Arts in Media Studies |
| Link to Program Web Page: https://www.fims.uwo.ca/programs/graduate_programs/ma_media_studies/index.html | |
| Brief Program Description: The one-year MA program draws on faculty expertise in media, information, and journalism studies to support student research and learning at the intersection of media, information, technology, and culture. Students receive training in a range of research areas and methods, including critical political economy of media, information studies, cultural studies, social movements and social justice, quantitative studies of digital media, critical data studies, media history, and consumer and promotional culture. MA students participate in small seminar classes and develop independent research projects. | |
| What differentiates the new program from this existing program: The Media Studies MA is a broad-based graduate program pursuing interdisciplinary academic inquiry into questions within and beyond the conventional bounds of communication, media studies, political economy, and cultural studies. It does not have coursework, faculty, or curricular focus on online creators specifically. | |
| Institution Name Carleton University | Credential Level and Program Name Master of Arts in Communication |
| Link to Program Web Page: https://carleton.ca/sjc/communication/graduate-studies-2/ma-program-information-admissions-2/ | |
| Brief Program Description: The MA program is typically a two-year interdisciplinary program with a range of specializations including African Studies, Data Science, Latin American and Caribbean Studies, and Climate Change. The program offers three streams: a coursework option, a research essay program, and a thesis option. | |
| What differentiates the new program from this existing program: Similar to the above two programs, the Carleton Communication MA is a comprehensive advanced degree broadly covering the field of Communication and other aligned scholarly disciplines. It is not a specifically professional degree, and does not have coursework, faculty, or curricular focus on online creators specifically. | |

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

As shown above in the program descriptions of comparable communication Master's programs, there are no programs in the province, or the country, centred on online creators either as a research focus or area of professional training. Due to the rapid and ongoing emergence of the creator economy, there is significant demand from those working in this area, and our program will be the first in Canada to address the specific history, skills, theoretical frameworks, and training.

Program Requirements

a) Admission Requirements (QAF 2.1.2.5)

The Online Creators program is open to individuals with a wide array of academic and professional backgrounds. The program aims to harness this diversity, offering a platform for creators from all backgrounds to refine their craft, expand their audience reach, and develop sustainable, impactful careers in the digital space.

Applicants with an undergraduate degree in Communication, Business, Marketing, Art/Design or related fields and minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last 60 credits of a 120-credit undergraduate program are eligible to apply. Prospective applicants will be asked to submit a 500-750 word statement discussing their relevant experience, preparation, and/or aspirations to be involved in the Creator field. Applicants will also be given the option to submit supporting materials that demonstrate engagement with the Creator Economy (e.g., current/previous professional, academic, or personal work samples).

We also consider this program to be suitable for applicants without undergraduate coursework in the Social Sciences and Humanities, but whose amateur or professional work experience ties them to online creative production; such applicants would be assessed on a case-by-case basis by the Online Creator Graduate Program Committee, which will be making decisions regarding admissions. This openness is representative of the actual population of successful online creators and influencers – who work in varied and diverse fields including healthcare, science, education, fashion, and more. These individuals often bring unique perspectives and skills from their respective fields, enriching the Creator Economy with innovative content and ideas.

Non-traditional and international students with different qualifications, including professional work experience or a significant background in advocacy, communication, social impact, or success in the creator field will be considered for admission, upon submission of additional substantiation of these qualifications and in some cases an interview.

The admission criteria proposed here are consistent with those of similar Master's degree programs in Communication at universities across Ontario (see Appendix A).

b) Program Learning Outcomes and Assessment of Student Knowledge (QAF 2.1.2.2 a/b/d, 2.1.2.3, 2.1.2.4)

Table 3: Program Learning Outcomes

| Graduate Degree Level Expectations | Depth and breadth of knowledge | Research and scholarship | Level of application of knowledge | Professional capacity/autonomy | Level of communications skills | Awareness of limits of knowledge |
|------------------------------------|---|--|--|---|---|--|
| Program Learning Outcomes | Acquire and demonstrate an advanced understanding of research in the field of online creator studies and professional practice, including historical, technological, economic, policy, legal, creative, and practical dimensions of the online creator economy. | Critically evaluate relevant theories and research methods within the field of online creator studies and professional practice and assess their utility in both contexts. | Effectively apply relevant theories and research methods to conduct novel studies of the online creator economy. They will also creatively apply this knowledge in the development of plans, creative concepts, campaigns, or prototypes demonstrating their ability to translate conceptual insights into impactful creator content projects. | Translate scholarly research and practical training into advanced professional capacity by demonstrating self-directed research and creative expression; reflexive and informed decision-making for dynamic industry environments; readiness for lifelong professional development; ethical acuity for solving complex societal problems; and contextualized and intersectional evaluation of the benefits and costs of the online creator economy. | Clearly and effectively communicate complex ideas in online creator studies and creative work in spoken, written, and digital media formats. They will also create professional multimedia content reflecting the communication standards of the field, and demonstrate their ability to engage, inform, and influence diverse audiences with this content. | Recognize and reflect on the limits of current research, theories, methods, and practices across academic, civic, and industry contexts, as well as the importance of diverse and alternative forms of knowledge creation and creative practice. |
| Course No. | Assessments | | | | | |
| MOCP 5001 | 1, 2, 3, 4, 6, 7, 8, 9, 10 | 1, 2, 3, 4, 6, 7, 8, 9, 10 | 1, 2 | 2, 6 | 1, 6, 7, 8 | 2, 3 |
| MOCP 5002 | 1, 2, 3, 4, 6, 7, 8, 10 | 1, 2, 3, 4, 6, 7, 8, 9, 10 | 1, 2, 12, 17, 18, 19, 21, 22, 23, 24 | 2, 6 | 1, 6, 7, 8 | 2, 3 |
| MOCP 5003 | 1, 2 | 1, 2, 12, 13, 18 | 1, 2, 12, 17, 18, 19, 21, 22, 23, 24 | 2, 13, 18, 19, 21, 23, 24 | 1, 12, 13, 18, 19, 24 | 2, 13, 18, 19, 23 |
| MOCP 5004 | 2 | 2, 24 | 2, 19, 21, 24 | 2, 19, 21, 24 | 19, 24 | 2, 24 |
| MOCP 5005 | 2, 7, 8 | 2, 8, 13 | 2, 13, 14, 15, 22, 25 | 2, 13, 14, 15, 22, 25 | 8, 13, 14, 15, 25 | 2, 13, 14, 15, 22, 25 |
| MOCP 5006 | 2, 6 | 2, 6, 7, 18 | 2, 19, 21, 24 | 2, 6, 15, 19, 21, 24 | 6, 15, 19, 24 | 2, 15, 19, 24 |
| MOCP 5007 | 1, 2, 6, 7 | 1, 2, 6, 7, 16, 18, 19, 23, 24 | 1, 2, 18, 19, 23, 24 | 2, 6, 16, 18, 19, 23, 24 | 1, 6, 7, 18, 19, 24 | 2, 16, 23, 24 |
| MOCP 5008 | 2 | 2, 19, 23 | 2, 19, 21, 23 | 2, 15, 19, 21, 23 | 2, 15, 19, 23 | 2, 15, 19, 23 |
| MOCP 5009 | 1, 2, 6, 7, 8, 9 | 1, 2, 6, 7, 9, 18, 19 | 1, 2, 18, 19, 21 | 2, 6, 16, 18, 19, 21 | 1, 6, 7, 18, 19 | 2, 16 |
| MOCP 5010 | 2, 7, 8 | 2, 8, 13, 18, 24 | 2, 13, 22, 25 | 2, 13, 22, 25 | 2, 8, 13, 14, 15, 22, 25 | 2, 13, 14, 15, 22, 25 |
| MOCP 5011 | 2, 3, 6, 7 | 1, 2, 6, 7, 12, 13, 18, 24 | 1, 2, 12, 19, 21, 22 | 2, 13, 19, 21, 22 | 1, 6, 7, 12, 13, 15, 19, 21, 22 | 2, 13, 22 |
| MOCP 5012 | 2, 3, 6, 7, 10 | 1, 2, 3, 6, 7, 12, 13, 18, 24 | 1, 2, 12, 18, 19, 23, 24 | 2, 6, 13, 16, 18, 19, 23, 24 | 1, 6, 7, 12, 13, 18, 19, 24 | 2, 3, 13, 16, 23 |

| Degree of Implementation: | Assessment Legend: | | | |
|---------------------------|--------------------|--|----|--|
| Introduced | 1 | Research Essay | 16 | Policy analysis |
| Reinforced | 2 | Case Study | 17 | Methodology Presentation |
| Mastered | 3 | Literature Review | 18 | PR releases and media outreach kits |
| | 4 | Article Review | 19 | Simulations and role-playing games |
| | 5 | Comparative theoretical frameworks | 20 | Ethical case studies |
| | 6 | Debates | 21 | Critique of creator industry practice |
| | 7 | Research Presentations | 22 | Journals |
| | 8 | Student-led discussions | 23 | Scenario planning assignments |
| | 9 | Quizzes and/or tests | 24 | Interactive skills development workshops |
| | 10 | Comparative theoretical frameworks for Online Creators | 25 | Webinars or panel discussions |
| | 11 | Research proposals | | |
| | 12 | Group projects or team-based collaborations | | |
| | 13 | Portfolio | | |
| | 14 | Capstone project | | |
| | 15 | Professional development plan | | |

Description of Program Learning Outcome (PLO) Assessment Methods / Assignments

- **Capstone project:** students develop and execute a comprehensive strategic plan for creating a new content concept, prototype, or campaign that addresses a real-world problem, need or want.
- **Case studies:** students conduct a case study of an online creator or creative influencer campaign that evaluates, analyzes and assesses best (and worst) practices, strategies and tactics, and reflects upon the professional relevance of the findings to their own career aspirations.
- **Comparative theoretical frameworks for Online Creators:** students compare and contrast different theoretical approaches to studying online creators, using a real-world example to anchor the theories and distinguish them with a real-world referent.
- **Article reviews:** students summarize, unpack, and assess the components of a peer-reviewed research article published in the online creator field.
- **Group projects or team-based collaborations:** students pitch a proposal for a solution to a professional and /or social problem related to the creator economy.
- **Journals:** students self-reflexively document their learning experience throughout the course, identifying and assessing their challenges and accomplishments, and relating this personal narrative to their professional aspirations as creators.
- **Market research:** students conduct original research on market-based practices, audiences, creator demographics, sales and marketing strategies, and other characteristics of the creator economy.
- **Portfolio:** students showcase drafts or polished student works, including various forms of digital media content imagined, proposed, accompanied by a reflexive professional creator statement.
- **Scenario planning assignments:** students grapple with professionally relevant or real-world problems encountered by creators, and generate recommendations to manage or try to solve them.
- **Simulations and role-playing games:** students perform or mimic the professional strategies and tactics of online creators (behind the screen or on-screen).
- **Critique of creator industry practice:** students select one current online creator / influencer industry practice connected to a problem, contextualize and analyze it, and propose solutions.
- **Debating:** students (solo or in teams) persuasively advance a position in a debate centered on controversies or polarizing problems, topics, and issues in the creator economy.
- **Ethical case study:** students write essays or create content about an ethical dilemma in the online creator economy, requiring them to weigh the benefits and challenges of specific industry-entrepreneurial logics, platform mechanisms, and professional practices.
- **Executive summary:** students select a peer-reviewed journal article or book chapter about some facet of the creator economy, and translate it into an executive summary or brief.
- **Interactive skills development workshop:** students design and lead a practical “how-to” workshop on specific skills or techniques used by online creators.
- **Literature reviews:** students select a specific concept, topic, theme or problem in the field of online creator studies, and conduct a focused literature review.
- **Methodology presentation:** students explain how a particular method can be applied to a specific study of an online creator or phenomenon in the creator economy.
- **Multimedia presentation:** students create and deliver a presentation (in audio, video, or visual format of some kind) about a topic or issue in the online creator field and demonstrate their command over various digital media formats.
- **Online presentation:** students create and post course-related content online to a public-facing platform (short essays, explainer videos, podcast episodes, infographics).
- **Policy analysis:** students select a current global, national or local set of laws, policies, or regulations and analyze and evaluate how these impact online creators, including their positives and negatives, pros and cons. The analysis may include proposals for new policy.

- **Professional development plan:** students create a detailed professional development plan that outlines how they intend to integrate what they've learned in the course with their creator career goals.
- **PR releases and media outreach kits:** students produce press releases and media kits for research findings (in a peer-reviewed journal article or chapter) pertinent to the creator economy.
- **Research essay:** students write an analytical essay on a specific facet of the online creator economy that synthesizes scholarship and applies it to the study of a real-world topic in the creator field.
- **Research presentation:** students work individually or in groups to conduct in-depth research on a topic related to the creator industry and present their research findings to the class.
- **Research proposal:** students design and pitch a research study, including research questions, methodology, theoretical framework, and plan for execution.
- **Student-led discussion:** individually or in small groups, students will design and lead class discussion on assigned course readings, a pertinent case study of their choice, or other assigned topic.
- **Quizzes and / or tests about creator research:** students complete true / false, multiple choice, and short answer questions about scholarship, theory, method and practice in the creator economy.
- **Webinar or panel discussion:** students organize an online webinar or panel discussion (perhaps inviting a creator scholar or professional creator).

Appropriateness of the program's structure and the requirements to meet its objectives and program learning outcomes

The structure and requirements of the proposed program are designed to align with its objectives and learning outcomes. The program's 30-credit hour structure, comprising 10 courses including a two-part Capstone project, provides a balanced blend of theoretical and professional learning experiences. This configuration ensures that students acquire cutting edge knowledge in the online creator research field, hands-on experience in creative content production, circulation, marketing and exhibition, and fundamentals in cross-platform and digital media storytelling, and foundational entrepreneurship, management, strategy skills. The Capstone project, which spans two semesters, is particularly effective in allowing students to apply their knowledge to real-world problems, facilitating the development of professional-level content that interlinks with real world careers. Additionally, the program's flexibility, offering both full-time and part-time enrollment options, caters to a diverse student cohort, ensuring accessibility for working professionals looking to upskill and aspiring creators alike. The integration of workshops, symposiums, and peer-to-peer sessions further enhances learning by fostering collaboration, mentorship, and networking opportunities. This comprehensive approach underscores the appropriateness of the program's structure in meeting its objectives and ensuring students achieve the desired learning outcomes, which are outlined in Table 3, and elsewhere in this document.

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?);

Assessment of Student Achievement: The assessment process for the program will mirror those employed in other successful graduate programs at Ontario Tech University and elsewhere. The methods of assessment match the learning outcomes and graduate degree level expectations. Overall course grades will be based on a combination of assessment methods (described above). These diverse assessment methods ensure a comprehensive evaluation of student performance across various learning outcome categories. General and specific assessment methods are designed to directly assess the achievement of the program-level learning outcomes on a course-by-course basis, with each course contributing to the bigger whole. Each program-level learning outcome will be measured by individually completed assessments embedded within specific courses throughout the curriculum. These assessments will be evaluated against pre-established performance benchmarks using rubrics where appropriate, ensuring consistent and objective measurement of student achievements. Also, the program will utilize Ontario Tech University's learning management system, Canvas, to support the assessment of student achievement. Canvas facilitates the alignment of learning outcomes at both the course and program levels and integrates assessments through course-specific or program-wide grading rubrics. The system's functionality allows for the automatic collection and compilation of data on student progress, enabling the tracking and reporting of performance levels. This capability is instrumental in enhancing curriculum and teaching methods, identifying at-risk students, and meeting reporting requirements for accreditation processes. Student achievement will also be monitored and discussed through regular graduate committee program meetings.

Completeness and appropriateness of plans for monitoring and assessing:

- ***The overall quality of the program***
- ***Whether the program is achieving in practice its proposed objectives;***
- ***Whether the students are achieving the program learning outcomes; and***
- ***How the resulting information will be documented and subsequently used to inform continuous program improvement***

Monitoring and Assessment of Program Quality

The formal avenue for assessing and monitoring program effectiveness and informing continuous improvement will be through the cyclical program review process as outlined in the Ontario Tech's IQAP. 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 concerns 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.

Additionally, the Faculty will:

- i. Monitor the overall quality of the program through annual reviews of student performance data, feedback from students (general course surveys and specific surveys targeting learning expectations), feedback from participating faculty members (including industry professionals), and external reviews. Program reviews will incorporate data on student outcomes, course evaluations, and feedback from external stakeholders to ensure the program remains relevant and of high quality. Program reviews will be led and coordinated by the Graduate Program Director.
- ii. Monitor the extent to which the program is achieving its proposed objectives through annual reviews of student performance data, feedback from students (general course surveys and specific surveys targeting program objectives), feedback from participating faculty members (including industry professionals) and external reviews. Additionally, the program will seek input from industry leaders in the online creator economy and program alumni to gauge the program's effectiveness in preparing graduates for the creator economy.
- iii. Assess student achievement of the program-level learning outcomes through assessment methods embedded within the curriculum. Regular assessments and final evaluations in each course will provide ongoing feedback on student progress in achieving program-level learning outcomes. The Capstone project, a central component of the program, will serve as a useful measure of overall student achievement.
- iv. Document the resulting information from these assessments in a short annual program report, which will be composed and reviewed by the Graduate Program Director and the Graduate Program Committee. These reports will summarize the program's annual activities, and identify any gaps where enhancements to the achievement and assessment of program objectives and course-specific comes are needed. Based on this data, the Program Director and Graduate Program Committee will recommend targeted program and course-specific modifications to better support program and student learning goals. This continuous feedback loop will ensure that the program remains attentive and responsive to both student needs and research and professional trends. By implementing these practices for monitoring program quality and assessing student achievement, the Master's in Online Creators will maintain high standards of academic excellence and professional relevance, ensuring our graduates are well-prepared to succeed in the creator economy.

- *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 Online Creators program is a 30-credit hour program (10 courses) normally taken over 12 months, and includes a two-part Capstone course which is designed to be completed across 2 semesters (3 credit hours each). The program consists of 9 core courses (27 credit hours). The remaining course (3 credit hours) will vary year to year.

The program will be offered initially, on a fully online basis. This proposed delivery method will allow students to learn and thrive in the environment in which they will engage as professionals (in the digital space). An online-first method of delivery also allows for students to be able to attend courses from anywhere and not be restricted by place. The online delivery method will be most attractive to students who are working professionals and/or have other commitments which might otherwise prohibit them from taking traditional, in-person classes.

As mentioned previously, by 2029 – we also plan to launch a secondary, hybrid cohort consisting of 60% in-person and 40% online courses. We believe this program will be most attractive to international students and those who show a preference toward this hybrid learning style.

In addition to Full Time, the program will also be offered on a part-time basis, and students are expected to complete the coursework requirements minimally on a 1 course per term basis, as per the Faculty of Social Science and Humanities' rules governing part-time graduate education.

The two distinctive learning pathways described above will empower students to meet the Program Learning Outcomes, and Degree Level Expectations in a way that is most meaningful to them. This flexible program design is well aligned with growing expectations for adaptiveness, innovation, and customizability in the delivery of twenty-first century education.

- *Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses*
- *What is the program length? Provide a rationale for the length that ensures the program learning outcomes and requirements can be reasonably completed*

The program is envisioned as a 30 credit-hour program, being offered on a 12, 12, 6 model, across Fall, Winter, Spring/Summer terms. When taken on a full-time basis, students will complete the program over the course of 12 months. The program is also offered on a part-time basis, and students are expected to complete the same coursework requirements, on a minimum one course per term basis as per the Faculty of Social Science and Humanities' rules governing part-time graduate education.

This program design (4 courses in the Fall, 4 courses in the Winter, 2 courses in the Spring/Summer), has been carefully crafted to reflect a scaffolded learning approach wherein students will build on their skills and understanding in a progressive way to ensure they are well-prepared for both parts of the two-term Capstone project.

To cap the program in Spring/Summer, we will host a marquee symposium to culminate the degree with expert, creator and policymaker talks and seminars, a showcase of student

work completed in the program, student awards, professional networking opportunities, and a keynote address by a prominent scholar or creator. Students will have the opportunity to participate in the symposium in person or virtually. Underpinning the course design is an interdisciplinary and innovative pedagogy that offers a cohesive blend of academic rigour and industry-relevant skills.

The curriculum provides students with advanced training in theoretical foundations in media and communication studies, innovative, hands-on methods in design and creative production, and fundamentals in digital entrepreneurship, business management, and marketing strategy. The backbone of the program is the two-semester capstone project, which consists of one semester (Winter) devoted to developing a strategic plan for a creator project. The second semester (Spring/Summer) will focus on executing the project. As students will enter the program with a range of backgrounds, the streamlined capstone series will ensure that every student emerges from the program with a portfolio of professional-level content to help launch aspiring creators or accelerate the careers of those established in the field, giving them the flexibility to work on a topic of their choice.

Many of the core curricular and optional extra-curricular activities are designed to foster collegiality and professional ties that will hopefully exceed the duration of the program itself. Additional supports for these cohorts will include hosting and promoting multimedia playlists of student work on the CDMS website, and inviting alumni to return to speak to and mentor future cohorts.

- *Describe the ways in which the curriculum addresses the current state of the discipline (QAF 2.1.4a)*
- *For researched-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion*

Housed within the interdisciplinary Faculty of Social Science and Humanities at Ontario Tech University, the professional program embraces expertise across a range of academic disciplines and professional orientations, including communication and media studies, legal studies, marketing, digital media production, and others. The program's innovative combination of emergent research and creative methods reflects the unique needs of the creator economy and students interested in engaging with it. Because it will be the first academic program focused on digital creators in Canada, and one of only a few in the world, the original blend of theory and practice will be field-defining, contributing to the state of the sub-discipline as much as reflecting it.

Recent scholarship in digital media, communication and related areas has helped to define and analyze the rapid growth of online creator and influencer cultures, their audiences, changing market and platform dynamics, and regulatory environment. The curriculum is informed by leading research in this area and brings together diverse analytical perspectives including political economy and media industries, business and management studies, cultural economy, intersectionality, platform studies, critical algorithm studies, audience and reception studies, digital ethnography, game studies, branding and marketing, celebrity studies, among other emergent frameworks. It is under this interdisciplinary body of work that the newly emerging field of 'Creator Studies' is taking shape.

Creator Studies can be said to focus on the systematic study of content creators and the Creator Economy, particularly how content is created, distributed, and monetized across various digital platforms. This field encompasses the analysis of diverse creators such as YouTubers, Twitch streamers, podcasters, influencers on social media, and other digital content producers, and the contexts within which they operate. It also examines the socio-economic and cultural impact of these creators on both their audiences and broader media

landscapes.

Creator Studies can be said to investigate several key aspects, including an examination of economic models, or how creators generate revenue through diverse methods such as advertising, sponsorships, crowdfunding, and subscriptions, and an analysis of the sustainability of these models and their implications for traditional and new media economies; production and management, including the study of how content is planned, produced, edited, and managed, and the tools and technologies creators use to organize their workflows and engage with their audiences; cultural impact or how creators influence culture and societal norms through their content, including how they might navigate issues of representation, identity, and ethics; regulation and policy or how various laws, platform policies, and community guidelines affect creators and their operations, including copyright issues, privacy concerns, and the regulation of online speech; audience interaction, or the relationship between creators and their communities, including how creators build, maintain, and interact with their audiences, and the constantly shifting dynamics of fan culture and audience engagement strategies; and innovation and technology, which examines how advancements in technology are continually reshaping the landscape of content creation, including the use of artificial intelligence, virtual and augmented reality, and new forms of interactive media.

The creator economy and cultures that underlie this inquiry, however, are expanding much faster than the research that makes sense of them. Working directly with leading practitioners in the field offers access to the experiential expertise and novel creative methodologies deployed by the many reflexive, critical content creators who use various media to amplify their stories and messages.

- *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)*

As part of our double Capstone series, students will be required to build a real-world, original content campaign for a topic or cause of their choosing. They will be required to 'release the campaign into the world' and track its success against agreed upon targets and key performance indicators. This provides students with a valuable, experiential learning opportunity that will generate polished, measurable portfolio assets with proven results.

- *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

While the rise of Web 2.0 and new digital media technologies have, in important ways, lessened barriers to the production and distribution of independent content – whether it be streamers on Twitch; influencers on Instagram; vloggers on TikTok or producers of podcasts and web series — the online creator economy and storytelling sector is still significantly stratified in terms of both identity and class. This stratification is primarily due to persisting systemic inequalities and uneven access to resources, including professional networks and social capital. Despite the ostensibly democratized nature of platforms like TikTok, YouTube, Twitch, Facebook, and the like, not all creators have equal opportunities to succeed and biases in algorithms on these platforms have been shown to perpetuate or even exacerbate inequities by prioritizing certain forms of identities, content and engagement over others. Algorithms also often favor content that has already gained popularity, creating a feedback loop that benefits established creators. It has been discovered, for example, that [Black creators earn less from brand deals and sponsorships](#) than their white counterparts; or that [Yo u T u b e's algo rithm was rend ering inv isib le L G B T Q c ontent when users ac tivated 'rest ric ted m o d e'](#). Indeed the [award-winning research of Dr. Emilia King](#) showed there was marked underrepresentation with respect to gender and race across key creative roles in online scripted web series, and that the lion's share of funding awarded to online content creators went to those based in the province of Ontario. Creators of colour also experience higher rates of online harassment, bullying, burnout, content appropriation, and flagging and removal of their material due to their identity, limiting their audience reach and resulting in fewer professional opportunities.

This program has been built to expose these inequities and arm creators from all backgrounds with the knowledge and skills to navigate and overcome these barriers. In addition, the online nature of the program also renders it accessible and open to all Canadian creators, despite their province or territory of origin, whether they reside in Ontario or the Yukon.

In more detail:

Curriculum and Pedagogy: The program's curriculum is tailored to address the underrepresentation of marginalized voices in the Creator Economy. It includes modules that critically examine the accessibility of digital tools, platforms and algorithms, and strategies for inclusive content creation. Case studies used in the program will be curated to reflect a diversity of circumstances, backgrounds and content types, including Indigenous perspectives. The program will consult with a wide range of community partners and stakeholders in the development of its curriculum and pedagogy to ensure its appropriateness and balance.

Diversity in Student and Faculty Composition: In line with the university's commitment to diversity, efforts will be made to recruit a diverse cohort of students and contract faculty members. This includes targeted outreach to underrepresented groups, ensuring that the program's student body and teaching staff reflect a wide range of perspectives and experiences. By fostering a diverse learning environment, the program aims to enrich the educational experience and promote a deeper understanding of different cultural and societal contexts in digital media and social advocacy.

Accessible Learning Environment: The program's hybrid and online formats are designed to increase accessibility for a wide range of learners. This includes individuals who may face

barriers to traditional, in-person education due to geographical, financial, or physical constraints. The flexible learning options ensure that the program is inclusive and accessible to all, regardless of their personal circumstances.

Continuous Evaluation and Improvement: The program will implement a continuous evaluation process to assess and enhance its effectiveness in promoting EDID principles. This includes regular feedback from students, faculty, and community partners, ensuring that the program remains responsive to the needs of a diverse student body and the evolving landscape of digital media and social advocacy.

c) Calendar Copy with Program Map(s)

Please see Appendices B and C for proposed Calendar Copy and New Course Proposals.

Consultation

The new program is expected to positively impact both the quality and nature of existing programs within the home and collaborating faculties, particularly the Communication and Digital Media Studies (CDMS) program and the Faculty of Social Science and Humanities at Ontario Tech University. By introducing a curriculum that integrates cutting-edge digital media practices with foundational theoretical insights, the program is designed to enrich the academic environment by offering new perspectives and methodologies that can be incorporated into existing courses. This synergistic approach is expected to enhance the interdisciplinary nature of these faculties, fostering greater collaboration and innovation across programs.

Consultation regarding the development of this new program began nearly a year ago and involved extensive discussions with faculty members from the CDMS program. These consultations were extended to all colleagues within the Faculty of Social Science and Humanities during faculty council meetings. Throughout this period, there has been unanimous support for the program, with no objections raised. Enthusiasm from faculty members has been notable, emphasizing the perceived value and relevance of the program to current academic and industry trends.

In addition to internal consultations, the development process was guided by external input from industry experts. Dr. Emilia King, who leads the Online Creators program development committee, has leveraged her substantial professional network to spearhead this external consultation process. Throughout April and May 2024, Dr. King consulted with three leading industry experts (Jon Taylor, CEO, IPF; Andra Sheffer, digital media industry veteran; and Dan Speerin, seasoned YouTuber, industry leader and YouTube partner) to ensure the curriculum reflects creator needs, current best practices and innovations in the creator field. The initial draft of the curriculum, produced in April 2024, was subsequently refined through collaborative meetings in May 2024. Support letters from these industry experts, affirming their endorsement and the relevance of the program, are attached to this proposal in Appendix D.

Moreover, a letter of support from the Dean of the Faculty of Social Science and Humanities, confirming the strategic alignment of the program with the faculty's goals and priorities, is also included in Appendix D.

Regarding consultations on the principles of Equity, Diversity, Inclusion, and Decolonization (EDID), the program development team has actively engaged with these critical considerations from the outset. Recognizing the importance of these principles in shaping an inclusive and equitable curriculum, the team has undertaken efforts to integrate EDID-focused content and pedagogical approaches. This includes incorporating diverse perspectives and ensuring that the curriculum addresses systemic biases and promotes cultural sensitivity.

Does this Program 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?

As mentioned above, the program has, at a foundational level, been built with the deepest consideration for the principles of EDID. Indeed, one of the core goals of the program, and what sets it apart, is building the leaders of tomorrow, who, through our curriculum, will have been trained to consider these principles in every aspect of their professional online creator practice. Each of our courses will therefore strive to bring in case studies of online creators from diverse backgrounds, including from Indigenous communities, where possible. Instructors will also be drawn from diverse backgrounds, including those from Indigenous communities.

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

Because specific course syllabi have not yet been developed, we have not sought feedback for the IEAC. Course syllabi will be developed in Fall 2025 and consultation will take place at that time.

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

Resource Requirements (QAF 2.1.2.6, 2.1.2.7, 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 (cique@ontariotechu.ca) regarding any implications to existing or new agreements.*

This new program will not impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office, nor will it require changes to any existing agreements with other institutions, or the creation of a new agreement.

b) Faculty Members - Current and New Faculty Requirements

- *Include 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 and 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; how will supervisory loads be distributed?*
- ***If new faculty resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4h)***

Please see Appendix E, Faculty Information and F, Graduate Faculty Short Research Bios.

The Online Creators program will be taught by a mix of primarily full-time CDMS faculty members as well as some faculty from other FSSH programs (such as Legal Studies), and by external working professionals and academic experts in the Creator Economy hired as adjuncts to teach courses in their areas of specialization. We envision that 30-40% of our 10 required core courses will be taught by resident FSSH faculty, and the remainder will be taught by sessional instructors recruited on the basis of their teaching and/or professional experience in the creator industry.

Resident faculty will be asked to teach and do some service to the program on a rotating basis, but as this is a non-thesis program there will be no supervisory expectations. Professional sessional instructors will contribute their expertise, entrepreneurial acumen, experience working with the most advanced technologies and communication strategies, and far-reaching professional networks. This diverse and market-tested composition of the instructors will be one of the program's distinguishing innovations and primary attractors for prospective students as there is no comparable program offering them access to such a slate of experts.

The impact of Online Creators program on existing programs is moderate. The program would require tenured, tenure-track, and teaching faculty who are currently teaching undergraduates, primarily in CDMS, or teaching in other graduate programs, such as MSPI, to teach in the new program. This may necessitate hiring additional sessionals in CDMS to cover some undergraduate courses.

The Online Creators program will require additional service work from participating faculty, including designating an Online Creators Program Director and forming an Online Creators Graduate Program Committee. The GDP will serve a two-year term, require a course release, and will likely be drawn from CDMS. The Graduate Program Committee will consist of 4 full-time faculty participating in the program. The responsibilities of the Graduate Program Committee and Graduate Program Director are laid out below.

Graduate Program Committee (GPC)

Responsibilities of the GPC:

- Full Committee (4 members): Admissions (establish and review admission instructions and criteria; promote program advertising and recruitment; review applications)
- Core Committee (3 members): course teaching assignments; curriculum development and review; organize annual graduation symposium "Showcase @ OUT

Creators4Change”; contribute to the Annual Program Report; discuss and manage any issues that may arise regarding the program, staffing, or students.

Membership of the GPC:

- The Committee will be formed from faculty teaching in the program, including at least 3 full-time resident FSSH faculty to form the Core Committee, and ideally one sessional faculty to complete the Full Committee and advise on student admissions.

The Graduate Program Committee participates in all decisions related to the program, and decides by consensus. If consensus cannot be reached by the Core or Full members, then the Dean (or a delegate Associate Dean) will serve as tie-breaker, as needed.

Graduate Program Director (GPD)

Roles and Responsibilities

- Serves as general advisor for incoming students.
- Chairs all meetings of the Graduate Program Committee
- Serves as program liaison to the Dean:
 - Attends leadership meetings with the Dean
 - Communications GPC decisions, recommendations, and program needs to the Dean
 - Submits any budget requests to the Dean
- Leads/organizes recruitment initiatives
- Lead organizer of annual graduation symposium “Showcase @ OTU Creators4Change”
- Leads the data collection and drafting of the Annual Program Report, which will summarize the program’s annual activities and identify any gaps or changing needs to continue meeting the program objectives and course-specific learning objectives, as well as ensure the success of students.
- Prepares and submits any curriculum changes to FGPS
- Ensures Online Creators Graduate Student Handbook is up-to-date

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.*

The FSSH has a graduate program assistant who liaises with the School of Graduate and Postgraduate Studies (SGPS). The Director of Planning and Operations, the Academic Planning Specialist, and office support staff will provide resources for students in their various capacities. A faculty member will serve as Graduate Program Director and fulfill many of the program’s regular operating requirements. The sessional instructors will bring their unique networks and experience to the curriculum, and will provide opportunities for students to build professional and community connections as well as potentially develop outward-facing projects such as communications campaigns. There will be no need for TAs to support the program.

In terms of sessional support needed, the Online Creators program intends to build a pool of highly specialized, working professionals and researchers from which to staff.

The ideal sessional instructor for this program could be either a professional actively engaged in the creator field or an expert researcher/academic with significant accolades in the space. Professionals from the creator field should have a robust

portfolio showcasing their expertise and success in digital content creation, social media strategy, or online entrepreneurship. Alternatively, or in addition, the ideal candidate could be a distinguished academic with substantial contributions to research in the creator economy or digital media studies.

In addition, SGPS provides support services for graduate students, including graduate professional development workshops, experiential learning, and networking opportunities.

Student Life offers services ranging from academic support, accessibility, health and wellness, equity and inclusion, career readiness, and other forms of community engagement.

d) Supporting information for online and hybrid programs

Ontario Tech University boasts a comprehensive learning management system (Canvas) and robust internet infrastructure, supported by secure VPN access. Established online course offerings have been a part of the university's educational model well before the COVID-19 pandemic, and these platforms have seen significant enhancements, with faculty increasingly adept in online pedagogy - some with experience dating back to the early 2000s. The university is committed to delivering high-quality education across various formats, including online, in-person, and hybrid models, ensuring that curricula are planned meticulously, and student engagement is prioritized.

All courses, designed with Universal Design for Learning (UDL) principles, aim to accommodate the diverse needs of students. This includes pre-lecture outlines, closed-captioned videos, and flexible scheduling of assignments within the university's guidelines. Additionally, the courses offer substantial flexibility in how creative assignments are completed, allowing students to tailor their work to reflect their unique accessibility needs and personal creative styles.

The content across these courses adheres to principles of academic freedom and is structured logically, outlined clearly in the syllabus. With a wide range of pedagogical approaches, the university tailors complexity and design to suit various learning outcomes. Transparent communication about assignment expectations is ensured through detailed guidelines provided in Canvas. Moreover, 60-70% of the program is taught by professionals actively working in the creator field, for whom online engagement and digital creation are primary modes of operation. This direct industry connection enriches the learning experience, providing real-world insights and practices.

The university's Teaching and Learning Centre supports instructors with workshops that enhance online teaching skills and improve assignment design, including the effective segmentation of lectures into shorter segments.

Students facing challenges in their courses are encouraged to engage with instructors, academic advisors, and the Associate Dean of Undergraduate Experience, ensuring that support is accessible regardless of the course format. This comprehensive support system and flexible course design ensure that all students can succeed and thrive in their educational pursuits at Ontario Tech University.

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.

e) Existing non-financial student supports

School of Graduate and Post-Doctoral Studies

Quality graduate and postdoctoral education combines teaching, research, professional development, disciplinary community involvement and personal growth. It is by nature a shared responsibility between students, faculty members, the programs and a large number of support units, with overarching administration being provided by the School of Graduate and Postdoctoral Studies.

The School of Graduate and Postdoctoral Studies (SGPS) furthers the scholarly mission of the university by providing academic and administrative support to the university's postgraduate educational, research, innovation and international activities. Our responsibilities include graduate program development, graduate enrolment management, oversight of academic and quality standards, and the implementation of policies and practices that enhance graduate/postdoctoral scholarly success, career readiness and personal growth. SGPS supports prospective, new and current graduate students through many administrative services including, but not limited to, recruitment, admission, registration, funding and scholarships, orientation, professional development workshops and events, and processing of final theses, projects and papers. SGPS is a single-point-of-contact, multifunctional administrative unit tailored to the complete "life-cycle" of graduate students, providing coordinated support to students and all other stakeholders.

Student Life

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for many 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/>.

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.)
- Gynecological 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).

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) Graduate student financial support

As a professional Master's program, tuition revenues will be the primary financial support for program operations. We do not intend to provide guaranteed funding to students, but we will seek approval from the Ministry to allow students to apply for OSAP and will continue to work with the Advancement Office, SGPS and industry partners to explore opportunities for the creation of scholarships and awards for exceptional candidates with financial constraints.

g) Physical resource requirements

Please see Appendix G for a report from the Library.

In the online delivery mode, no additional physical resources will be required.

In the hybrid delivery mode, 6 of the program's 10 courses will need to be scheduled in physical classrooms. This is well within the Faculty of Social Science and Humanities' capacity to provide.

h) Resource Summary

The Faculty of Social Science and Humanities has the expertise and capability to deliver this program with no additional full-time faculty hires. The program will be taught by existing full-time faculty from CDMS and other program areas within the Faculty with support from professional sessional instructors. Should the program grow larger or more quickly than anticipated the need to hire additional faculty will be considered amongst the hiring priorities of the Faculty and University at large.

Human Resource Requirements

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

If yes, please provide additional details:

At program launch, there will be no additional space requirements needed for the program.

However, as mentioned above, by the anticipated 2029 launch of the hybrid cohort, 6 of the program's 10 courses will need to be scheduled in physical classrooms.

Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? ☐ Yes ☒ 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:

| |
|-----|
| N/A |
|-----|

The resource requirements outlined above have been reviewed and approved by the Academic Resource Committee (ARC): 27 August, 2024

• Closing Statements Regarding Program Quality (QAF 2.1.2.8)

- *Please describe any additional evidence of the quality of the faculty (e.g. qualifications, funding, honours, awards, research, innovation and scholarly record) not already discussed*
- *Please provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience*

The faculty who will teach in and guide the growth of this program demonstrate a breadth of expertise and industry experience that will ensure a successful and high quality professional Master's education (see Appendix E for a full accounting of faculty research activity, graduate supervision, and research grants). The combination of resident research faculty at Ontario Tech with high caliber professional adjunct faculty offers students a robust mix of scholarly and skills-driven instruction. The program's research faculty approach the online creator economy with interdisciplinary training that spans political economy, digital and social media, law and the digital economy, AI, and cultural studies and embody the university's "tech with a conscience" ethos in their work. Dr. Emilia King also has extensive professional creative experience as an award-winning creator and podcaster, which she integrates into her research and innovative pedagogy. Dr. King established and directs the Creators4Change Studio at Ontario Tech and co-founded the successful production company Pink Moon.

The program will also benefit from a deep bench of adjunct faculty who will be recruited on the basis of their familiarity with and success navigating Canada's creator economy. They will bring unique value to the educational experience for students by offering insider knowledge, market-tested techniques and strategies, and cutting-edge technological know-how for the dynamic sector.

Students will have the opportunity to work closely with influential creators and benefit from their professional networks.

The collective faculty aligned with the program are at the forefront of research and innovation in Canada's digital creator landscape: they study its contours, aspire to shape the relevant policy environment, and drive the best of new online creative expression in service of positive social impact. This panel of expertise will make the program distinctively attractive to Canadian and international students and allow them to work with highly accomplished scholars and creators committed to social and technological progress.

APPENDICES

Appendix A - Admissions Criteria at Comparable Programs

Appendix B - Calendar Copy with Program Map

Appendix C - New Course Proposals

Appendix D – Letters of Support

Appendix E - Detailed Listing of Faculty Committed to the Program

Appendix F - Faculty Biographical Information

Appendix G - Library Report

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: Admissions Criteria at Comparable Master's Programs

INTERNAL: Ontario Tech University

Master of Arts - Criminology (FSSH)

- Hold a four-year honours undergraduate degree in the social sciences from a Canadian university, or its equivalent from a recognized institution. Normally, applicants are expected to have graduated with a social science degree that has provided them with a sound understanding of social science methodologies and a basic understanding of criminological theories.
- Minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent.

Master of Arts - Social Practice and Innovation (FSSH)

- Hold a four-year honours undergraduate degree in Communication, Legal Studies, Political Science or a related field from a Canadian university, or its equivalent from a recognized institution. Applicants are expected to demonstrate engagement with social innovation in their previous academic, professional, or work experience. Students with undergraduate degrees or professional work experience in other fields who are able to demonstrate an impressive level of social engagement will also be considered.
- Minimum overall academic standing of a B (GPA: (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent.

General Admissions Criteria for Master's Programs across Faculties -- School of Graduate and Postdoctoral Studies, Ontario Tech University

- Hold a four-year honours degree or its equivalent from a recognized institution in the same area of graduate study or a closely related subject.
- Overall academic standing of at least a B average (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent.

EXTERNAL: Ontario Universities

Master of Professional Communication – Toronto Metropolitan University

- A four-year undergraduate degree with a minimum B average (or equivalent) in the final half of the program.
- A portfolio with samples of the applicant's written communication (e.g., academic essays, professional writing, etc.)
- English language proficiency.

Master of Fine Arts in Documentary Media – Toronto Metropolitan University

- A four-year, honours Bachelor's degree, or equivalent, with a minimum GPA of 3.0 / 4.33 (B), or equivalent, in the final half of the program.
- A portfolio of relevant samples of visual media work (e.g., photographs, film, video, interactive web-based work).
- English language proficiency.

Master of Communication & Culture – York University and Toronto Metropolitan University Joint Program

- A four-year, honours Bachelor's degree, or equivalent, with a minimum GPA of B+.
- Writing sample.
- English language proficiency.

Master of Media Studies – Western University

- A four-year, honours Bachelor's degree, or equivalent, from an accredited university with a minimum overall average of 78% in the last two full-time years of the undergraduate program.
- Academic writing sample.
- English language proficiency.

Master of Communication – Carleton University

- A four-year, honours Bachelor's degree with a minimum B+ average in one's major subjects and a B- or higher average overall.
- Academic writing sample.
- English language proficiency.

Appendix B: Calendar Copy with Program Map

Master of Social Media Communication in Online Creators

Program information

The Master of Social Media Communication in Online Creators equips learners with the professional knowledge and skills needed to succeed as online creators in the fast-growing global Creator and Influencer industries. It emphasizes a mix of cutting-edge research pertaining to the Creator Economy with industry-ready best practices, strategies, and tactics for harnessing social media platforms, business models, and algorithms to inform, advocate, influence, entertain, and create impact. This program will empower learners' digital creativity and business capacity to mobilize social media for impact and economic prosperity, all the while incorporating a view toward ethical practices that prioritize wellbeing, equity and sustainability. Students will expand and refine their storytelling, design, and advocacy skills and be immersed in hands-on business and marketing training that spans the full spectrum of creator needs from content management and creative entrepreneurship, deal making and negotiation, to AI and emerging technologies. Students will complete a two-term Capstone project that culminates in the development, planning, execution, management and measurement of a real-world online storytelling campaign for an issue, cause or organization they are passionate about. Students will leave the program with a portfolio of unique and cutting-edge prototypes, and an advanced professional capacity in the creator field.

Admission requirements

Applicants with an undergraduate degree in Communication, Business, Marketing, Art/Design or related fields and minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last 60 credits of a 120-credit undergraduate program are eligible to apply.

Prospective applicants will be asked to submit a 500-750 word statement discussing their relevant experience, preparation, and/or aspirations to be involved in the Creator field. Applicants will also be given the option to submit supporting materials that demonstrate engagement with the Creator Economy (e.g., current/previous professional, academic, or personal work samples).

Applicants without undergraduate coursework in the Social Sciences and Humanities, but whose amateur or professional work experience ties them to online creative production will also be given consideration; such applicants will be assessed on a case-by-case basis by the Online Creator Graduate Program Committee.

Non-traditional and international students with different qualifications, including professional work experience or a significant background in advocacy, communication, social impact, or success in the creator field will be considered for admission, upon submission of additional substantiation of these qualifications and in some cases an interview.

Part-time studies

The program is offered on a part-time basis, and students are expected to complete the coursework requirements on a 1 course per term basis, as per the Faculty of Social Science and Humanities' rules governing part-time graduate education.

Degree requirements

This is a 30-credit hour program (10 courses), including a two-part Capstone course designed to be completed across two semesters (3 credit hours each). The program consists of 9 core courses (27 credit hours). The remaining course (3 credit hours) will vary year to year from the list below.

Course listing

Core :

- MOCP 5001G Foundations in the Online Creator Economy and Influencer Industries (3 credits) MOCP 5002G Online Creativity for Advocacy and Impact (3 credits)
- MOCP 5003G Digital Storytelling, Viral Writing and Design (3 credits)
- MOCP 5004G Online Content Planning, Production and Management (3 credits)
- MOCP 5005G Capstone I: Concept Development and Strategy (3 credits)
- MOCP 5006G Economic and Entrepreneurial Strategies for Online Creators: Funding, Negotiation and Partnership (3 credits)
- MOCP 5007G Navigating Ethics, Policy, Law, and Regulation for Online Creators (3 credits)
- MOCP 5008G Transformational Technologies and Techniques for Content Creation (3 credits)
- MOCP 5009G Capstone II: Execution and Impact Analysis (3 credits)

Elective: One of the following

- MOCP 5010G Special Topics in the Creator Ecosystem (3 credits)
- MOCP 5011G Social Problems in Global Online Creation: Ethics, EDID and Intersectionality (3 credits)
- MOCP 5012G Global Perspectives in the Creator Economy (3 credits)

Appendix C: List of Courses and New Course Proposals

List of Courses

MOCP 5001G - Foundations in the Online Creator Economy and Influencer Industries
MOCP 5002G - Online Creativity for Advocacy and Impact
MOCP 5003G - Digital Storytelling, Viral Writing and Design
MOCP 5004G - Online Content Planning, Production and Management
MOCP 5005G - Capstone I: Concept Development and Strategy
MOCP 5006G - Economic and Entrepreneurial Strategies for Online Creators: Funding, Negotiation and Partnership
MOCP 5007G - Navigating Ethics, Policy, Law, and Regulation for Online Creators
MOCP 5008G - Transformational Technologies and Techniques for Content Creation
MOCP 5009G - Capstone II: Execution and Impact Analysis
MOCP 5010G - Special Topics in the Creator Ecosystem
MOCP 5011G - Social Problems in Global Online Creation: Ethics, EDID and Intersectionality
MOCP 5012G - Global Perspectives in the Creator Economy

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: Faculty of Social Science and Humanities

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.]

N/A

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:

Course Number:

MOCP 5001

Full Course Title: Foundations in the Online Creator Economy and Influencer Industries

Short-Form Course Title (max. 30 characters): Foundations Online Creators

Course Description

This course will provide students with a foundation in cutting edge research on the creator economy. Topics will include understanding the larger Creator Economy ecosystem, including changing industries, business models and entrepreneurship; governance, including laws, policies and regulations; the technologies and platforms of online creativity, including AI and algorithms; the changing conditions of work, labour, and wellness; and new and emerging topics and issues pertaining to transformations in the creator economy.

| | |
|---|---|
| Credit Hours: 3 | |
| Contact Hours – please indicate total number of hours for each component | |
| Lecture: 3 | Lab: N/A |
| Tutorial: N/A | Other: N/A |
| Cross-listings | |
| Prerequisites for Calendar | N/A |
| Prerequisites for Banner | N/A |
| Co-requisites | N/A |
| Prerequisites with concurrency (pre or co-requisite) | N/A |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | N/A |
| Course Restrictions | N/A |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Research essays; Case studies; Literature reviews; Creator article reviews; Comparative theoretical frameworks for Online Creators; Debates; Research presentations; Student-led discussions; Quizzes and /or tests about creator research

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](https://teachingandlearning.ontariotechu.ca/), or contact them at teachingandlearning@ontariotechu.ca.)

- Students will demonstrate an in-depth understanding of the global Creator Economy ecosystem, including legislative, policy, and governance frameworks.
- Students will gain the capacity to analyze various business models of digital platforms and understand their operational dynamics within the Creator Economy.
- Students will be able to critically examine the structure, volatility, and politics of algorithms used by digital platforms.

-Students will be able to describe, compare and analyze up-to-date monetization strategies for creators, understanding how to apply these effectively in their projects.

-Students will be able to assess the impact of digital media on traditional business and entrepreneurship models, recognizing the shifts and opportunities created by digital transformations.

-Students will gain the capacity to critically evaluate theories and methodologies specific to the Creator Economy, analyzing their relevance and applicability to both academic research and professional practices.

-Students will be able to communicate complex ideas about the Creator Economy clearly and effectively in a way that reflects the highest standards in online creator studies and/or within the professional creator field.

-Students will be able to critically reflect on the limitations of current research, methodologies and practices within the Creator Economy from a social, cultural, technological, and economic perspective.

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: | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

PrMOCP of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No Please explain:

The course content critically examines the Creator Economy, emphasizing the necessity to understand and address disparities in digital access and representation across different demographics. By exploring how legislation, policy, and business models affect diverse creator groups, the course highlights the structural challenges and opportunities within the creator economy that may perpetuate or mitigate inequities. Furthermore, discussions and case studies focus on the inclusivity of different voices, particularly those from marginalized and underrepresented communities, ensuring that students consider the decolonization of digital media spaces and the importance of diverse creator narratives. This approach not only broadens students' understanding but actively engages them in thinking about how to build a more equitable and inclusive creator economy.

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?

| |
|--|
| |
|--|

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

Financial Implications

| |
|-----|
| N/A |
|-----|

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: Faculty of Social Science and Humanities

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.]

N/A

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:

Course Number:

MOCP 5002

Full Course Title: Online Creativity for Advocacy, Social Brokerage and Impact

Short-Form Course Title (max. 30 characters): Online Creativity for Impact

Course Description

This foundational course will explore how online creators engage in advocacy and social brokerage for impact. It will focus on how creators use digital tools and platforms to facilitate interaction and build online communities, partner with and advocate for various organizations and causes, including those connected to social justice, environmental sustainability, human rights, and democracy. The course will explore cutting-edge case studies of successful online advocacy and social brokerage practices with attention to a ethical considerations.

| | |
|---|---|
| Credit Hours: 3 | |
| Contact Hours – please indicate total number of hours for each component | |
| Lecture: 3 | Lab: N/A |
| Tutorial: N/A | Other: N/A |
| Cross-listings | |
| Prerequisites for Calendar | N/A |
| Prerequisites for Banner | N/A |
| Co-requisites | N/A |
| Prerequisites with concurrency (pre or co-requisite) | N/A |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | N/A |
| Course Restrictions | N/A |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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

Research essays; Case studies; Literature reviews; Creator article reviews; Comparative theoretical frameworks for Online Creators; Research proposals; Creator market research; Research presentations; Student-led discussions; Debates;

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

-Students will be able to critically analyze and articulate the role of digital media and social platforms in driving societal change, encompassing historical, technological, economic, policy, and legal aspects.
-Students will be able to evaluate and determine the effectiveness of various theories and research methods applicable to digital advocacy and social impact creation.
-Students will be able to implement relevant theoretical frameworks and methodologies to design and execute digital advocacy campaigns that promote social justice, environmental sustainability, human rights, and democratic values, while being economically viable.
-Students will be able to independently conduct research and create digital content that addresses complex societal issues, ensuring informed decision-making and adherence to ethical standards.
-Students will be able to communicate effectively about the intricacies of digital advocacy using diverse media formats, producing professional content that meets industry standards and engages varied audiences.
-Students will be able to reflect on and discuss the limitations and challenges associated with using digital platforms for advocacy, advocating for the incorporation of diverse perspectives and innovative practices in content creation.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

| | | | |
|--------------------------------------|---|-----------------------------|--|
| Case Study | X | Simulated Workplace Project | |
| Consulting project/workplace project | | Applied Research | |
| Field Experiences | | | |
| Other Types of Experiences: | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

The course framework intentionally integrates diverse perspectives and content that highlight and address systemic inequalities within the Creator Economy and digital advocacy fields. This includes studying the impact of digital platforms on marginalized communities and understanding how these tools can both challenge and reinforce social disparities. The curriculum promotes critical discussions around decolonization by examining how digital media can be used to amplify voices traditionally underrepresented in media. Moreover, course materials, readings, and case studies are carefully selected to represent a broad range of cultures, identities, and viewpoints, ensuring that students not only learn about EDID principles but also apply these concepts in their digital content creation and advocacy efforts.

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?

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

Financial Implications

N/A

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.

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| Faculty: Faculty of Social Science and Humanities |
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| This new course is associated with: |
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|---|
| <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None |
|---|

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| Will this course appear anywhere other than the course description section of the Calendar? |
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|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.]

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| N/A |
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Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

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| 2026-2027 |
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Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

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| Fall 2026 |
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Additional supporting information (optional; please indicate if you are attaching any additional documentation)

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| N/A |
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|----------------------|
| Subject Code: |
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| Course Number: |
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| MOCP 5003 |
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|--|
| Full Course Title: Digital Storytelling, Viral Writing and Design |
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| Short-Form Course Title (max. 30 characters): Designing Virality |
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Course Description

This course empowers students to hone their digital storytelling skills. It combines a focus on storytelling, content packaging, effective publicity and marketing as well as techniques for content scaling and growth-hacking. t.

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| Credit Hours: 3 | |
| Contact Hours – please indicate total number of hours for each component | |
| Lecture: 3 | Lab: N/A |
| Tutorial: N/A | Other: N/A |
| Cross-listings | |
| Prerequisites for Calendar | N/A |
| Prerequisites for Banner | N/A |
| Co-requisites | N/A |
| Prerequisites with concurrency (pre or co-requisite) | N/A |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | N/A |
| Course Restrictions | N/A |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Case studies, including ethical case studies; Research essays; Creator group projects or team-based collaborations; Methodology presentation; Creator market research; Creator portfolio; Creator scenario planning assignments; Critique of creator industry practice; Interactive skills development workshop; Methodology presentation; Multimedia presentation; Online presentation; Webinar or panel discussion; Simulations and role-playing game;

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

-Students will be able to demonstrate comprehensive knowledge of digital storytelling techniques, understanding how changes in technology, culture, and economics influence content creation across various platforms.

-Students will be able to critically apply communication theories and digital media design principles to create engaging and impactful content.

-Students will be able to effectively utilize digital tools and techniques for storytelling, writing, and design to develop content that captures audience attention and achieves significant online engagement.

-Students will be able to independently produce impactful content, using strategic planning and creative skills to adapt messages for diverse media platforms and audiences.

-Students will be able to proficiently communicate their content strategies and outcomes, showcasing their ability to blend textual, visual, and digital media elements effectively.

-Students will be able to evaluate the effectiveness of different storytelling and design approaches, recognizing the limitations and potential biases in digital content creation and its impact on diverse audiences.

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: In this course, students will apply and experiment with different viral writing methods through their assigned coursework. | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

The curriculum is consciously designed to include diverse perspectives by incorporating case studies, readings, and media from a wide range of cultural backgrounds and communities, particularly those that are underrepresented in mainstream media. Assignments and discussions are structured to critically address issues of bias, inequality, and representation in digital content. This approach not only enriches students' learning but also encourages them to produce digital media that is socially aware and culturally sensitive, fostering a more inclusive digital media landscape.

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?

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

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

Financial Implications

N/A

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.

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|--|
| Faculty: Faculty of Social Science and Humanities |
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| This new course is associated with: |
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|---|
| <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None |
|---|

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| Will this course appear anywhere other than the course description section of the Calendar? |
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| |
|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.]

| |
|-----|
| N/A |
|-----|

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

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|-----------|
| 2026-2027 |
|-----------|

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

| |
|-----------|
| Fall 2026 |
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Additional supporting information (optional; please indicate if you are attaching any additional documentation)

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| N/A |
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| Subject Code: |
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| Course Number: |
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| MOCP 5004 |
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| Full Course Title: Capstone I: Concept Development and Strategy |
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| Short-Form Course Title (max. 30 characters): Capstone I |
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Course Description

In the first part of this two-course capstone sequence, students will conceptualize a creator project in a format of their choosing. Examples could include: a podcast series, a YouTube channel, a social media advocacy project, a software application, a creator policy proposal, or a creator outreach and mobilization campaign. The objective is to lay a solid foundation for a comprehensive strategic plan for a creator project. This course integrates theory and practice, encouraging students to innovate and apply their skills in a real-world context. Students are welcome to gear their projects to their work with existing organizations, and those that they may be interested in or already actively involved with.

| | |
|---|---|
| Credit Hours: 3 | |
| Contact Hours – please indicate total number of hours for each component | |
| Lecture: 3 | Lab: N/A |
| Tutorial: N/A | Other: N/A |
| Cross-listings | |
| Prerequisites for Calendar | N/A |
| Prerequisites for Banner | N/A |
| Co-requisites | N/A |
| Prerequisites with concurrency (pre or co-requisite) | N/A |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | N/A |
| Course Restrictions | N/A |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Capstone project; Case studies, including ethical case studies; Journals; Market research; Portfolio; Professional development plan; Student-led discussion; Webinar or panel discussion;

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](https://teachingandlearning.ontariotechu.ca/), or contact them at teachingandlearning@ontariotechu.ca.)

-Students will be able to integrate research insights from online creator studies to inform the development of a comprehensive digital media campaign, ensuring that their project reflects an in-depth understanding of the digital media landscape.

-Students will be able to apply relevant theories and methods to the conceptual development of their capstone projects, ensuring their strategies are grounded in proven practices and innovative approaches.

-Students will be able to effectively utilize strategic planning and audience analysis methodologies to develop their capstone projects, translating theoretical knowledge into practical, actionable campaign plans.

-Students will demonstrate autonomy by independently designing and strategizing a digital campaign, utilizing their research and practical skills to tackle real-world problems creatively and ethically.

-Students will be able to clearly articulate the objectives, strategies, and intended impacts of their capstone projects, showcasing their ability to communicate complex ideas effectively and professionally.

-Students will critically reflect on the challenges and limitations encountered during the development of their digital campaigns, assessing their learning and applying this reflexivity to enhance their professional practice.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

| | | | |
|--|---|-----------------------------|---|
| Case Study | | Simulated Workplace Project | X |
| Consulting project/workplace project | X | Applied Research | X |
| Field Experiences | | | |
| Students will be applying theories, strategies, tactics and techniques they are learning in their coursework to an online storytelling campaign they are expected to launch and test in a real-world context. They are also invited to create this campaign for a real-world company or organization, should they so choose. | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

EDID principles are woven throughout the course content, ensuring that students not only reflect diverse perspectives in their project development but also consider how their campaigns can inclusively address and engage various communities. The course encourages students to choose topics and collaborate with organizations that amplify marginalized voices and tackle issues relevant to underrepresented groups. Additionally, the curriculum emphasizes the importance of creating content that challenges stereotypes and promotes social justice, ensuring that students are equipped to produce campaigns that contribute positively to a more equitable and inclusive digital media environment.

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?

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

Financial Implications

N/A

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.

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|--|
| Faculty: Faculty of Social Science and Humanities |
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| This new course is associated with: |
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|---|
| <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None |
|---|

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| Will this course appear anywhere other than the course description section of the Calendar? |
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|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.]

| |
|-----|
| N/A |
|-----|

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)

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| N/A |
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|----------------------|
| Subject Code: |
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|-----------------------|
| Course Number: |
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| MOCP 5005 |
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|--|
| Full Course Title: Online Content Planning, Production and Management |
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| Short-Form Course Title (max. 30 characters): Online Content Lifecycle |
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Course Description

This nuts-and-bolts course provides a framework for the strategic development, production, and management of digital content. Students will learn to devise comprehensive content plans that align with specific goals and audience needs. The course covers the entire content creation process, from initial concept development and scheduling to production techniques and content optimization. Key topics include resource allocation, content calendaring, project management principles, content promotion, short and long-term performance measurement and community management. Emphasis is placed on managing diverse forms of content across various platforms to ensure consistency and effectiveness in digital communication strategies.

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|---|---|-----------------------------------|---|
| Credit Hours: 3 | | | |
| Contact Hours – please indicate total number of hours for each component | | | |
| Lecture: 3 | | Lab: N/A | |
| Tutorial: N/A | | Other: N/A | |
| Cross-listings | | | |
| Prerequisites for Calendar | N/A | | |
| Prerequisites for Banner | N/A | | |
| Co-requisites | N/A | | |
| Prerequisites with concurrency (pre or co-requisite) | N/A | | |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | N/A | | |
| Course Restrictions | N/A | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Case studies including ethical case studies; Simulations and role-playing games; Interactive skills development workshop; Methodology presentation; Scenario planning; Critique of creator industry practice

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](https://teachingandlearning.ontariotechu.ca/), or contact them at teachingandlearning@ontariotechu.ca.)

-Students will be able to apply comprehensive research insights to develop strategic content plans that are informed by an understanding of the digital media landscape, ensuring alignment with both historical and contemporary practices.

-Students will be able to critically evaluate and apply content creation and management theories and methodologies, ensuring these are effectively utilized to meet specific project goals and audience needs.

-Students will engage in simulated projects that utilize their theoretical and methodological knowledge to manage the entire content creation cycle, from ideation through publication and optimization.

-Students will practice managing simulated digital content projects, demonstrating skills in resource allocation, scheduling, and overseeing content consistency and quality across platforms.

-Students will proficiently communicate their content strategies and management outcomes, effectively using digital and written formats to report on project progress and performance metrics.

-Students will critically reflect on the effectiveness of various content strategies, assessing the limitations of current methods and technologies in achieving desired outcomes and engaging with diverse audiences.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

| | | | |
|---|---|-----------------------------|---|
| Case Study | X | Simulated Workplace Project | X |
| Consulting project/workplace project | | Applied Research | |
| Field Experiences | | | |
| Other Types of Experiences: In this course, students will apply, simulate and experiment with different planning, production, management and measurement tools and methods through their assigned coursework. | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

The course material and resources are selected to ensure a representation of diverse voices and perspectives, especially highlighting content creators and media trends from historically marginalized groups. Simulated projects within the course encourage students to develop content strategies that are inclusive and culturally sensitive, addressing and reflecting global audiences. Additionally, the curriculum includes discussions on how digital platforms can both challenge and perpetuate social inequalities, preparing students to make conscientious decisions in their future media productions that advocate for equity and inclusion in the creator economy.

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?

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

Financial Implications

N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

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New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

| |
|--|
| Faculty: Faculty of Social Science and Humanities |
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| This new course is associated with: |
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|---|
| <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None |
|---|

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| Will this course appear anywhere other than the course description section of the Calendar? |
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| |
|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.]

| |
|-----|
| N/A |
|-----|

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

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|-----------|
| 2026-2027 |
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Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

| |
|-----------|
| Fall 2026 |
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Additional supporting information (optional; please indicate if you are attaching any additional documentation)

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| N/A |
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| Subject Code: |
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| Course Number: |
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| MOCP 5006 |
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|---|
| Full Course Title: Creator Management and Entrepreneurship |
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| Short-Form Course Title (max. 30 characters): Funding and Deal Making |
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Course Description

This course provides students with the knowledge and skillsets relevant for management and entrepreneurship in the creator economy. It focuses both on the managerial and entrepreneurial strategies of creators themselves and those in intermediary roles that facilitate their enterprises. The course emphasizes transparent, fair and lucrative partnership development. It provides an overview of various potential funding sources and collaboration opportunities for creators. Students will gain insights into managing relationships with influencers, brands, agencies, NGOs, and nonprofits. The course offers entrepreneurial tools to assess the value of potential collaborations and funding avenues open to creators, including how to apply for grant funding from various sources where applicable. Special attention is given to demystifying the opacity surrounding fair compensation, equipping students with the knowledge to negotiate equitable and mutually beneficial deals.

| | | | |
|---|---|--|--|
| Credit Hours: 3 | | | |
| Contact Hours – please indicate total number of hours for each component | | | |
| Lecture: 3 | | Lab: N/A | |
| Tutorial: N/A | | Other: N/A | |
| Cross-listings | | | |
| Prerequisites for Calendar | N/A | | |
| Prerequisites for Banner | N/A | | |
| Co-requisites | N/A | | |
| Prerequisites with concurrency (pre or co-requisite) | N/A | | |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | N/A | | |
| Course Restrictions | N/A | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Case studies, including ethical case studies; Simulations and role-playing games; Critique of creator industry practice; Debating: Interactive skills development workshop; Professional development plan

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

-Students will be able to identify and analyze various funding sources and entrepreneurial strategies within the online creator economy, understanding their implications on sustainable business practices.
-Students will critically evaluate economic theories and business methodologies applicable to the creator economy, learning to apply these insights in negotiating and securing partnerships and funding.
-Students will utilize learned theories and methodologies to simulate negotiation processes and partnership strategies, effectively planning and executing collaboration and funding proposals.
-Students will demonstrate the ability to independently navigate the financial aspects of the creator economy, including preparing strategies for grant applications and partnership developments, reflecting a high level of professional autonomy and strategic thinking.
-Students will effectively communicate their economic and entrepreneurial strategies, clearly articulating the rationale and expected outcomes of their funding and partnership decisions to diverse stakeholders.
-Students will reflect on and critically assess the economic challenges and ethical considerations in deal-making within the creator economy, recognizing the limitations and potential impacts of their entrepreneurial strategies on broader societal contexts.

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 | | | |
| | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

The curriculum is designed to critically address how economic disparities and systemic barriers affect creators from diverse backgrounds. Special focus is given to strategies that can enhance equitable access to funding and fair compensation. The course encourages students to explore partnerships with organizations that prioritize social justice and inclusivity, promoting a decolonization approach by acknowledging and actively working against the historical and structural inequities present in the creator economy. By including case studies and examples from a variety of cultures and contexts, the course aims to prepare students to engage respectfully and effectively with diverse partners and audiences, ensuring their entrepreneurial efforts contribute positively to a more inclusive and equitable media landscape.

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?

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

Financial Implications

N/A

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: Faculty of Social Science and Humanities

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.]

N/A

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:

Course Number:

MOCP 5007

Full Course Title: Navigating Ethics, Policy, Law, and Regulation for Online Creators

Short-Form Course Title (max. 30 characters): Creator Ethics, Policy, Law

Course Description

This course explores the multifaceted ethical, policy, legal, and regulatory environment online creators navigate at local, national and global levels. It addresses key considerations in digital content production, including copyright, privacy, freedom of speech, algorithmic bias, and the fragmented, macro-governance exerted by both nation-states and corporations owning these platforms. Students will explore how privatized forms of platform governance, such as user agreements, community guidelines, and content moderation protocols, shape the creation and distribution of digital content. The course emphasizes responsible decision-making and compliance with legal and ethical standards and examines the balance between creative freedom and social responsibility. It also explores the often uneven implications of corporate and governmental regulations on digital creativity, preparing students to manage these issues as informed, conscientious creators in a regulated, complex digital landscape.

| | | | |
|---|---|--|--|
| Credit Hours: 3 | | | |
| Contact Hours – please indicate total number of hours for each component | | | |
| Lecture: 3 | | Lab: N/A | |
| Tutorial: N/A | | Other: N/A | |
| Cross-listings | | | |
| Prerequisites for Calendar | N/A | | |
| Prerequisites for Banner | N/A | | |
| Co-requisites | N/A | | |
| Prerequisites with concurrency (pre or co-requisite) | N/A | | |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | N/A | | |
| Course Restrictions | N/A | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Policy analysis; Case studies including ethical case studies; Research essays; Debating; Online presentation; Scenario planning assignments; Research presentation; Multimedia presentation; Simulations and role-playing games

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

-Students will acquire a deep understanding of the ethical, policy, legal, and regulatory frameworks that impact online content creation at various levels, from local to global.
-Students will critically evaluate and apply legal and ethical theories and frameworks to real-world scenarios faced by online creators, understanding how these frameworks influence digital content production.
-Students will effectively use their knowledge of policies, laws, and regulations to navigate the complex digital environment, ensuring compliance while maintaining creative freedom.
-Students will develop the ability to make informed and responsible decisions regarding the ethical and legal aspects of digital content creation, demonstrating professional autonomy and ethical acuity.
-Students will communicate complex legal and ethical issues clearly and effectively, articulating the balance between policy constraints and creative expression to various stakeholders.
-Students will critically assess the challenges and limitations inherent in navigating the regulatory and ethical landscapes of digital content, understanding the dynamic nature of laws and policies affecting the creator economy.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

| | | | |
|--------------------------------------|---|-----------------------------|---|
| Case Study | X | Simulated Workplace Project | X |
| Consulting project/workplace project | | Applied Research | |
| Field Experiences | | | |
| | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

The course is structured to address how laws, policies, and regulations can differentially impact creators based on their backgrounds and locations. This includes a focus on how marginalized groups may be uniquely affected by digital governance and platform policies. By incorporating diverse case studies and encouraging critical debate, the course challenges students to consider and address systemic biases within the creator economy. Additionally, the curriculum promotes an understanding of how digital platforms can both enable and constrain equitable access to digital spaces, encouraging students to think critically about ways to advocate for more inclusive and decolonized media practices.

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?

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

Financial Implications

N/A

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: Faculty of Social Science and Humanities

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.]

N/A

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:

Course Number:

MOCP 5008

Full Course Title: Transformational Technologies and Techniques for Content Creation

Short-Form Course Title (max. 30 characters): Transformational Tech

Course Description

This course offers an in-depth look at the evolving role of AI and emerging technologies in content creation. It surveys the latest advancements in the creator space, including generative AI, augmented reality (AR), virtual reality (VR), and the metaverse, focusing on practical applications such as prompt engineering for creative writing and image creation, as well as virtual world-building. The course also addresses the ethical implications of the use of these tools and technologies in the Creator Economy. Students will explore how these technologies are reshaping content generation and the broader landscape of the creative industries, equipping them with both the skills and critical awareness necessary to navigate this rapidly transforming field.

| | | | |
|---|---|--|--|
| Credit Hours: 3 | | | |
| Contact Hours – please indicate total number of hours for each component | | | |
| Lecture: 3 | | Lab: N/A | |
| Tutorial: N/A | | Other: N/A | |
| Cross-listings | | | |
| Prerequisites for Calendar | N/A | | |
| Prerequisites for Banner | N/A | | |
| Co-requisites | N/A | | |
| Prerequisites with concurrency (pre or co-requisite) | N/A | | |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | N/A | | |
| Course Restrictions | N/A | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Case studies, including ethical case studies; Simulations and role-playing games Journals; Market research; Portfolio; Scenario planning; Critique of creator industry practice; Professional development plan;

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](https://teachingandlearning.ontariotechu.ca/), or contact them at teachingandlearning@ontariotechu.ca.)

-Students will be able to identify and comprehend the latest advancements in AI and emerging technologies such as AR, VR, and the metaverse, and their impact on the creator economy.

-Students will critically evaluate the methodologies involved in applying these transformational technologies in content creation, assessing their effectiveness and suitability for different types of content.

-Students will apply their understanding of emerging technologies to practical scenarios, utilizing tools like generative AI for creative writing and image creation.

-Students will demonstrate autonomy in selecting and using the appropriate technological tools to effectively create and manage innovative digital content projects.

-Students will communicate the processes and outcomes of their content creation projects effectively, showcasing their ability to integrate transformational tools into practical applications.

-Students will assess the ethical implications and potential biases introduced by AI and other emerging technologies in content creation, reflecting on how these technologies shape and are shaped by cultural and societal norms.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

| | | | |
|--|---|-----------------------------|---|
| Case Study | X | Simulated Workplace Project | X |
| Consulting project/workplace project | | Applied Research | |
| Field Experiences | | | |
| Students will experiment with new transformational technologies and techniques through their coursework. | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

The curriculum actively incorporates EDID principles by critically examining how emerging technologies and innovations such as AI, AR, VR, and the metaverse can both challenge and perpetuate existing disparities within the creator economy. The course includes diverse case studies and examples to ensure that students appreciate the varying impacts of these technologies across different communities and cultural contexts. Ethical considerations are a cornerstone of the course content, encouraging students to use these technologies in ways that promote inclusivity and address systemic biases. By fostering an understanding of the potential for these tools to democratize content creation while also being mindful of their limitations and risks, the course aims to prepare students to make informed, responsible decisions in their professional practices.

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?

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

Financial Implications

N/A

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.

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|--|
| Faculty: Faculty of Social Science and Humanities |
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| This new course is associated with: |
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|---|
| <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None |
|---|

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| Will this course appear anywhere other than the course description section of the Calendar? |
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| |
|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.]

| |
|-----|
| N/A |
|-----|

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)

| |
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| N/A |
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|----------------------|
| Subject Code: |
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| Course Number: |
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| MOCP 5009 |
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|---|
| Full Course Title: Special Topics in the Creator Ecosystem |
|---|

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|---|
| Short-Form Course Title (max. 30 characters): Special Topics |
|---|

Course Description

This is a dynamic and evolving course designed to keep pace with the rapidly changing landscape of the online creator world. Each year, the course focuses on current trends, emerging issues, and the latest innovations in digital content creation. Topics are selected based on their relevance and impact within the creator ecosystem, ensuring that students are always at the forefront of the industry. This course provides students with the opportunity to delve deeply into contemporary subjects, from exploring new social media platforms and technological advancements to shifting audience behaviors and regulatory changes. Through this course, students will gain timely insights and skills, enabling them to stay ahead in the ever-evolving creator field.

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|---|---|--|--|
| Credit Hours: 3 | | | |
| Contact Hours – please indicate total number of hours for each component | | | |
| Lecture: 3 | | Lab: N/A | |
| Tutorial: N/A | | Other: N/A | |
| Cross-listings | | | |
| Prerequisites for Calendar | N/A | | |
| Prerequisites for Banner | N/A | | |
| Co-requisites | N/A | | |
| Prerequisites with concurrency (pre or co-requisite) | N/A | | |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | N/A | | |
| Course Restrictions | N/A | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Case studies, including ethical case studies; Journals; Market research; Scenario planning assignments; Simulations and role-playing games; Critique of creator industry practice; Debating; Multimedia presentation; Policy analysis; Research essay; Research presentation; Research proposal; Quizzes and / or tests about creator research

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

- Students will be able to identify and understand the most current trends and emerging issues within the online creator world, ensuring their knowledge remains at the cutting edge of the industry.
- Students will critically analyze and evaluate the theoretical underpinnings and methodologies applicable to the latest innovations and changes in digital content creation.
- Students will apply up-to-date theories and methods to assess and engage with new technologies, platforms, and audience behaviors, demonstrating adaptability and foresight in content creation.
- Students will independently explore and address emerging topics within the creator ecosystem, showcasing their ability to lead in innovative project developments and strategic decision-making.
- Students will effectively communicate their findings and insights on special topics, demonstrating their ability to inform and influence peers and stakeholders within the creator economy.
- Students will critically reflect on the transient nature of digital trends and the challenges of staying current, understanding the limitations and continuously evolving aspects of knowledge within the creator economy.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

| | | | |
|--------------------------------------|---|-----------------------------|---|
| Case Study | X | Simulated Workplace Project | X |
| Consulting project/workplace project | | Applied Research | |
| Field Experiences | | | |
| | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

This course prioritizes inclusivity by actively incorporating diverse perspectives and case studies that highlight the experiences and challenges of creators from underrepresented groups. By exploring the impact of new technologies and platforms on different communities, the course addresses issues of access and equity within the creator economy. Discussions and materials are selected to promote a broader understanding of how digital innovations can both bridge and reinforce cultural and equity divides, encouraging students to consider decolonial approaches in their content creation.

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?

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

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

Financial Implications

N/A

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: Faculty of Social Science and Humanities

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.]

N/A

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:

Course Number:

MOCP 5010

Full Course Title: Capstone II: Execution and Impact Analysis

Short-Form Course Title (max. 30 characters): Capstone II

Course Description

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|---|----------|
| Capstone II brings the strategic creator plan conceptualized in Capstone I to life. | Students |
| will engage in pre-production planning, content production, the public launch of their projects, and the measurement and assessment of their impact . | |

| | |
|---|---|
| Credit Hours: 3 | |
| Contact Hours – please indicate total number of hours for each component | |
| Lecture: 3 | Lab: N/A |
| Tutorial: N/A | Other: N/A |
| Cross-listings | |
| Prerequisites for Calendar | OCESS 1001, OCESS 1002, OCESS 1003, OCESS 1004 |
| Prerequisites for Banner | OCESS 1001, OCESS 1002, OCESS 1003, OCESS 1004 |
| Co-requisites | N/A |
| Prerequisites with concurrency (pre or co-requisite) | N/A |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | N/A |
| Course Restrictions | N/A |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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) | | HYB (In Class and Online Delivery) | |
| IND (Individual Studies) | | OFF (Off Site) | |
| WB1 (Virtual Meet Time – Synchronous) X | | WEB (Fully Online – Asynchronous) | |
| Not Applicable | | | |

Teaching and assessment methods:

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|---|
| Capstone project; Case studies, including ethical case studies; Journals; Market research; Portfolio; Professional development plan; Student-led discussion; Webinar or panel discussion; |
|---|

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

| |
|--|
| - Students will utilize their deepened knowledge of digital media trends and audience behaviors to implement and manage their campaigns effectively, ensuring alignment with contemporary digital practices. |
| -Students will apply advanced production techniques and methodologies learned throughout the program to execute high-quality digital content that adheres to professional standards. |

-Students will integrate theoretical insights and practical skills in the production and launch of their digital campaigns, demonstrating proficiency in applying these concepts to real-world scenarios.

-Students will demonstrate professional autonomy and decision-making during the production and post-production stages, showcasing their capacity to manage complex projects under real-world constraints.

-Students will communicate the results and effectiveness of their campaigns through comprehensive analysis and reports, demonstrating their ability to convey complex data and insights in a clear and impactful manner.

-Students will critically assess the impact and limitations of their campaigns, using analytical tools to measure success and identify areas for future improvement, thus fostering a continuous learning and development cycle.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

| | | | |
|--|---|-----------------------------|---|
| Case Study | | Simulated Workplace Project | X |
| Consulting project/workplace project | X | Applied Research | X |
| Field Experiences | | | |
| Students will be applying theories, strategies, tactics and techniques they are learning in their coursework to an online storytelling campaign they are expected to launch and test in a real-world context. They are also invited to create this campaign for a real-world company or organization, should they so choose. | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

EDID principles are woven throughout the course content, ensuring that students not only reflect diverse perspectives in their project development but also consider how their campaigns can inclusively address and engage various communities. The course encourages students to choose topics and collaborate with organizations that amplify marginalized voices and tackle issues relevant to underrepresented groups. Additionally, the curriculum emphasizes the importance of creating content that challenges stereotypes and promotes social justice, ensuring that students are equipped to produce campaigns that contribute positively to a more equitable and inclusive digital media environment.

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?

| |
|--|
| |
|--|

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

Financial Implications

| |
|-----|
| N/A |
|-----|

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: Faculty of Social Science and Humanities

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.]

N/A

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:

Course Number:

MOCP 5011

Full Course Title: Social Problems in Global Online Creation: Ethics, EDID and Intersectionality

Short-Form Course Title (max. 30 characters): Social Problems in Global Creation

Course Description

This course explores ethical considerations and social challenges within the global online creation landscape, focusing on Equity, Diversity, Inclusion, and Decolonization (EDID) and intersectionality. It delves into how social problems are represented and addressed in digital content, examining the roles and responsibilities of online creators in promoting social justice and cultural sensitivity. The course encourages critical analysis of online content through the lenses of EDID principles and intersectional theory, identifying biases and systemic inequalities perpetuated by and on digital platforms. Students will engage with case studies and contemporary issues, developing strategies for creating content that is not only inclusive and equitable but also reflective of diverse voices and experiences.

| | |
|---|---|
| Credit Hours: 3 | |
| Contact Hours – please indicate total number of hours for each component | |
| Lecture: 3 | Lab: N/A |
| Tutorial: N/A | Other: N/A |
| Cross-listings | |
| Prerequisites for Calendar | N/A |
| Prerequisites for Banner | N/A |
| Co-requisites | N/A |
| Prerequisites with concurrency (pre or co-requisite) | N/A |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | N/A |
| Course Restrictions | N/A |
| Course Type | <input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Case studies including ethical case studies; Group projects or team-based collaborations; Journals; Literature reviews; Policy analysis; Portfolio; Critique of creator industry practice; Debating; Research essays; Research presentation; Professional development plan; Simulations and role playing games

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

- Students will gain a comprehensive understanding of the ethical issues and social challenges within the global online creation landscape, focusing on how these aspects are influenced by and influence digital content.
- Students will critically evaluate and apply intersectional theory and EDID principles to analyze digital content, assessing the portrayal and impact of social issues within diverse communities.
- Students will use their understanding of EDID and intersectionality to create digital content that effectively addresses and represents social problems, ensuring their work promotes social justice and cultural sensitivity.
- Students will independently develop strategies for inclusive and equitable content creation, demonstrating their ability to navigate and address complex social issues within their professional practice.
- Students will effectively communicate their analyses and strategies for dealing with social issues in digital content, showcasing their ability to engage diverse audiences and influence the broader creator economy with their insights.
- Students will critically reflect on the challenges and limitations of addressing social problems through online platforms, recognizing the ongoing need for adaptability and continued learning in their approach to content creation.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

| | | | |
|--------------------------------------|---|-----------------------------|---|
| Case Study | X | Simulated Workplace Project | X |
| Consulting project/workplace project | | Applied Research | |
| Field Experiences | | | |
| | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

When creating the "Social Problems in Global Online Creation: Ethics, EDID, and Intersectionality" course, the principles of EDID were foundational. The course is specifically designed to explore these themes as they manifest within the global online creator ecosystem. Curriculum materials, readings, and case studies are deliberately chosen to reflect a broad spectrum of perspectives, particularly those from marginalized and underrepresented groups. By focusing on how social issues are represented in digital content, the course provides a critical framework for understanding and addressing systemic inequalities. Additionally, it incorporates intersectional approaches to ensure a comprehensive analysis of how multiple identities and social structures interact within digital media. This setup not only enriches the learning experience but also empowers students to create more inclusive and culturally sensitive content that contributes to a more equitable digital landscape.

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?

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

Financial Implications

N/A

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: Faculty of Social Science and Humanities |
|--|

| |
|--|
| This new course is associated with: |
|--|

| |
|---|
| <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None |
|---|

| |
|--|
| Will this course appear anywhere other than the course description section of the Calendar? |
|--|

| |
|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.]

| |
|-----|
| N/A |
|-----|

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: |
|----------------------|

| |
|-----------------------|
| Course Number: |
|-----------------------|

| |
|-----------|
| MOCP 5012 |
|-----------|

| |
|--|
| Full Course Title: Global Perspectives in the Creator Economy |
|--|

| |
|--|
| Short-Form Course Title (max. 30 characters): Global Perspectives |
|--|

Course Description

This innovative course offers a dynamic examination of the creator economy through a global lens. Partnering with a different international university each year, this course alternates weekly between lectures provided by the partner institution and our home faculty, highlighting the diversity and context-specific strategies of digital content creation worldwide. Students will explore variations in content monetization, audience engagement, and regulatory environments across different cultures. This comparative approach enhances understanding of global digital trends and prepares students for the challenges of an interconnected digital content landscape.

| | |
|---|---|
| Credit Hours: 3 | |
| Contact Hours – please indicate total number of hours for each component | |
| Lecture: 3 | Lab: N/A |
| Tutorial: N/A | Other: N/A |
| Cross-listings | |
| Prerequisites for Calendar | N/A |
| Prerequisites for Banner | N/A |
| Co-requisites | N/A |
| Prerequisites with concurrency (pre or co-requisite) | N/A |
| Credit restrictions | N/A <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | N/A |
| Course Restrictions | N/A |
| Course Type | <input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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:

Comparative theoretical frameworks for online creators; Case studies, including ethical case studies; Literature reviews; Group projects or team-based collaborations; Scenario planning assignments; Research essays; Multimedia presentation; Online presentation; Policy analysis; Debating; Research presentations; Portfolio

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](https://teachingandlearning.ontariotechu.ca/), or contact them at teachingandlearning@ontariotechu.ca.)

- Students will develop a nuanced understanding of the global creator economy, recognizing diverse digital content creation practices and monetization strategies used around the world.
- Students will critically analyze and compare different theoretical frameworks and methodologies used in various international contexts to study the creator economy.
- Students will apply comparative analysis techniques to assess variations in audience engagement and regulatory environments across different cultural and national landscapes.
- Students will demonstrate the ability to adapt and apply global digital content strategies effectively, showcasing flexibility and innovative thinking in an interconnected market.
- Students will effectively communicate their insights on global trends and differences in the creator economy, enhancing their ability to engage with an international audience.
- Students will critically reflect on the complexities and challenges of researching and understanding the global digital landscape, acknowledging the limits of their knowledge and the importance of continuous learning.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

| | | | |
|---|---|-----------------------------|--|
| Case Study | X | Simulated Workplace Project | |
| Consulting project/workplace project | | Applied Research | |
| Field Experiences | Y | | |
| Students will be given a unique 'virtual field experience' and dynamic case study through collaboration with the international university partner for the term. | | | |

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

N/A

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ Yes ☐ No **Please explain:**

When developing the "Global Perspectives in the Creator Economy" course, careful consideration was given to EDID principles.. This course explicitly incorporates a global lens to explore the creator economy, ensuring that the curriculum features diverse perspectives from various cultural, economic, and regulatory environments. By partnering with different international universities each year, the course exposes students to a wide range of content creation practices and strategies that are culturally specific and contextually relevant. This approach not only broadens students' understanding of the global digital landscape but also fosters an inclusive academic environment that values and integrates diverse viewpoints. Additionally, the course encourages critical thinking about the implications of digital media practices on marginalized communities worldwide.

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?

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

Financial Implications

N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

ANDRA SHEFFER
andra.sheffer@sympatico.ca
647 223 4578

Wednesday, May 22, 2024

To Whom It May Concern:

Ontario Tech University's proposed "Online Creators: Entrepreneurship Strategy and Storytelling" Professional Master's program perfectly addresses an identified need in the digital sector, blending advanced digital media strategies with practical entrepreneurial training – a combination of skills and insights that has been challenging to find.

As the CEO of the Independent Production Fund and the Bell Fund for 28 years, I was in a position to encourage and fund innovation within Canada's digital and television sectors. The critical importance of selecting and equipping creators with both creative acumen and strategic insight was essential for success.

This program is set to become a cornerstone for those aspiring to shape the future of our industry and is a fundamental component for digital media achievement.

I fully support this initiative and am excited about the potential it holds for advancing our digital landscape.

Sincerely,



Andra Sheffer

Member, Board of Directors
WebSeries Canada

May 24, 2024

Dear Emilia ,

I'm pleased to articulate strong support for the development of a new, non-thesis Master's-level graduate program in Online Creators: Entrepreneurship, Strategy and Storytelling. This unique program will attract engaging professionals who will apply their creative talent to exciting projects while equipping them with the necessary skills and creative inspiration to change the media landscape today. FSSH has the expertise and teaching bandwidth to offer this program, as well as the physical infrastructure in Charles Hall at our southern campus.

Sincerely,



Dr. Peter Stoett, Dean
Faculty of Social Science and Humanities
Ontario Tech University
Peter.stoett@ontariotechu.ca
905 259 4942



Independent
Production
Fund | Fonds
indépendant
de production

May 21, 2024

**RE: Online Creators: Entrepreneurship Strategy and Storytelling Professional
MA**

To Whom It May Concern:

I am writing to express my strong support for Ontario Tech University's proposed "Online Creators: Entrepreneurship Strategy and Storytelling" Professional Master's program. As CEO of the Independent Production Fund, I recognize the critical need for a specialized academic program that equips digital content creators with both creative and entrepreneurial skills.

This program uniquely addresses the intersection of digital media production and strategic business management, preparing students to thrive in the fast-evolving global creator economy. Its comprehensive curriculum, combining practical skills with ethical practices, aligns with our commitment at the IPF to support sustainable and responsible digital content creation.

I am particularly impressed with Ontario Tech's commitment to integrating cutting-edge technology and real-world applications, ensuring graduates are prepared to lead and innovate.

Please accept this letter as my enthusiastic endorsement of this timely and essential, one-of-a-kind program, which promises to shape future Canadian leaders of the digital content industry.

Thank you for your consideration.

Sincerely,

Jon Taylor
Chief Executive Officer
Independent Production Fund

May 22nd 2024

Toronto
Metropolitan
University

Zone
Learning

To Whom It May Concern,

As a pioneer in the Canadian digital creator landscape and an advocate for ethical innovation, and storytelling, in creator culture, I am thrilled to support Ontario Tech University's "Online Creators: Entrepreneurship Strategy and Storytelling" Professional Master's program.

With my background as one of the first YouTube partners in Canada and my leadership role at Toronto Metropolitan University's preeminent media innovation incubator, the Transmedia Zone, I've recognized the pressing need for a program that not only cultivates skilled digital media professionals but also instills a strong ethical foundation.

This groundbreaking program at Ontario Tech promises to be transformative, equipping the next generation of creators with the tools to succeed responsibly in a complex digital economy.

The curriculum's focus on ethical practices is vital, ensuring that these future leaders create work, that is not only innovative but also conscientious and socially responsible.

I wholeheartedly endorse this initiative and am enthusiastic about its potential to mold a new generation of ethically minded, innovative storytellers, who will drive positive change in the digital media industry.

Sincerely,

Dan Speerin
Co-Director of the Innovation Studio
at The Creative School
Director of the Transmedia Zone

From
Dan Speerin
Transmedia Zone
Innovation Studio at
The Creative School
110 Bond Street
Toronto, Ontario
| M5B 1X8
Toronto Metropolitan
University

The
Creative
School

**Innovation
Studio**

647-341-7270
transmediazone.ca
danspeerin@torontomu.ca

Appendix E: Faculty Committed to the Program

Table 1 Faculty members by home unit and rank

| 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; indicate primary supervisor by asterisks) | Total Graduate Teaching (including New Program) (Note in bold type if faculty is a core course developer for the program) |
|---|-----------------|-------------------|---|--|---|
| 1. Genosko, Gary Professor (tenured) | PhD | FSSH/CDMS | communication modelling; administrative surveillance; critical semiotics; technoculture; museum exhibition design | Teaching core and elective courses | Up to two graduate courses per year |
| 2. King, Emilia Assistant Professor (tenure track) | PhD | FSSH/CDMS | entrepreneurship in creative industries; digital economy; political economy of communications; platforms for creators; business of streaming; independent media production; creative labour and diversity; legal, | Teaching core and elective courses | Up to two graduate courses per year Core Course Developer |

| | | | | | |
|---|-----|-----------|---|------------------------------------|-------------------------------------|
| | | | policy and regulatory factors shaping online creators in local, national, and global markets; design-thinking for storytelling; content development, management, and promotion strategies | | |
| 3. Kish, Zenia Assistant Professor (tenure track) | PhD | FSSH/CDMS | Social media politics; digital life and identity; misinformation and propaganda; platform studies; critical data studies; political economy of digital media; food and media | Teaching core and elective courses | Up to two graduate courses per year |
| 4. Lauricella, Sharon Professor (tenured) | PhD | FSSH/CDMS | Ethical use of generative AI; social media promotion; digital identity | Teaching core and elective courses | Up to two graduate courses per year |
| 5. Mirrlees, Tanner Associate Professor (tenured) | PhD | FSSH/CDMS | creative industries economics; creative industries law, policy and regulation; work and labour in the creative industries; social media platforms and | Teaching core and elective courses | Up to two graduate courses per year |

| | | | | | |
|---|---------|-----------|--|---------------------------------------|--|
| | | | creator cultures; online creators and political advocacy / activism | | |
| 6. Pedersen, Isabel Professor (tenured) | PhD | FSSH/CDMS | emerging technologies; digital and AI assistants for platforms; AI ethics and AI literacy; child creators/ influencers; digital arts and media creation | Teaching core and elective courses | Up to two graduate courses per year |
| 7. Slane, Andrea Professor (tenured) | PhD, JD | FSSH/LS | legal, policy and regulatory factors shaping the work of online creators in local, national, and global markets; intellectual property; privacy and data protection; emerging AI governance models; consumer protection vis a vis digital products and practices; liability for online harms | Teaching core and elective courses | Up to two graduate courses per year |

Table 2 Graduate thesis supervisory records/experience by faculty member

| Name | Completed (last 5 years) | | | Current | | |
|-------------------|--------------------------|-------|-----|----------|-------|-----|
| | Master's | Ph.D. | PDF | Master's | Ph.D. | PDF |
| Emilia King | 3 | | | | | |
| Zenia Kish | | 1 | | | 1 | |
| Sharon Lauricella | | | | 3 | 1 | 1 |
| Tanner Mirrlees | 3 | | | 1 | | |
| Isabel Pedersen | | | 5 | | | 1 |
| Andrea Slane | 5 | | | 1 | | |

Table 3 Publications and creative output records at Ontario Tech by year and outlet (current and last 5 years)

| Year | Faculty Members | Articles | Books | Book Chapters | Reports | Conference Presentations | Creative Outputs *** |
|------|-----------------|----------|-------|---------------|---------|--------------------------|----------------------|
| 2024 | 6 | 2+ 7 | +1 | 1+4 | 0 | 8+3 | 8 |
| 2023 | 6 | 5+2 | 2 | 3 | 0 | 23 | 46 |
| 2022 | 6 | 6 | 0 | 8 | 1 | 13 | 43 |
| 2021 | 6 | 10 | 1 | 7 | 4 | 21 | 7 |
| 2020 | 6 | 3 | 1 | 9 | 2 | 9+3** | 6 |
| 2019 | 9 | 6 | 2 | 9 | 3 | 13 | |

** (deferred/canceled due to Covid)

+forthcoming

*** Creative outputs include: commercials, digital collections, documentaries, episodes, museum exhibits, podcasts, poster creation, video creation, websites

Table 4 Publication records, regardless of affiliation, by year and outlet (current and last 5 years)

| Year | Faculty Members | Articles | Books | Book Chapters | Reports | Conference Presentations | Creative Outputs *** |
|------|-----------------|----------|-------|---------------|---------|--------------------------|----------------------|
| 2023 | 1 | 0 | 0 | 1 | 0 | 3 | |
| 2022 | 1 | 2 | 0 | 2 | 0 | 1 | |
| 2021 | 1 | 0 | 0 | 0 | 0 | 0 | 35 |
| 2020 | 2 | 1 | 0 | 0 | 0 | 1+3** | 51 |
| 2019 | 1 | 0 | 0 | 1 | 0 | 4 | 15 |

** (deferred/canceled due to Covid)

*** Creative outputs include: commercials, digital collections, documentaries, episodes, museum exhibits, podcasts, poster creation, video creation, websites

Table 5 Research funding at Ontario Tech by source and year (year of initial award)

| Year | Faculty Members | Canadian Granting Councils | Canadian Government | International Government | Others |
|------|-----------------|----------------------------|---------------------|--------------------------|----------|
| 2024 | 2 | \$158,570 | | | |
| 2023 | 1 | \$49,476 | | | |
| 2022 | 3 | \$25,000 | | | \$67,076 |
| 2021 | 1 | \$99,393 | | | |
| 2020 | 2 | | \$50,000.00 | \$20,000 | |
| 2019 | 3 | \$141,802 | \$1,817.04 | | |

Table 6 Research funding, regardless of affiliation, by source and year

| Year | Faculty Members | Canadian Granting Councils | Canadian Government | International Government | Others |
|------|-----------------|----------------------------|---------------------|--------------------------|--------|
| 2020 | 1 | \$47,625 | | | |

Appendix F: Faculty Biographical Information

Dr. Gary Genosko is a Full Professor and held a Canada Research Chair in Technoculture Studies from 2002 to 2012. He has received funding from the Canadian Federation for the Humanities and Social Sciences, Social Sciences and Humanities Research Council (SSHRC), and Canada Foundation for Innovation. He has held Visiting Professor positions at the University of New South Wales, the University of Sydney and the University of Toronto. He has extensive experience in research administration on SSHRC committees and served as President of the Toronto Semiotic Circle. His global research footprint was established by bringing the writings of Félix Guattari into the conversation about contemporary Continental philosophy and media theory. The landmark book in this regard was *The Guattari Reader* (1996). His first book, *Baudrillard and Signs* (1994) established his position as a critical semiotic theorist, and his 2016 book, *Critical Semiotics: Theory, from Information to Affect*, asks the question whether semiotics can make an affective turn. His book *McLuhan and Baudrillard: The Masters of Implosion* (1999) situated the two thinkers in the then-burgeoning cyberculture. Recently, two volumes—*When Technocultures Collide* (2013) and *Remodelling Communication* (2012)—are forged in the crucible of communication and cultural studies. He possesses the extensive editorial experience and collaborated with Jay Hetrick on *Machinic Eros: Félix Guattari's Writings on Japan* (2015) and with Nick Thoburn and Franco Bifo Berardi on *After the Future* (2011). Together with Scott Thompson, he published a groundbreaking study of governmental administrative surveillance in Ontario, *Punched Drunk: Alcohol, Surveillance and the LCBO 1927-75* (2009). Current projects focus on the intersection of race and whistleblowing, the philosophical quandaries in Guattari's final book, *Chaosmosis*, and the Canadian painter Harley Parker.

Dr. Emilia King is an award-winning creator, researcher, and institution builder with a focus on challenging the status quo in Canada's media system. She has a unique profile that combines professional creative practice with cutting-edge research on critical digital entrepreneurship, independent production, and media policy. Emilia is the Director of Ontario Tech's *Creators4Change* Studio, and the cofounder of end-to-end production company, *Pink Moon Studio*. Through Pink Moon, Emilia produces premium branded and commercial social media video content for Fortune 500 companies, as well as original storytelling. Her hit podcast "Catch Him if You Can" was the #1 show in Canada on Apple Podcasts at its height and was Apple's pick for Best New Shows in the year it debuted. Prior to joining Ontario Tech, Emilia led TMU's media innovation incubator, the Transmedia Zone, where she mentored storytellers across mediums, including influencers, streamers, gamers, and filmmakers. She is the current president of the Independent Production Fund, which supports online short-form series, and is the past president of Web Series Canada, the organizer of the top web festival in Canada.

Dr. Zenia Kish is a scholar committed to publicly engaged teaching and research that bridges the humanities and social sciences. Her work explores unconventional forms of media across global contexts, including the mediation of philanthropy and agriculture, and makes connections between digital media studies, strategic communication, critical finance studies, American studies, food and agriculture, and development. She co-edited *Food Instagram: Identity, Influence and Negotiation* (University of Illinois Press 2022, with Emily Contois) which offers innovative frameworks and case studies at the intersection of social media, influencers, and global food cultures, and was awarded the 2023 Best Edited Volume Prize from the Association for the Study of Food and Society. She is Associate Editor at the *Journal of Cultural Economy*, which publishes relevant interdisciplinary research for the Online Creators MA in such areas as the political economy of the culture industries, platform economies, and the politics of digital life. In her role as Associate Director of the Oklahoma Center for the Humanities at the University of Tulsa (2022-2023), she organized and curated numerous public humanities events that brought together musicians, film directors, scholars, artists, and activists to explore such issues as AI and creativity, Indigenous sovereignty, and digital media and democracy. Dr. Kish incorporates creative digital production assignments into her courses in Communication and Digital Media Studies from video essays and podcasts to multimedia PR campaigns and interactive websites.

Dr. Sharon Lauricella is an award-winning university professor. She is a two-time recipient of the Ontario Tech University Teaching Award and a two-time recipient of the Faculty of Social Science and Humanities Teaching Award. She has been nominated for provincial and national teaching recognition, including a nomination for the 3M National Teaching Fellowship and the Ontario OCUFA Teaching Award. She instructs courses including Non-Violent Communication, Public Speaking, and Communication Ethics. Sharon holds a doctoral degree from Cambridge University in England. Her undergraduate work was completed in Boston, Massachusetts, and Edinburgh, Scotland. She also has a certificate in Higher Education Teaching from Harvard University. Sharon has climbed mountaintops all over the world, and has practised yoga for more than 20 years, having studied all over North America with the world's leading instructors. Dr. Lauricella has published widely on issues pertaining to the scholarship of teaching and learning (SoTL) including the student experience with technology in higher education. She is also actively engaged in studies addressing digital identities and focuses on how women and cultures construct and maintain their online digital identities. Dr. Lauricella holds a SSHRC grant investigating undergraduate student mental health as represented in print news and social media.

Dr. Isabel Pedersen is Professor of Communication Studies. She is the founding director of the Digital Life Institute, an international research network of multidisciplinary scholars studying the social implications of emergent digital technologies (digitallife.org). She studies the cultural, ethical, and political challenges posed by technological change. She is co-author of *Augmentation Technologies and Artificial Intelligence in Technical Communication: Designing Ethical Futures* (Routledge, 2023) and *Writing Futures: Collaborative, Algorithmic, Autonomous* (2021, Springer). She is co-editor of *Embodied Computing: Wearables, Implantables, Embeddables, Ingestibles* (2020, MIT Press). She has directed Decimal Lab at Ontario Tech University since 2013. Decimal Lab is a digital culture and media lab, producing critical media arts projects and technocultural artifacts that have been exhibited internationally. She appeared as an expert for "Life After Digital," a TVO documentary by Marc Le Guerre (2014). She has been asked to speak on the topic of emerging embodied technologies at festivals, including the *Subtle Technologies Festival* (Toronto) and *World Science Festival* (New York). In the last five years, she has been interviewed by Global News, The Agenda with Steve Paikin, CBC News, and The Feedback Loop Podcast, produced by the Singularity Group on the implications of future technologies.

Dr. Andrea Slane is a Professor in the Legal Studies program. Her research focuses on privacy, data protection, and the variety of legal regimes that protect people from both individual and commercial wrongdoing online and over digital devices. She has a substantial body of work on the appropriate means to regulate the flow of personal information whether between individuals; individuals and businesses; businesses and government; business to business; or to the public. She has also conducted sociological research on the views of professionals who work with victims of online child sexual exploitation and is currently engaged in a project examining older people's views toward new social support technologies such as digital assistants and social robots. Prior to joining Ontario Tech, she was Executive Director of the Centre for Innovation Law and Policy at the University of Toronto, Faculty of Law. She received her Juris Doctor degree, with honors, from the University of Toronto in 2003, and was called to the Ontario bar in 2004. Dr. Slane practiced trademark, copyright, privacy and technology law at a large downtown law firm in Toronto before returning to academia in 2006.

Dr. Tanner Mirrlees is an Associate Professor in the Communication and Digital Media Studies program in the Faculty of Social Science and Humanities at Ontario Tech University. Mirrlees is a past president of the Canadian Communication Association (CCA) (2020-2022), a past organizer of its annual conference for the Congress of the Federation for the Humanities and Social Sciences (2018-2020), and now serves on the Board of Directors for the *Canadian Journal of Communication and Democratic Communiqué*. Mirrlees is the author of *Work in the Digital Media and Entertainment Industries: A Critical Introduction* (Routledge, 2024), *Global Entertainment Media: Between Cultural Imperialism and Cultural Globalization* (Routledge, 2013), *Hearts and Mines: The US Empire's Cultural Industry* (UBC Press, 2016), and co-author of *EdTech Inc.: Selling, Automating and Globalizing Higher Education in the Digital Age* (Routledge, 2019). Mirrlees is also the co-editor of *Media Imperialism: Continuity and Change* (Rowman & Littlefield, 2019), *Media, Technology, and the Culture of Militarism* (Democratic Communiqué, 2014),

and *The Television Reader* (Oxford University Press, 2012). Mirrlees has appeared in documentaries such as *Theaters of War* (Media Education Foundation), *Myths on Screen: Hollywood's Role in War and Propaganda* (CBC IDEAS), and *Man Up! The Masculinity Crisis* (CBC IDEAS), co-created podcasts including *Tech-Bros and Techno-Utopias: A Darts and Letters Mini-Series* and produced numerous educational YouTube videos. In 2023, Mirrlees co-organized *Creators4Change*, an International Communication Association (ICA) pre-conference that explored how online creators harness platforms to catalyze social change.

Appendix G: Library Report

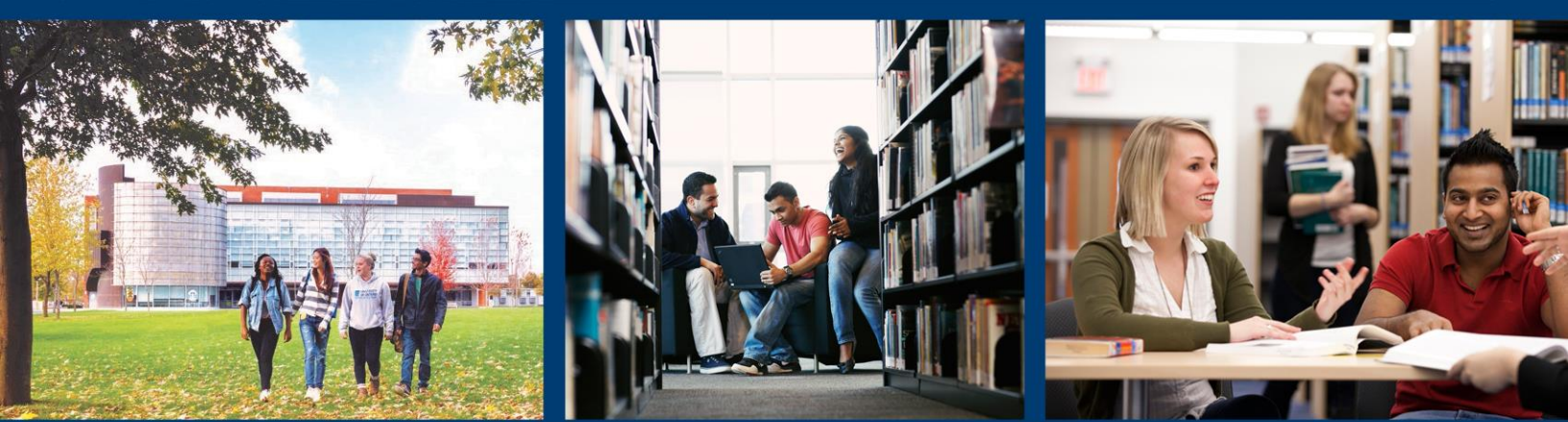
New Program Assessment: Master of Social Media Communication in Online Creators

Library Statement of Support Provided to Ontario Tech University

Prepared by:

Chelsie Lalonde, Faculty of Social Science and Humanities Liaison Librarian

May 2024



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Summary

Ontario Tech University Library's holdings in the subject area of communication are strong.

The proposed Master of Social Media Communication in Online Creators focuses on communication, social media, technology, writing and storytelling, business and marketing, design, policy and legislation, and social justice. This program will benefit from our library collections supporting the Faculty of Social Science and Humanities' programs in Communication and Digital Media Studies, Legal Studies, and Psychology. In addition, the program will be supported by Faculty of Business and Information Technology collections in business, marketing, and entrepreneurship.

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 Master of Social Media Communication in Online Creators. 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 courses during the first semester of the program.

Resource Requirements

While our collection of journal and streaming videos are well positioned to support this program, our book and e-book collection would require some growth in the topic areas of social media content creators and influencers. Areas of development include social media as it relates to society, social issues, and social justice; social media as it relates to politics, law, legislation, and policy; social media and design; and social media as it relates to influencers, authors, writing, and management.

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 Master of Arts, Online Creators, focuses on communication, social media, technology, writing and storytelling, business and marketing, design, policy and legislation, and social justice. This program will benefit from our library collections supporting the Faculty of Social Science and Humanities' programs in Communication and Digital Media Studies, Legal Studies, and Psychology. In addition, the program will be supported by Faculty of Business and Information Technology collections in business, marketing, and entrepreneurship.

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 Communication and Digital Media Studies, our collection spans areas professional communications and the impact of online media on society. Within the Faculty of Social Science and Humanities, resources supporting programs in psychology, political science and legal studies will support this program. Further, the broader library collection covers areas of interdisciplinary relevance such as business, marketing, entrepreneurship and technology.

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 disciplines related to Communications and Digital Media Studies are strong. We provide access, through subscription, to most of the relevant journals in the communication subject area with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database 2022.

| Subject Category | Ontario Tech Access | Select Titles |
|------------------|---------------------|--|
| Communication | 20/20 | <ul style="list-style-type: none"> • New Media & Society • Journal of Communication • Information Communication & Society • Communication Research • Journal of Computer-Mediated Communication • International Journal of Communication • Social Media + Society • Human Communication Research |

Other magazines and journals of particular relevance within our library holdings include: Ad Age, the Journal of Promotion Management, and the International Journal of Consumer Studies.

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 unavailable 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 supporting the Online Creators program.

| Subject | # Print Books | # E-Books |
|---------------------------|---------------|-----------|
| Social media | 245 | 3564 |
| Online social networks | 123 | 1603 |
| Internet marketing | 171 | 2045 |
| Influence (Psychology) | 25 | 300 |
| Social media - Marketing | 15 | 80 |
| Social media – management | 0 | 12 |

| Subject | # Print Books | # E-Books |
|---|---------------|-----------|
| Viral marketing | 7 | 82 |
| Social media and society | 3 | 46 |
| Social media – Political aspects | 23 | 39 |
| Social media – Economic aspects | 23 | 110 |
| Social media – Law and legislation | 10 | 13 |
| Digital media – Moral and ethical aspects | 1 | 3 |
| Social media - Design | 1 | 1 |
| Online identities | 14 | 126 |
| Online authorship | 6 | 81 |
| Social media – Influence | 2 | 8 |
| Internet personalities | 0 | 8 |
| Social media – Authorship | 0 | 1 |

Collection growth would be desirable in topic areas of influencers and social media content creators, particularly in subject areas with associated subject headings such as: social media and society, social media – political aspects, social media – law and legislation, social media – design, social media – influence, social media – authorship, and social media – management.

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in Communication and Digital Media Studies, and Online Creators. Database searching 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 Databases: |
|---|---|--|
| Communication and Digital Media Studies: <ul style="list-style-type: none"> Communication & Mass Media Complete Business, Marketing and Entrepreneurship: <ul style="list-style-type: none"> Business Source Complete ProQuest One Business ABI/INFORM Complete | Psychology: <ul style="list-style-type: none"> APA PsycInfo APA PsycArticles Law and Legislation: <ul style="list-style-type: none"> Lexis Advance Quicklaw Technology: <ul style="list-style-type: none"> Computers & Applied Science Complete ACM Digital Library | Multidisciplinary: <ul style="list-style-type: none"> ProQuest Sociology Web of Science Scopus |

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 Online Creators 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 social media and communications. The following video collections are particularly relevant to the Online Creators program.

Relevant Streaming Video Collections

| Streaming Video Collection | Relevant Titles |
|----------------------------|--|
| Kanopy Streaming | <ul style="list-style-type: none">• Media & Communications: 245• Social Media: 79 |
| CBC Curio | <ul style="list-style-type: none">• Media and communications: 140 |
| NFB Campus | <ul style="list-style-type: none">• Media and communications: 3683• Social media: 481 |

Library Services

A range of library services support teaching, learning and research at Ontario Tech. Students and faculty in the Online Creators program 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, eScholar, 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 supports the development of students' skills to successfully search, evaluate and ethically use scholarly resources to accomplish 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 received instructional support from a 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. 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 Communication and Digital Media Studies include:

- Communication and Digital Media Studies:
<https://guides.library.ontariotechu.ca/communications>
- Citation Guide: <https://guides.library.ontariotechu.ca/citation>

During the 2022-2023 academic year these guides were viewed a combined 7,342 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, podcast kits and device chargers.

Library Staffing

The anticipated intake for students in the Online Creators program is 40 to 60 students per year, divided not two cohorts, hybrid and online, with 20 to 30 students in each group.

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 Master of Social Media Communication in Online Creators. Our suite of services and programs meets the needs of students and faculty in this program.

We look forward to working in collaboration with students and faculty in this new program.

**Reviewers' Report on the
Proposed Master of Social Media Communication in Online Creators Program
in Faculty of Social Science and Humanities at Ontario Tech University**

External Reviewers

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1. OUTLINE OF THE REVIEW:

This review is based on a desk audit of program materials and online sessions conducted over two days with the administration, faculty, staff members, library representatives, and students.

- 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

- 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 presented with clarity and the appropriate degree nomenclature that prove consistent with the institution's mission and academic plans.

As discussed in the online sessions, the concept of an "online creator" is still nascent and evolving, as is the terminology that varies contextually and functionally from influencers and content creators, to YouTubers and TikTokers, vloggers, podcasters, and streamers, game players and lifestyle experts. In addition, the online creator eco-system includes a more diverse array of stakeholders who might benefit from this program, in particular, the professional management class employed by intermediary creator service organizations like influencer agencies, talent management firms, and social media platforms. As an online program, this will afford greater opportunity for aspiring online creators throughout Canada to develop their craft and pursue employment in this space, if also international students as this is the first program of its kind in North America. These conditions represent both an opportunity and a challenge for the program to appeal to an even larger and more diverse cohort of students and professionals.

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

The program's structure appropriately meets all the requirements to meet its objectives and program-learning outcomes. The structure, requirements, and outcomes may arguably exceed expectations for a professional graduate degree. The mode of delivery, which starts with online but has the option to go hybrid in later years, proves an invaluable asset for facilitating the students' successful completion of the program-learning outcomes. In sum, an online program to teach students how to pursue careers in an online industry could not be better aligned. With regards to the curriculum, as reviewers who feature centrally in developing this area of study, we are more than impressed by the breadth of courses, pedagogy, and, most notably, the balance of theory, frameworks, and critical thought to professional practice, skills-based learning, and applied outcomes. In our online sessions, we proposed a few revisions of courses for greater clarity along with suggestions for instruction, like teaching courses regarding the "social practices" of creators in managing online communities and the roles of creator managers, agencies, and activists. We also proposed a more diverse array of capstone options that better reflect the diversity of outcomes and careers that these students may be interested in pursuing.

2.3 Program requirements for graduate programs only

- Clear rationale for program length that ensures that students can complete the program level learning outcomes and requirements within the proposed time
- Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion

While a one-year, 10-course, 2-capstone requirement is ambitious, we do believe the program is manageable within the proposed time afforded across a full 4-quarter academic year. All of the courses are graduate-level courses. Although this is a professional, non-research-focused program, we anticipate that, within these courses, students will engage in research-based work for which ample resources from the institution have been provided to help achieve these goals. This includes library access and software support.

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

The methods for assessing student achievement are appropriate as are the plans to monitor and assess across all these categories listed above. The Faculty has provided a comprehensive appraisal of the alignment of program curriculum to Degree Level Expectations and Program Learning Outcomes and has clearly articulated how a diverse range of assessment mechanisms will be coordinated and utilized to assess student performance. A well-defined set of program-specific and institutional processes provide ample opportunity for review, reflection, and continuous improvement.

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

Given the program's objectives and program learning outcomes, the program's admission requirements are appropriate. The alternative admission requirements are directly related to professional experience in creative content industries including recognition of the unique expertise reflected in the many fields within which content creators work, such as healthcare, science, education, and fashion among others. The program demonstrated awareness of the unique advantages and challenges for students admitted with alternate criteria, including the potential need to help some students acquire basic academic, reading, writing and analytic skills.

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

Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes, the program has demonstrated participation of a sufficient number and quality of core faculty who are competent to teach in and achieve the goals of the program and foster the appropriate academic environment. We were also satisfied that the program has demonstrated the 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. The program has demonstrated adequate resources to sustain the quality of scholarship and research activities produced by students, including library support and information technology support. Further, the program demonstrated adequate support from student services for the unique needs of an online learning cohort including writing and learning assistance, fostering learning communities among the students, counselling services and other kinds of well-being support.

2.7 Resources for graduate programs only

Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes:

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students
- Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty

Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes, the program faculty have demonstrated requisite pedagogical and subject matter expertise to sustain the program, promote innovation, and foster an appropriate, challenging and exciting intellectual climate.

The Program is designed uniquely as a professional Masters program and seems well positioned to attract working professionals in addition to traditional students. For students in need of financial assistance, they will have access to funding opportunities through the School of Graduate and Postdoctoral Studies (SGPS) at Ontario Tech. As the program matures, there may be possibilities for collaborating with SGPS to create program-specific awards or bursaries. Another future student funding possibility described is the Tech With a Conscience capital campaign, some funds from which have been earmarked to support undergraduate and graduate student awards.

As a course-based Masters program, there are no supervisory duties in the traditional sense, but faculty will act in supervisory and advisory roles as course instructors.

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

The program faculty have demonstrated a high-level of subject matter expertise through creator content industry experience, innovative research, academic publications, involvement in relevant research groups, research institutes, and industry-related organizations and agencies. The collective expertise demonstrated by the faculty in online content creation, adapting content creation to technological transformations, entrepreneurial and business strategies, ethical risks of online content including questions of representation and accountability, data privacy and intellectual property law, policy contexts and implications for online creators, structural understanding of the political economy of platform economics, social brokering and mobilization of participatory audiences, and opportunities for and implications of online content industries in a global

economy, will contribute substantively to the program's ongoing commitments to student mentoring while ensuring 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.

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 online content creator industry reflects a high degree of diversity and inclusion and has emerged as an important opportunity for self-actualization in economic and professional terms for young creators from a broad range of cultural and ethnic backgrounds. The program is responding in part to a growing need among online content creators for capacity building through entrepreneurial training, production techniques, social brokering and professionalization in order to optimize economic opportunities in ways that provide professional paths for growth and career development. The program has developed strategies for cohort and alumni community building to foster inclusivity and shared experience, as well demonstrated awareness of the importance of maintaining tuition costs thresholds comparable to 'average' tuition rates for comparable programs. The faculty demonstrated awareness of the importance of the program's role in decolonization of post-secondary learning, including opportunities for Indigenous creators to participate in the Masters program while remaining in their communities, alliances with students services such as the Indigenous Hub, the importance of Indigenous research and scholarship in all facets of learning in the program, and in establishing alliances with Indigenous content creator groups in advisory and other capacities.

4. **OTHER ISSUES**

- Please highlight any unique curriculum or program innovation, creative components, or significant high-impact practices
- Please identify any other issues that may not be covered above

The program demonstrated a high level of innovation and unique pedagogical and curricular offerings through curricular design that grounds learning in academic theory and methodology while emphasizing applied techniques, competencies and outcomes. The combined academic and applied approach comes at a time when the online content creation industries are emerging as an important and growing socioeconomic and cultural dynamic touching on many sectors of contemporary society including healthcare, electoral politics and policy, industrial and retail innovation, education, environmental planning, fine and performing arts, engineering and sciences, food industries and culinary expertise, technology innovation, among others. The program uniquely contextualizes content creation industries within global networks of creators, audiences, distributors and consumers, while emphasizing at the granular level technical innovation in production techniques, dealmaking and management for creator professionalization, entrepreneurial strategies, social brokering, ethical considerations and legal / policy implications of and for the online content creator economy.

5. SUMMARY AND RECOMMENDATIONS

Please provide a summary of your conclusions and include a numbered list of each of your recommendations.

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.

Technological transformations have ushered in a period of profound and far reaching change in the cultural sector. Creative expression, content creation, cultural entrepreneurship, industrial entertainment processes, production techniques, content circulation, exhibition forums and multimodal audience brokering have all been either reimagined, transformed, reorganized, remonetized or reinvented -- in many instances, by practitioners adapting to and then becoming practical experts in new and emerging technologies. These changes are especially manifest in the realm of new platform technologies, where unprecedented forms of wealth creation, social and political interaction, and community building continue to emerge. The Master of Social Media Communication in Online Creators, is a timely intervention into these emergent spaces, both perceptive in the needs of young people interested in engaging in these socioeconomic mediated spaces as a pathway for career development, and forward-thinking in understanding the kinds of acumen, knowledge and skills required for safely, professionally and successfully navigating these significant transformations and opportunities.

Our review is largely in the register of approval – enthusiastic approval - with a handful of recommendations, some of which are applicable now or in the short term, and some to consider as the program grows:

1. Making resources available for students in the program through the library in the form of links to content creator organizations and agencies (including Indigenous content creation groups), content creator platforms and creator community resources. Some suggested resources:

- See Creator job sites
 - <https://createconomyjobs.beehiiv.com/>
 - <https://createconomyjobs.co/>
 - See <https://createconomyjobs.co/creator-economy-hiring-trends-report>
 - <https://www.joinroster.co/>
 - <https://ytjobs.co/>
 - <https://www.trueup.io/creator-economy>
 - <https://www.linkedin.com/company/thepublishpress/>
- See CSOs <https://servicesdirectory.withyoutube.com/>
- <https://www.businessinsider.com/>
- <https://www.theinformation.com/features/creator-economy?rc=pxa9a>
- <https://www.thepublishpress.com/>
- <https://www.contentclass.org/creator-economy-newsletters/>
- https://podcast.feedspot.com/creator_economy_podcasts/
- https://www.usermag.co/?fbclid=PAZXh0bgNhZW0CMTEAAaafnftMdVV472Nim39tHdqf2JRTqWcCLpt0CrYhNpjjZrCrf4OMxtj-TqA_aem_GvCQB_hYrFJtXC_2MEeXZq

2. The courses as outlined reflect a strong and varied foundation of relevant knowledge and practice, although we identified certain gaps in course content we encourage the program

faculty to explore, including: knowledge and skill-sets relevant for management roles in the creator economy, social brokerage and community mobilizing skills, and creator mental health and well-being.

3. We recommend that the two semester capstone courses be expanded to accommodate a wider range topic possibilities and outcome formats including: entrepreneurial outcomes such as business plans, brand creation, and expanding pre-existing content creation work; developing creator (software) applications; content creator policy proposals; building and/or contributing to the overall well-being, prosperity and professionalization of creator communities.

4. Given the rapidly changing state of sociocultural technologies, and sociocultural and economic infrastructures and attendant practices, we recommend that the Program establish an Advisory Board made up of content creator industry practitioners, scholars and experts in order to help the faculty ensure that curricula materials and applied practices are maintained as current, innovative, relevant and impactful.

5. With a view to the Program's and Ontario Tech University's commitment to the recommendations of the Truth and Reconciliation Commission, we recommend that as the program grows, the Program develop strategies for proactively helping Indigenous youth ladder into the program (for example, reaching out to Indigenous communities to build relations and inform them of program opportunities), to include Indigenous content creators, groups or agencies on the Advisory Board, and by exploring possible work-integrated-learning opportunities with Indigenous content creation media groups, agencies and organizations.

6. As the Program grows, to forge alliances/collaborations/partnerships with other related technology programs and institutes at Ontario Tech University to leverage existing and future opportunities for innovation and expertise in technological transformation for pedagogical and curricula development.

7. Given the intended target of welcoming a growing presence of international students into the program, expanding student services support for English language competencies.

Signature:  David Craig

Date: 11 Feb 2025

Signature:  Michael Lithgow

Date: 11 Feb 2025



Faculty Response to the External Review for the

Master of Social Media Communication in
Online Creators

Submitted By:

Tanner Mirrlees and Emilia King (Program Co-Leads)

Friday March 21, 2025

Peter Stoett (Dean)

Friday March 21, 2025

Introduction

Brief comments on the external reviewers report and the program review process in general.

From the Dean: The external reviewers were very enthusiastic regarding the potential of this program to attract talented and ambitious students. FSSH will be equally enthusiastic in its implementation.

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

"Making resources available for students in the program through the library in the form of links to content creator organizations and agencies (including Indigenous content creation groups), content creator platforms and creator community resources. Some suggested resources..."

Program's Response

We agree with the recommendation. We will work closely with Chelsea Lalonde, the Social Science and Humanities Librarian, to provide information and resources about creator/influencer careers to students through the Ontario Tech Library and the program website. We will also include this career information in the program handbook for incoming students. We will also share the Social Science and Humanities Research Statement of Principles on Indigenous research, as this can be understood as a form of Indigenous "content creation."

Dean's response

Agreed, the Library has always proven very responsive to our needs and this will not be a complicated ask.

Recommendation 2

"The courses as outlined reflect a strong and varied foundation of relevant knowledge and practice, although we identified certain gaps in course content we encourage the program faculty to explore, including: knowledge and skill-sets relevant for management roles in the creator economy, social brokerage and community mobilizing skills, and creator mental health and well-being."

Program's Response

We agree with these recommendations for modest enhancements to a few course titles and descriptions, and have made these to reflect the inclusion of this content. We've renamed MOCP 5006 - Creator Management and Entrepreneurship and made some tweaks to the description to reflect the change. We revised the course title MOCP 5002 to Online Creativity for Advocacy, Social Brokerage and Impact, and tweaked the description to reflect the reviewers recommendations. We revised the course description of MOCP 5001 Foundations in the Online Creator Economy and Influencer Industry, to include creator mental health and well-being.

Dean's response

All very reasonable requests with competency and well-being both highly valued, changes to the courses described above are most welcome.

Recommendation 3

"We recommend that the two semester capstone courses be expanded to accommodate a wider range of topic possibilities and outcome formats including: entrepreneurial outcomes such as business plans, brand creation, and expanding pre-existing content creation work; developing creator (software) applications; content creator policy proposals; building and/or contributing to the overall well-being, prosperity and professionalization of creator communities."

Program's Response

We agree with this recommendation to broaden the range of content formats/genres in the students' capstone projects and have revised the course descriptions for Capstone I and Capstone II to reflect the substance of this recommendation, and to focus the courses accordingly.

Dean's response

Great advice from industry insiders, and will be reflected in the capstone courses.

Recommendation 4

Given the rapidly changing state of sociocultural technologies, and sociocultural and economic infrastructures and attendant practices, we recommend that the Program establish an Advisory Board made up of content creator industry practitioners, scholars and experts in order to help the faculty ensure that curricula materials and applied practices are maintained as current, innovative, relevant and impactful.

Program's Response

We agree with this recommendation. During the proposal ideation, Dr. Emilia King, who is well connected to the Canadian creator ecosystem, received letters of support from stakeholders and will leverage these, along with related connections, to form an Advisory Board. This may also include international researchers in the field, such as those in the newly formed Creator Scholars Network, which Dr. David Craig—one of the external reviewers for this program—co-founded with others.

Dean's response

Excellent idea which, when implemented, will also benefit our undergraduate programs. Dean's office will help assist with meetings of this Advisory Board once it is established; Dean will co-sign a letter of invitation to prospective members as well.

Recommendation 5

With a view to the Program's and Ontario Tech University's commitment to the recommendations of the Truth and Reconciliation Commission, we recommend that as the program grows, the Program develop strategies for proactively helping Indigenous youth ladder into the program (for example, reaching out to Indigenous communities to build relations and inform them of program opportunities), to include Indigenous content creators, groups or agencies on the Advisory Board, and by exploring possible work-integrated-learning opportunities with Indigenous content creation media groups, agencies and organizations.

Program's Response

We wholeheartedly agree with this recommendation. We will collaborate with Ontario Tech University's Indigenous Education and Cultural Services (<https://indigenous.ontariotechu.ca/indigenous-education-and-cultural-services/index.php>) and Registrar Office to ensure enrollment pathways to the program for Indigenous youth professionals and creators exist. We will explore opportunities for making meaningful connections to Indigenous creation media groups, agencies and organizations, and invite an Indigenous creator to participate on the program's Advisory Board.

Dean's response

Full agreement; recruitment efforts can be coordinated as described above. We also have a new Indigenous Studies hire in FSSH who would no doubt be interested in related discussions.

Recommendation 6

"As the Program grows, to forge alliances/collaborations/partnerships with other related technology programs and institutes at Ontario Tech University to leverage existing and future opportunities for innovation and expertise in technological transformation for pedagogical and curricula development."

Program's Response

We agree with this recommendation. We have long welcomed cross-faculty and cross-program collaboration and partnerships across Ontario Tech University's ecosystem. We will continue to explore such opportunities in the future. We currently have connections in FBIT, FED, and Brilliant Catalyst, and will continue to explore synergies between this new program and those in other faculties that might strengthen the pedagogical and professional goals of the program.

Dean's response

I strongly support this idea (and would add research centres such as Digital Life Institute, the Center on Hate, Bias, and Extremism, and the emergent Mindful AI Institute, to the list).

Recommendation 7

"Given the intended target of welcoming a growing presence of international students into the program, expanding student services support for English language competencies."

Program's Response

We agree with this recommendation, although it falls outside of our administrative purview. We encourage the Ontario Tech School of Graduate and Postdoctoral Studies, as well as the Registrar, to explore enhancing institutional capacities and resources for English language competencies.

Dean's response

Agreed that this is beyond Faculty capacity at this time, but can be discussed with SGPS and others. For example, the *Writing and English as an Additional Language* program offered by Ontario Tech Student Services "is available to undergraduate and graduate students at any stage of the writing process through same-day consultations, one-on-one appointments and workshops."

Suggested Revisions for the Proposal following External Review

Only one modest change to the program proposal was made, in a section detailing the capstone course (pg. 23), to reflect the reviewers' recommendation to broaden the scope of the course.

No other changes were made to the overall proposal, as none were requested by the external reviewers. The proposal received overwhelming support, along with a few recommendations for cosmetic enhancements to some of the courses, which we have implemented.

Minor cosmetic enhancements were made to the following course proposals in Appendix C, as recommended by the external reviewers: MOCP 5001, MOCP 5002, MOCP 5003, MOCP 5004, MOCP 5006, and MOCP 5010.

- *See above for description of revisions to specific course titles and descriptions . We also made a slight stylistic revision to the description of MOCP 5003 Digital Storytelling, Viral Writing and Design for greater clarity.*
- *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*

Dean's Response: these small revisions will proceed immediately.



Summary of Changes Made to the Proposal Following External Review

Only one modest change to the program proposal was made, in a section detailing the capstone course (pg. 23), to reflect the reviewers' recommendation to broaden the scope of the course.

No other changes were made to the overall proposal, as none were requested by the external reviewers. The proposal received overwhelming support, along with a few recommendations for cosmetic enhancements to some of the courses, which we have implemented.

Minor cosmetic enhancements were made to the following course proposals in Appendix C, as recommended by the external reviewers: MOCP 5001, MOCP 5002, MOCP 5003, MOCP 5004, MOCP 5006, and MOCP 5010.

BOARD REPORT

ACTION REQUESTED:

| | |
|----------------------|-------------------------------------|
| Recommendation | <input type="checkbox"/> |
| Decision | <input checked="" type="checkbox"/> |
| Discussion/Direction | <input type="checkbox"/> |
| Information | <input type="checkbox"/> |

DATE: 26 June 2025

FROM: Academic Council

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

MANDATE:

In accordance with Article 1.4 of By-law No.2, Academic Council will make recommendations to the Board on matters including the establishment or termination of degree programs. Academic Council is seeking the Board's approval for the establishment of a Bachelor of Science in Nursing (Honours) Second Entry.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Bachelor of Science in Nursing (Honours) Second Entry program, as presented.

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:

- The proposal must also the following external approval:
 - ✓ 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
- 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) |
| Degree Designation/Credential (e.g. BA, BSc, BEng, etc.): | BScN |
| Cost Recovery Program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Professional Program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 |
| <input checked="" type="checkbox"/> External reviewers' report <input checked="" type="checkbox"/> Program's and Dean's response (with date)* <input checked="" type="checkbox"/> Summary of changes | <input checked="" type="checkbox"/> Final, revised proposal <input checked="" type="checkbox"/> CVs, course outlines, and other supporting material (as appendices - CVs provided to external reviewers) |

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 2030-31. 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 |
| 1 st 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 | |
| <p>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.</p> <p>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.</p> <p>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.</p> | |
| 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 | |
| <p>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.</p> <p>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.</p> | |
| 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 |

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| Link to Program Web Page: Trent Nursing Compressed Program | |
| <p>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.</p> | |
| <p>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.</p> | |
| 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 | |
| <p>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.</p> <p>Program Highlights:</p> <ul style="list-style-type: none"> • 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) | |
| <p>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.</p> | |
| 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 | |
| <p>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.</p> <p>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</p> | |

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 to... | Degree Level Expectations | Relevant courses | Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.) |
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| 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. | <p>1. Depth and breadth of knowledge <i>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.</i></p> <p>3. Application of knowledge <i>3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:</i> <i>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</i> <i>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</i> <i>3.ii- The ability to use a range of established techniques to:</i> <i>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</i> <i>b) propose solutions;</i> <i>c) frame appropriate questions for the purpose of solving a problem;</i></p> <p>5. Awareness of limitations <i>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.</i></p> <p>6. Autonomy and Professional Capacity <i>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</i> <i>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</i> <i>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</i> <i>e) behaviour consistent with academic integrity and social responsibility.</i></p> | <p>NRSE 2000U – Introduction to Strengths-based Nursing</p> <p>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</p> <p>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</p> | <p>Test, case application exercises with rubric</p> <p>Practicum evaluation</p> <p>Simulation debrief (structured), simulation evaluation rubric</p> |

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| <p>2. Integrate research findings, best available practices, patient preferences, and multiple ways of knowing in the provision of evidence-informed nursing care.</p> | <p>1. Depth and breadth of knowledge <i>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;</i> <i>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;</i> <i>c) Developed ability to:</i> <i>i) gather, review, evaluate and interpret information; and</i> <i>ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</i> <i>d) Developed detailed knowledge of and experience in research in an area of the discipline;</i> <i>e) Developed critical thinking and analytical skills inside and outside the discipline;</i> <i>and f) Ability to apply learning from one or more areas outside the discipline.</i></p> <p>2. Knowledge of methodologies <i>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</i> <i>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</i> <i>b) devise and sustain arguments or solve problems using these methods; and</i> <i>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</i></p> <p>3. Application of knowledge <i>3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:</i> <i>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</i> <i>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</i> 3.ii-a,b,e <i>The ability to use a range of established techniques to:</i> <i>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</i> <i>b) propose solutions;</i> <i>e) make critical use of scholarly reviews and primary sources.</i></p> <p>5. Awareness of limitations <i>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.</i></p> | <p>HLSC3910 – Research Methods for Health Care Professionals</p> <p>NRSE 4002U – Knowledge translation for Nurses HLSC3712U- Professional Ethics in Nursing</p> <p>HLSC 1050U - Professional Communication in Nursing</p> <p>NRSE 2001U – Nursing Professional Development</p> <p>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]</p> <p>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</p> | <p>Test, application exercise with rubric</p> <p>Scholarly writing with rubric Test, application exercises with rubric</p> <p>Virtual simulation debrief, virtual simulation evaluation, application exercises with rubric</p> <p>Test, presentations with rubric</p> <p>Test, critical reflective analysis, practicum evaluation</p> <p>Test, simulation debrief, simulation evaluation with rubric</p> |
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| <p>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.</p> | <p>1.Depth and breadth of knowledge <i>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;</i> <i>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;</i> <i>c) Developed ability to:</i> <i>i) gather, review, evaluate and interpret information; and</i> <i>ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</i> <i>d) Developed detailed knowledge of and experience in research in an area of the discipline;</i> <i>e) Developed critical thinking and analytical skills inside and outside the discipline;</i> <i>and f) Ability to apply learning from one or more areas outside the discipline.</i></p> <p>2. Knowledge of methodologies <i>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</i> <i>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</i> <i>b) devise and sustain arguments or solve problems using these methods; and</i> <i>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</i></p> <p>3. Application of knowledge <i>3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:</i> <i>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</i> <i>3.ii- The ability to use a range of established techniques to:</i> <i>b) propose solutions;</i></p> <p>4. Communication skills <i>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</i></p> <p>5. Awareness of limitations of knowledge <i>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.</i></p> | <p>HLSC 2460U - Pathophysiology I HLSC 2461U - Pathophysiology II</p> <p>NRSE 2102U - Pharmacotherapeutics for Nurses</p> <p>NRSE 2100U - Nursing Practice Fundamentals</p> <p>NRSE 2101U – Strengths-based Health Assessment</p> <p>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</p> <p>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</p> | <p>Test Test</p> <p>Test, lab demonstration with rubric</p> <p>Test, lab demonstration with rubric</p> <p>Test, lab demonstration with rubric</p> <p>Test, practicum evaluation, reflective critical analysis with rubric</p> <p>Test, simulation debrief, simulation evaluation with rubric</p> |
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| <p>4. Promote cultural safety by incorporating principles of anti-racism, cultural humility, and trauma/violence informed care into nursing practice</p> | <p>1.Depth and breadth of knowledge <i>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;</i> <i>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;</i></p> <p>3. Application of knowledge <i>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;</i> <i>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;</i></p> <p>6. Autonomy and Professional Capacity <i>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: e) behaviour consistent with academic integrity and social responsibility.</i></p> | <p>NRSE 2000U – Introduction to Strengths-based Nursing</p> <p>NRSE 2001U – Nursing Professional Development</p> <p>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</p> <p>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</p> | <p>Test, virtual simulation debrief, simulation evaluation with rubric</p> <p>Test, presentation with rubric</p> <p>Test, practicum evaluation, reflective critical analysis with rubric</p> <p>Test, simulation debrief, simulation evaluation with rubric</p> |
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| <p>5. Promote health equity through leadership and advocacy, partnering with individuals, families, groups, and communities.</p> | <p>1.Depth and breadth of knowledge <i>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;</i></p> <p>3. Application of knowledge <i>3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:</i> <i>a) develop lines of argument;</i> <i>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</i> <i>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</i> <i>d) where appropriate use this knowledge in the creative process;</i> <i>3.ii- The ability to use a range of established techniques to:</i> <i>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</i> <i>b) propose solutions;</i> <i>c) frame appropriate questions for the purpose of solving a problem;</i> <i>d) solve a problem or create a new work; and</i> <i>e) make critical use of scholarly reviews and primary sources.</i></p> <p>4. Communication skills <i>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</i></p> <p>6. Autonomy and Professional Capacity <i>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</i> <i>b) working effectively with others;</i> <i>e) behaviour consistent with academic integrity and social responsibility.</i></p> | <p>NRSE 4000U - Leadership and Management Development for Nurse</p> <p>NRSE 2000U – Introduction to Strengths-based Nursing</p> <p>HLSC 3823U – Health and Indigenous People in Canada</p> <p>NRSE4001U – Global and Planetary Health Nursing</p> <p>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]</p> <p>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</p> | <p>Test, group presentation with rubric</p> <p>Test, virtual simulation debrief, application exercises with rubric</p> <p>Presentation, scholarly writing with rubric</p> <p>Test, practicum evaluation, reflective critical analysis with rubric</p> <p>Test, simulation debrief, simulation evaluation with rubric</p> |
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| <p>6. Provide high quality nursing care in the context of health promotion, health maintenance, and health restoration/rehabilitation, and palliation/end of life.</p> | <p>1. Depth and breadth of knowledge <i>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;</i> <i>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;</i> <i>e) Developed critical thinking and analytical skills inside and outside the discipline;</i></p> <p>3. Application of knowledge <i>3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:</i> <i>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</i> <i>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</i> <i>3.ii- The ability to use a range of established techniques to:</i> <i>b) propose solutions;</i> <i>c) frame appropriate questions for the purpose of solving a problem;</i> <i>d) solve a problem or create a new work; and</i></p> <p>5. Awareness of limitations of knowledge <i>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.</i></p> <p>6. Autonomy and Professional Capacity <i>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</i> <i>b) working effectively with others;</i> <i>c) decision-making in complex contexts;</i> <i>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;</i></p> | <p>NRSE 2001U – Nursing Professional Development</p> <p>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]</p> <p>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</p> | <p>Test, presentation with rubric, application exercises with rubric</p> <p>Test, practicum evaluation, reflective critical analysis with rubric</p> <p>Test, simulation debrief, simulation evaluation with rubric</p> |
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| 7. Demonstrate person-centred, empowering, and relational nursing practice that recognizes and builds on innate capacities. | 1.Depth and breadth of knowledge <i>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;</i> <i>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;</i> | NRSE 2000U – Introduction to Strengths-based Nursing | Virtual simulation debrief, reflective writing with rubric |
| | 3. Application of knowledge <i>The ability to review, present and critically evaluate qualitative and quantitative information to:</i> <i>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</i> 6. Autonomy and Professional Capacity <i>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</i> <i>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</i> <i>b) working effectively with others;</i> <i>c) decision-making in complex contexts</i> | 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 | 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 |

| | | | |
|--|--|---|--|
| <p>8. Collaborate with the intraprofessional team, interprofessional team, and clients to provide nursing care in rapidly evolving technology and data driven healthcare environments</p> | <p>1.Depth and breadth of knowledge <i>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;</i> <i>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;</i> <i>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;</i></p> <p>3. Application of knowledge <i>3.i- The ability to review, present and critically evaluate qualitative and quantitative information to:</i> <i>a) develop lines of argument;</i> <i>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</i> <i>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</i> <i>3.ii- The ability to use a range of established techniques to:</i> <i>b) propose solutions;</i> <i>c) frame appropriate questions for the purpose of solving a problem;</i> <i>d) solve a problem or create a new work; and</i></p> <p>4. Communication skills <i>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</i></p> <p>6. Autonomy and Professional Capacity <i>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</i> <i>b) working effectively with others;</i></p> | <p>NRSE 3000U – Current Issues and Ideas in Nursing and Healthcare</p> <p>HLSC 1050U - Professional Communication in Nursing</p> <p>HLSC 3601U – Interprofessional Health Care Teams</p> <p>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]</p> <p>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</p> | <p>Presentation, project with rubric</p> <p>Test, application exercises with rubric</p> <p>Test, small group postings</p> <p>Test, practicum evaluation, reflective critical analysis with rubric</p> <p>Test, simulation debrief, simulation evaluation with rubric</p> |
|--|--|---|--|

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 (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 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

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 program map. Please see Appendix E for a full list of courses in the program and related new course template or course descriptions.

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 F for the Faculty Information chart.

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 G 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 ☒ 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 ☒ 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 as 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 Executive Summary
- B. CNO Nursing Education Program Approval Guide
- C. CASN Accreditation Information
- D. Calendar Copy and Program Map
- E. Courses in the Program
- F. Faculty Information
- G. 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 – 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 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.

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.

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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-level¹ 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:

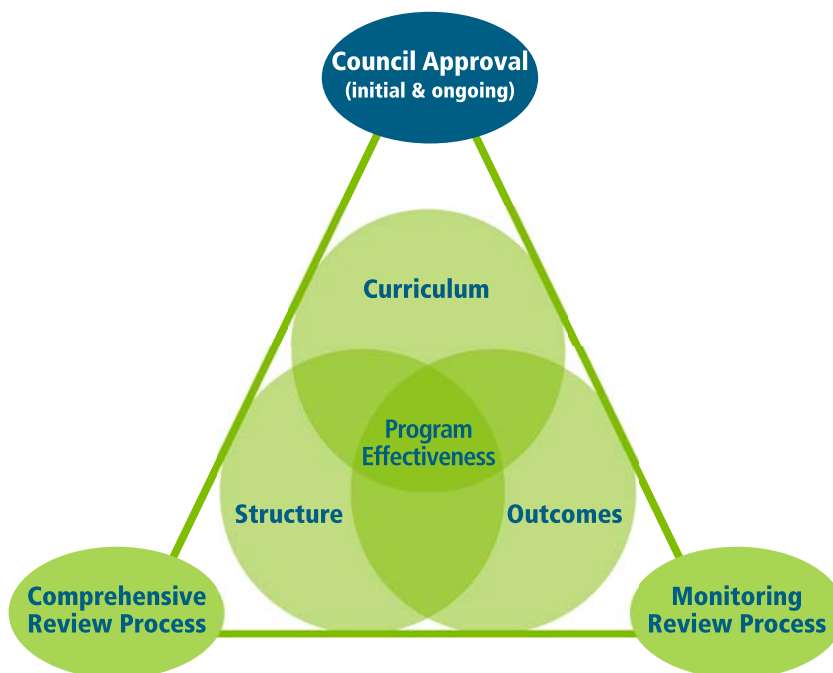
- **Structure** – The program’s strategy, policies, procedures and resources support the student’s preparation to meet nursing competencies expected for the category and/or class of registration
- **Curriculum** – The program’s curriculum prepares students to meet nursing competencies expected for the 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 $\geq 80\%$;
- Partially met (score = 1): pass rate $\geq 70\%$ 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 $\geq 74\%$
- Partially met (score = 1): average score of all survey items $\geq 63\%$ 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 $\geq 89\%$
- Partially met (score = 1): average score of all survey items $\geq 78\%$ 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 $\geq 74\%$
- Partially met (score = 1): average score of all survey items $\geq 63\%$ 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 $\geq 89\%$
- Partially met (score = 1): average score of all survey items $\geq 78\%$ 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).

* 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.



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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 |
|--------------------------------|-----------------------------|---|--|-------------------------------|--------------------------------|--|
| | | | | | | |
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*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

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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 countries. 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.

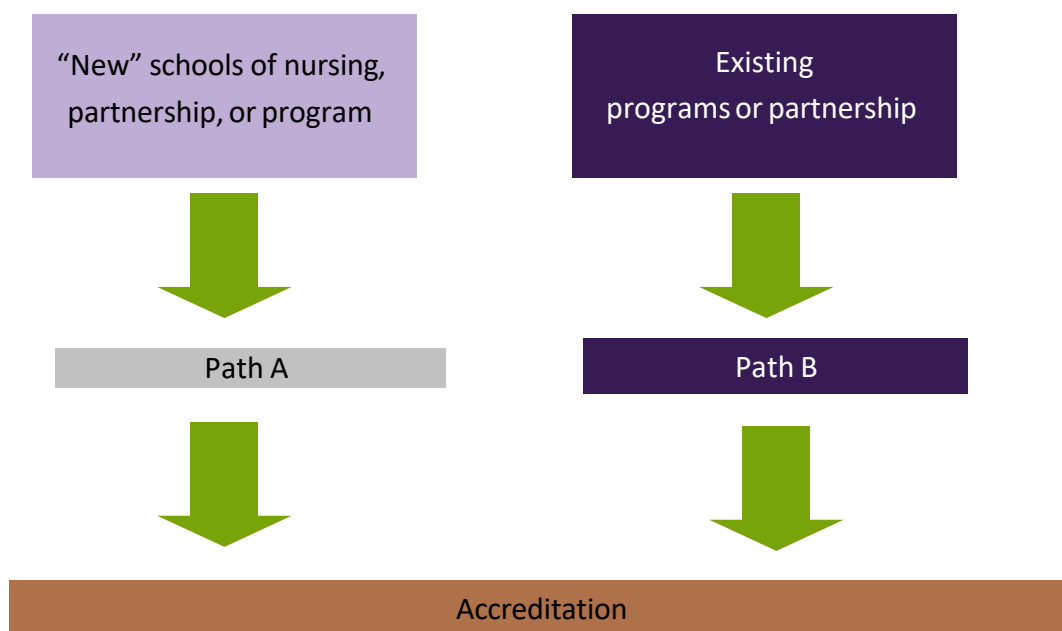
Paths to Accreditation – CASN Member Schools

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

| <i>Relevance</i> | <i>Accountability</i> | <i>Relatedness</i> | <i>Uniqueness</i> |
|--|-----------------------|--------------------------------|-------------------|
| Educational Unit | | Education Program | |
| Leadership, Governance, & Administration | | Program Framework & Curriculum | |
| Resources & Environment | | Program Outcomes | |
| Teaching, Learning, & Scholarship | | 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none">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 | <ol style="list-style-type: none"> 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 collaboration².

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 | <ol style="list-style-type: none">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 | <ol style="list-style-type: none">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 | <ol style="list-style-type: none"> 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 <i>CASN National Nursing Education Framework</i>. <i>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.</i> 5. The curriculum addresses jurisdictional entry-to-practice competencies and standards of practice for baccalaureate nursing graduates. 6. The curriculum provides practice experiences⁵ 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 | <ol style="list-style-type: none">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. <i>For Canadian Schools of Nursing:</i> 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 | <ol style="list-style-type: none">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 | <ol style="list-style-type: none">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 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 interprofessional⁶ 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 application⁷.

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 experiences⁸ 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> CASN staff specify: Program(s) to be reviewed, post-secondary institutions involved, any additional sites to be assessed |
| 3. Documentation | <ul style="list-style-type: none"> CASN staff confirms that all self-study reports have been sent and received |
| 4. Schedule | <ul style="list-style-type: none"> Proposed schedule is reviewed, and reviewers request changes if needed |
| 5. Logistics | <p>CASN staff reviews logistics</p> <p><u>On-Site Review</u></p> <ul style="list-style-type: none"> 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 <p>Virtual Review</p> <ul style="list-style-type: none"> 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

Reviewers

- 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)

Schools

- 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)

National office

- Resource

Accreditation Bureau

- 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
- Regulatory Body (as necessary)

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, VULNERABILITIES, 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.

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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.
- Truth and Reconciliation Commission of Canada. (2015). *The final report of the Truth and Reconciliation Commission*. <https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>

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 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 II: 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 : _____

| DATE (\$) | 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 quotidien, 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– Calendar Copy and Program Map

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 to the program.

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 Nursing Practice Fundamentals
- NRSE2101U Strengths-based Health Assessment
- NRSE 2102U Pharmacotherapeutics for Nurses
- NRSE 3010U Strengths-based Nursing in the Context of 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
- NRSE 4000U Leadership and Management Development for Nurses
- NRSE 4001U Global and Planetary Health Nursing
- NRSE 4002U Knowledge Translation for Nurses
- 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.

Program progression review

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

Bachelor of Science in Nursing - Second Entry Program

| | | | |
|--------|--|--|---|
| Year 1 | Semester 1 (Fall) | Semester 2 (Winter) | Semester 3 (Summer) |
| | 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 | | |
| Year 2 | Semester 1 (Fall) | Semester 2 (Winter) | Semester 3 (Summer) |
| | 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

Existing Courses

- HLSC1050U Professional Communication in Nursing
- HLSC 2460U Pathophysiology I
- HLSC 2461U Pathophysiology II
- HLSC3601U Interprofessional Health Care Teams
- HLSC3712U Professional Ethics in Nursing
- HLSC3823U Health & Indigenous People in Canada
- HLSC3910U Research Methods for Health Care Professionals

New Courses

- NRSE2000U Introduction to Strengths-based Nursing
- NRSE 2001U Nursing Professional Development
- NRSE2050U Strengths-based Nursing in the Context of Disability and Rehabilitation
- NRSE2100U Nursing Practice Fundamentals
- NRSE2101U Strengths-based Health Assessment
- NRSE2102U Pharmacotherapeutics for Nurses
- NRSE3000U Current Issues and Ideas in Nursing and Healthcare
- NRSE3010U Strengths-based Nursing in the Context of Aging
- NRSE3011U Strengths-based Nursing in the Context of Families
- NRSE3050U Strengths-based Nursing in the Context of Health Alterations
- NRSE3051U Strengths-based Nursing in the Context of Health Promotion and Community Health
- NRSE4000U Leadership and Management Development for Nurses
- NRSE4001U Global and Planetary Health Nursing
- NRSE4002U Knowledge Translation for Nurses
- NRSE4010U Strengths-based Nursing in the Context of Mental Health and Addictions
- NRSE4050U Strengths-based Nursing in the Context of Complex Health Alterations
- NRSE4051U Integrated Practicum

HLSC 1050U - Professional Communication for Nurses

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.

HLSC 2460U - Pathophysiology I

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.

HLSC 2461U - Pathophysiology II

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.

HLSC 3601U - Interprofessional Health Care Teams

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 with an emphasis on interpreting and facilitating team interactions. Students will engage in topics such as empowerment, team building, motivation, diversity, conflict management, negotiation and change.

This course has multiple sections and delivery modes; please check MyOntarioTech for further details.

HLSC 3712U - Professional Ethics in Nursing

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.

HLSC 3823U - Health and Indigenous People in Canada

Public health is a holistic and evidence-informed discipline that focuses on health promotion, disease and injury prevention, and other population health needs such as disease surveillance, treatment, and health care accessibility. This course introduces students to current public health theory, practice mandates, important public health initiatives, and current public health challenges. Additionally, the course examines the role of public health professionals in helping individuals, families, communities, and populations to achieve well-being and sustainable health.

HLSC 3910U - Research Methods for Public Health and Health Care Professionals

This course will provide an introduction to research theories and methodologies used by public health and health care professionals. Students will be able to critically examine, interpret, analyze, and apply findings from research reports from both human and nonhuman investigations conducted in a variety of laboratory, clinical, and community-based research settings. The course will examine how research findings are used as the basis for evidence-informed practice. Students will apply their gained knowledge through class-based learning experiences, assignments, and/or projects.

This course has multiple sections and delivery modes. Please check MyOntarioTech for further details.

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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input type="checkbox"/> X Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> X Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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: <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> X New Program <input type="checkbox"/> None |
|---|

| | |
|--|---|
| Will this course appear anywhere other than the course description section of the Calendar? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 |
|--|

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|--|
| 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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input checked="" type="checkbox"/> X Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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](https://teachingandlearning.utoronto.ca/), or contact them at teachingandlearning@utoronto.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 ☒ 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?

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 ☒ 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.

| |
|---|
| <p>Please see resource section of the New Program Approval Application</p> |
|---|

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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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 ☒ 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 ☐ 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 ☒ 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.

| |
|---|
| <p>Please see resource section of the New Program Approval Application</p> |
|---|

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)

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

| | | | |
|--|--|--|--|
| 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 | <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | | | |
| Course Restrictions | | | |
| Course Type | <input type="checkbox"/> X Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> X Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | | |
| Grading scheme | <input type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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

☒ 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.

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|--|

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?**☒ 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 | <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | | | |
| Course Restrictions | | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> X Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | | |
| Grading scheme | <input checked="" type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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](https://teachingandlearning@ontariotechu.ca), 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? ☒ 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 ☒ 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 ☒ 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 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 | <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | | | |
| Course Restrictions | | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: | <input type="checkbox"/> X Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | |
| Grading scheme | <input checked="" type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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

☒ 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.*

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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**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.

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|---|
| <p>Please see resource section of the New Program Approval Application</p> |
|---|

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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input checked="" type="checkbox"/> X Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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:

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Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](https://teachingandlearning.ontariotechu.ca/), or contact them at teachingandlearning@ontariotechu.ca.)

| |
|--|
| <ol style="list-style-type: none"> 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 ☒ 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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| |
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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**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):**

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 | <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | | | |
| Course Restrictions | | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | <input type="checkbox"/> Core or Elective |
| Is the course: | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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](https://teachingandlearning.ontariotechu.ca), 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? ☒ 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 ☒ 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?

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

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

| |
|---|
| <p>Please see resource section of the New Program Approval Application</p> |
|---|

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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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? ☒ 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 ☒ 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? ☒ 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

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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input type="checkbox"/> X Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> X Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme <input type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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](https://teachingandlearning.ontariotechu.ca), 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? ☒ 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 ☒ 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 ☒ 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?

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 ☒ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☒ N/A

OTHER CONSULTATION

☐ 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 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 ☒ 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)

2026-27

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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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? ☒ 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 ☒ 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?

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.

| |
|---|
| <p>Please see resource section of the New Program Approval Application</p> |
|---|

Program Committee approval:

Curriculum Committee approval:

Faculty Council approval:

NEW COURSE TEMPLATE

| |
|--|
| Faculty: Faculty of Health Sciences |
|--|

| |
|--|
| This new course is associated with: |
|--|

| |
|---|
| <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> X New Program <input type="checkbox"/> None |
|---|

| |
|--|
| Will this course appear anywhere other than the course description section of the Calendar? |
|--|

| |
|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input type="checkbox"/> X Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> X Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme <input type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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 ☒ 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 ☒ 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

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 | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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](https://teachingandlearning@ontariotechu.ca), 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 ☒ 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 ☒ 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.*

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| |
|--|

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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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](https://teachingandlearning@ontariotechu.ca), 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 ☒ 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:

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.]

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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input type="checkbox"/> X Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Is the course: <input type="checkbox"/> X Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input type="checkbox"/> X N (normal alpha grade) <input type="checkbox"/> 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](https://teachingandlearning.ontariotechu.ca), 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.*

| |
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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

Program Committee approval:
Curriculum Committee approval:
Faculty Council approval:

NEW COURSE TEMPLATE

| | |
|---|---|
| Faculty: Faculty of Health Sciences | |
| This new course is associated with: <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None | |
| Will this course appear anywhere other than the course description section of the Calendar? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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)

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| | |
|--|-----------------------------|
| 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 | <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective Core or Elective |
| Is the course: | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate Professional (e.g. some Education courses) |
| Grading scheme | <input checked="" type="checkbox"/> 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: <input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None | |
| Will this course appear anywhere other than the course description section of the Calendar? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 4050U | | |
| Prerequisites for Banner | RSE 2050U, NRSE 3010U, NRSE 3011U, NRSE 3051U, NRSE 3050U, NRSE 4050U | | |
| Co-requisites | | | |
| Prerequisites with concurrency (pre or co-requisite) | | | |
| Credit restrictions | Equivalency* | | |
| Recommended Prerequisites | | | |
| Course Restrictions | | | |
| Course Type | <input checked="" type="checkbox"/> Core | <input type="checkbox"/> Elective | Core or Elective |
| Is the course: | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate Professional (e.g. some Education courses) | | |
| Grading scheme | <input checked="" type="checkbox"/> 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](https://teachingandlearning.ontariotechu.ca), or contact them at teachingandlearning@ontariotechu.ca.)

| |
|--|
| <p>Upon completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • 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.*

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

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Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Program Committee Approval:

Curriculum Committee Approval:

FC Approval:

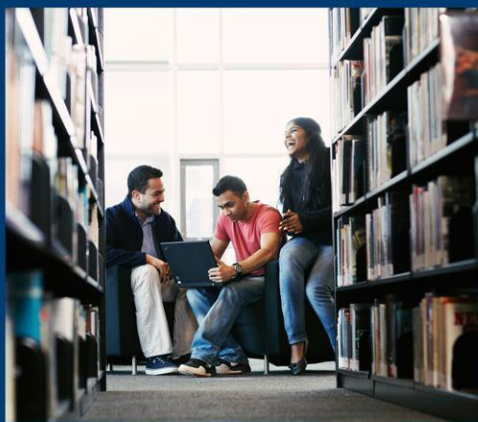
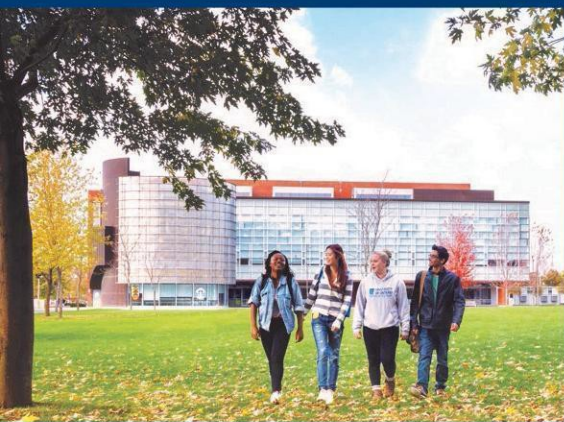
Faculty Information

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



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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 | <ul style="list-style-type: none"> • Clinical Simulation in Nursing • Nurse Education in Practice • Nursing Ethics |
| Medical Ethics | 22/23 | <ul style="list-style-type: none"> • Journal of Medical Ethics • BMC Medical Ethics • Public Health Ethics |
| Health Care Sciences & Services | 25/25 | <ul style="list-style-type: none"> • 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 |
|---|--|--|
| <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Scopus ● Web of Science | <p>Health Science:</p> <ul style="list-style-type: none"> ● Medline ● PubMed ● Cochrane Library <p>Psychology:</p> <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none">• Nursing Education in Video: 530 videos |
| JoVE | <ul style="list-style-type: none">• Nursing Skills: 15 videos• JoVe Core Nursing: 14 animated lessons |
| Kanopy | <ul style="list-style-type: none">• 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.

Library Statement for Bachelor of Science in Nursing Program - 2nd Entry

- 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.

Library Statement for Bachelor of Science in Nursing Program - 2nd Entry

Nursing

This guide provides information on resources in the Nursing area.

Search this Guide

Home

Top Resources

- CINAHL (Cumulative Index to Nursing & Allied Health Literature) Plus with Full Text**
Comprehensive nursing and allied health research database providing indexing for more than 4,600 journals with 770 full text titles. Over 275 full text e-books and access to selected conference proceedings and standards of practice.
Licence Summary: E-Reserve? CMS? Ask Course Packs? Link? Alumni? ILL? Walk in? Print?
- ProQuest Nursing and Allied Health Premium**
Provides users with reliable healthcare information covering allied health, nursing, alternative and complementary medicine, and much more.
- Health Source: Nursing/Academic Edition**
This collection includes journals in the fields of medicine, nursing and allied health. Provides indexing and abstracts for nearly 850 titles with full text for over 550 of those titles.
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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, 3 rd & 4 th floor | Silent study room |
| Fireside Reading Room, 2 nd 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
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Faculty of Nursing
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Moncton, New Brunswick E1C 0L2

Dr. Kristen Jones-Bonofiglio
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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](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 sunseting 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



Program and Decanral 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 is 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 m²) 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 m² 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 is 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 have 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 ratio 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).

BOARD REPORT

ACTION REQUESTED:

| | |
|----------------------|-------------------------------------|
| Recommendation | <input type="checkbox"/> |
| Decision | <input checked="" type="checkbox"/> |
| Discussion/Direction | <input type="checkbox"/> |
| Information | <input type="checkbox"/> |

DATE: 26 June 2025

FROM: Academic Council

SUBJECT: New Program Proposal – Bachelor of Arts (Honours) in Educational Psychology

MANDATE:

In accordance with Article 1.4 of By-law No.2, Academic Council will make recommendations to the Board on matters including the establishment or termination of degree programs. Academic Council is seeking the Board's approval for the establishment of a Bachelor of Arts (Honours) in Educational Psychology.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Bachelor of Arts (Honours) in Educational Psychology program, as presented.

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:

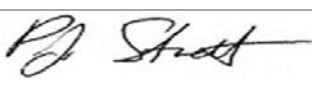

- The proposal must also the following external approval:
 - ✓ Ontario Universities Council on Quality Assurance
 - Ontario Ministry of Colleges and Universities

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

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal
- 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? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Professional Program? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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) | <div style="text-align: right;">  March 19, 2025 </div> <div style="text-align: right; margin-top: 20px;">  May 9, 2025 </div> |

For CIQE Use Only:

| | |
|--|---|
| Date of Academic Council Approval: | |
| <input checked="" type="checkbox"/> External reviewers' report | <input checked="" type="checkbox"/> Final, revised proposal |

| | |
|---|---|
| <input checked="" type="checkbox"/> Program's and Dean's response (with date)* <input checked="" type="checkbox"/> Summary of changes | <input checked="" type="checkbox"/> CVs, course outlines, and other supporting material (as appendices; <i>CVs provided to external reviewers</i>) |
|---|---|

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

- 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*

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 | | | | | |
| 1 st year | 40 | 50 | 60* | 60 | 60 |
| 2 nd year | | 34 | 45 | 57 | 57 |
| 3 rd year | | | 34 | 45 | 57 |
| 4 th year | | | | 34 | 45 |
| 5 th 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: <p>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.</p> <p>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.</p> <p>Completion of 7 courses from a set list of courses.</p> | |
| What differentiates the new program from this existing program: <p>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.</p> | |

| | |
|---|---|
| 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: <p>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.</p> <p>The PSE: Research Stream provides students with a solid core foundation in the following areas of educational psychology:</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none">1. Educational psychology2. Counselling <p>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.</p> <p>Faculty members in Educational Psychology are committed to decolonizing counselling practices and spaces, inclusive education, and social justice in educational psychology.</p> <p>We offer the following graduate programs:</p> <p>Master of Education in Educational Psychology (thesis-based)</p> <p>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.</p> <p>Master of Education in Educational Psychology (practicum-based)</p> <p>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.</p> <p>Master of Education in Educational Psychology (course-based)</p> <p>The course-based master's program consists of 10 courses.</p> <p>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.</p> | |

- *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 (cige@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 |

| | | | |
|---|---|--|--|
| <p>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.</p> | <p>Depth and Breadth of Knowledge</p> <p>Knowledge of Methodologies</p> <p>Application of Knowledge</p> | <p>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</p> <p>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.</p> <p>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.</p> | <p>Written Assignments Presentations Critical analysis of a research article</p> |
| <p>PLO#3 Design and conduct studies utilizing various best-practice qualitative and quantitative research methodologies used within the field of educational psychology.</p> | <p>Knowledge of Methodologies Depth and Breadth of Knowledge Application of Knowledge</p> | <p>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</p> | <p>Written Assignments Research Projects Presentations Group projects</p> |
| <p>PLO#4 Apply psychological theories and research to a variety of practical educational contexts.</p> | <p>Application of Knowledge</p> <p>Autonomy and Professional Capacity</p> | <p>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</p> | <p>Tests/Examinations Written Assignments Presentations Group Seminars</p> |

| | | | |
|--|--|--|---|
| | | 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 requisite 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. The program will pay particular attention to ensuring ongoing course content and assignments are well aligned with program learning outcomes through discussions with instructors and program directors. It will also be monitored each academic year 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 minor 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 a list of courses in the program and course details.

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? ☒ 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?

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 ☒ 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 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.

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 ☒ 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 ☒ 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 ☒ No

If yes, please provide additional details:

Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? ☐ Yes ☒ 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 December 2024

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 – Courses in the Program

Appendix C – Faculty Information

Appendix D – Library Report

Appendix E – 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)

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 – Courses in the Program

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 | <input type="checkbox"/> Equivalency* | | |
| Recommended Prerequisites | | | |
| Course Restrictions | | | |
| Course Type | Core | Elective | X Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> 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 ☒ 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

☒ **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? ☒ 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 is 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

☒ **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) | <input checked="" type="checkbox"/> | HYB (In Class and Online Delivery) | <input checked="" type="checkbox"/> |
| 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 is 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 is 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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input type="checkbox"/> Core Elective X Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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](http://teachingandlearning@ontariotechu.ca), 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 is 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: <input type="checkbox"/> Minor Program Adjustment <input checked="" type="checkbox"/> Major Program Modification <input type="checkbox"/> New Program <input type="checkbox"/> None | |
| Will this course appear anywhere other than the course description section of the Calendar? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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)

| |
|--|
| |
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| | |
|---|---|
| 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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | PSYC 2010U & PSYC2030U |
| Course Restrictions | |
| Course Type | <input type="checkbox"/> Core <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input type="checkbox"/> Core <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Core or Elective |
| Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses) | |
| Grading scheme | <input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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 cige@ontariotechu.ca.

| | |
|-------------------------|---|
| Faculty: FSSH | |
| Course Level | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate |

COURSE CHANGES (check all that apply)

| | | | |
|--------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> | Contact hours | <input type="checkbox"/> | Cross-listings |
| <input type="checkbox"/> | Co-requisites | <input type="checkbox"/> | Experiential Learning |
| <input type="checkbox"/> | Course description | <input type="checkbox"/> | Grade Mode (N – alpha grade, P – Pass/Fail) |
| <input type="checkbox"/> | Course Instructional Method (CLS, HYB, WB1, WEB) | <input type="checkbox"/> | Learning outcomes |
| <input type="checkbox"/> | Course number or course Subject code | <input checked="" type="checkbox"/> | Prerequisites |
| <input type="checkbox"/> | Course title (include new short form title) | <input type="checkbox"/> | Delete course from Academic Calendar |
| <input type="checkbox"/> | Credit restrictions and/or Equivalencies | <input type="checkbox"/> | Teaching and assessment methods |
| <input type="checkbox"/> | Credit weighting | <input type="checkbox"/> | Course restrictions |
| <input type="checkbox"/> | Deleting an Elective Shown in the Program Map | <input type="checkbox"/> | 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)

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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 | <input type="checkbox"/> Equivalency* |
| Recommended Prerequisites | |
| Course Restrictions | |
| Course Type | <input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective |
| Grading scheme | <input type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> 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):

B3: 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 C– 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 | | | | | |
| <u>Kimberley Clow, Professor (Forensic Psychology)</u> | PhD | Faculty of Social Science and Humanities | Stigma of false confessions, stereotypes and prejudice, wrongful conviction | Teaching | Full load - 4 |
| <u>Joseph Eastwood, Associate Professor (Forensic Psychology)</u> | PhD | Faculty of Social Science and Humanities | Investigative interviewing, alibis, comprehension of legal rights | Teaching | Full load - 4 |
| <u>Karla Emeno, Associate Professor (Undergraduate Program Director, Forensic Psychology)</u> | PhD | Faculty of Social Science and Humanities | Geographic profiling, police recruitment, crime mapping, police use of body worn cameras | Teaching | Full load - 4 |
| <u>Logan Ewanation, Assistant Professor (Forensic Psychology)</u> | PhD | Faculty of Social Science and Humanities | Juror decision-making, racial bias, perceptions of police | Teaching | Full load - 4 |

| | | | | | |
|--|-----|--|--|----------|---------------|
| <u>Leigh Harkins, Professor (Graduate Program Director, Forensic Psychology)</u> | PhD | Faculty of Social Science and Humanities | Aggression in groups, offender rehabilitation, sexual aggression | Teaching | Full load - 4 |
| <u>Taylor Heffer, Assistant Professor (Psychology)</u> | PhD | Faculty of Social Science and Humanities | Adolescent mental health, cognitive and affective mechanisms, sensitivity to threat and award, wellbeing | Teaching | Full load - 4 |
| <u>Amy Leach, Professor (Forensic Psychology) (Associate Dean Research, Innovation and Graduate Studies)</u> | PhD | Faculty of Social Science and Humanities | Lie detection, confessions and interrogations, eyewitness memory, wrongful conviction | Teaching | Full load - 4 |
| <u>Lindsay Malloy, Associate Professor (Forensic Psychology)</u> | PhD | Faculty of Social Science and Humanities | Disclosure of children's traumatic experiences, children's memory, juvenile witness | Teaching | Full load - 4 |
| <u>Matthew Shane, Associate Professor (Undergraduate Program Director, Psychology)</u> | 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.

New Program Assessment: Bachelor of Arts (Honours), Educational Psychology

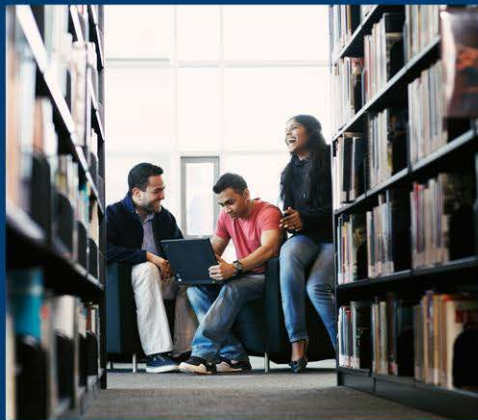
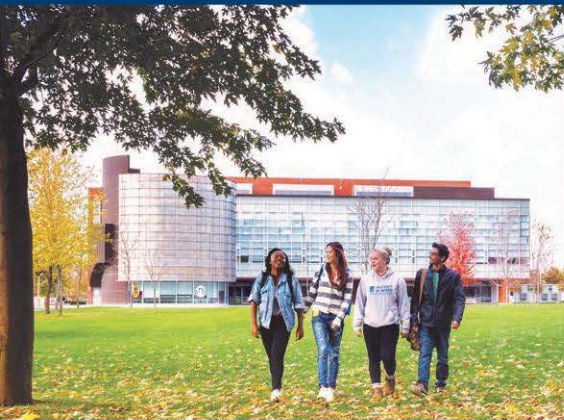
Library Statement of Support Provided to Ontario Tech University

Prepared by:

Chelsie Lalonde

Faculty of Social Science and Humanities & Faculty of Education Liaison Librarian

April 2024



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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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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: <ul style="list-style-type: none"> • Education Source • ERIC • LearnTechLib Digital Library Psychology: <ul style="list-style-type: none"> • APA PsycInfo • APA PsycArticles • DSM-5 Library | Multidisciplinary: <ul style="list-style-type: none"> • Web of Science • Scopus | Technology: <ul style="list-style-type: none"> • Computers & Applied Science Complete • ACM Digital Library Health Science: <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Education Documentary: 186 titles • Psychology: 1346 titles |

| Streaming Video Collection | Relevant Titles |
|----------------------------|---|
| CBC Curio | <ul style="list-style-type: none">• Education: 125 titles• Psychology: 438 titles• Educational Psychology: 346 titles |
| NFB Campus | <ul style="list-style-type: none">• 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

Library Statement for BA Educational Psychology, Program Proposal

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.

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, 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-wik | 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-wik | 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-wik | 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 Plans for the following day | 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 |

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/hb-gkmg-wjk | Meeting with faculty members | <p>Dr. Joseph Eastwood, FSSH</p> <p>Dr. Roland Van Oostveen, FED</p> <p>Dr. Brenda Jacobs, FED</p> <p>Dr. Robyn Ruttenberg-Rozen, FED</p> <p>Dr. Jennifer Laffier, FED</p> <p>Dr. Laura Morrison, FED</p> <p>Dr. Christian Elia, FED</p> <p>Dr. Anna Rodrigues, FED</p> <p>Dr. Diane Tepylo, FED</p> <p>Dr. Karla Emeno, FSSH</p> <p>Dr. Amy Leach, FSSH</p> <p>Dr. Shannon Vettor, FSSH</p> <p>Tricia Dwyer-Kuntz, FED</p> <p>Dr. Sharon Lauricella, FSSH/FED</p> |
|---------------|---|------------------------------|--|

12:30-1:30 pm Lunch Break

| | | | |
|---------------|---|-----------------------|--|
| 1:30 – 2:30pm | meet.google.com/hb-gkmg-wjk | Meeting with students | <p>Olyvia Dawson</p> <p>Destiny Best</p> |
|---------------|---|-----------------------|--|

2:30 – 2:45 pm Break

| | | | |
|---------------|---|---|---|
| 2:45 – 3:30pm | meet.google.com/hb-gkmg-wjk | Meeting with staff members | <p>Aaron Mitchell, Director, Planning and Operations</p> <p>Amy Anderson, Manager, Academic Advising</p> <p>Dan Walters, Practicum and Internship Coordinator</p> <p>Michelle Patterson, Academic Planning Specialist</p> <p>Jennifer Robb, Program Assistant</p> |
| 3:30 – 4:00pm | meet.google.com/hb-gkmg-wjk | Formal conclusion and discussion of issues | <p>Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education</p> <p>Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities</p> <p>Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education</p> <p>Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities</p> |
| 4:00 – 5:00pm | meet.google.com/hb-gkmg-wjk | <p>(Optional)</p> <p>Reviewer's Collaboration</p> | Only the external reviewers present in the virtual room |



Program and Decanal Responses 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

An option was added for both the four-year and Advanced Entry pathway to allow the students to complete a fourth-year honours thesis project.

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☒
Discussion/Direction ☐
Information ☐

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Pamela Onsiong

SLT LEAD: Brad MacIsaac

SUBJECT: Audited Financial Statements for the year ending March 31, 2025

BOARD/COMMITTEE MANDATE:

The Audit and Finance Committee (“Committee”) is responsible for overseeing the financial affairs of the University, including approval of the annual financial statements and financial reporting to ensure that appropriate financial controls, reporting processes and accountabilities are in place at the University. This report was presented to the Committee on June 19, 2025.

Management is seeking Board approval of the 2024/25 audited financial statements and the 2024/25 internally restricted reserves.

BACKGROUND/CONTEXT & RATIONALE:

This report provides the Committee with the following reports for the year ending March 31, 2025

- Draft audited financial statements and the accompanying notes to the financial statements (Appendix 1)
- Internally restricted reserves (Appendix 2)
- Financial health ratios (Appendix 3)
- Consolidated financial statements analysis (Appendix 4).

These financial statements are prepared on a consolidated basis in accordance with Canadian Accounting Standards for Non-for-Profit Organizations as described in Note 1 to the financial statements, and include the results of its fully-owned subsidiaries, Regent Square Property Corporation accounted for on a consolidation basis and Ontario Tech Talent (“Talent”) accounted for on an equity basis. Talent is a for

profit entity, controlled by the University and it follows Canadian Accounting Standards for Private Enterprises, with no significant differences in accounting policies from those followed by the University.

HIGHLIGHTS:

The University continues to operate within a fiscally-constrained environment, given the significant impacts of the provincially mandated 2019 tuition fee cut and the subsequent freeze for Ontario students, the cap of provincial funding at the 2016-17 level for domestic students along with inflationary cost pressures on its operations.

In addition to normal operating activities, and on September 17, 2025,

- the University acquired 50% interest in several buildings (“Campus Corners Property”) located in north Oshawa, for cash consideration of \$12.9M. The fair market value of the Campus Corners Property was determined to be \$17.7M with the resulting excess of fair market value over the purchased price, amounting to \$4.8M, being a gift to the University.
- The University entered into a co-ownership agreement with the vendor to own, manage, service, market and lease the Campus Corners Property. In the current fiscal year, the University received net rental revenues of \$0.6M.
- The University extended an existing operating lease on one of the Campus Corners buildings by a period of 25 years with operating commitments totaling \$27.6M over the 25-year period.

The acquisition of the Campus Corners Property aligns with the University’s objective to shift away from the more expensive leased to owned buildings. An independent retail estate review also confirmed that this acquisition presented a positive rate of return versus the University renewing an operating lease with no ownership at the end of the lease.

The University ended the year with a **surplus of \$7.2M**. Total revenues at **\$275.6M increased by \$18.6M** (or 7.2%), and **expenses at \$268.3M increased by \$17.8M** (or 7.1%) over the prior year.

Revenue increases are driven by increases in **tuition revenues** attributable to both domestic and international enrolment growth; additional **sustainability and efficiency funding** from the Province and a **non-cash gain from its subsidiary Talent**, arising from the income pick-up of a loan forgiveness in the current year. These increases are offset by a decrease in **other income** mostly attributable to a decrease in ACE and research revenues which have offsetting lower expenses.

Expenses increases are largely driven by increases in **salaries and benefits**. **Salaries and benefits** which comprise nearly 60% of the total expenses of the University and are mostly tied to collective agreements, **increased \$11.2M** (or 7.8%) thus consuming **60% of the year-over-year increase in revenues**.

Despite the ongoing financial challenges, the **statement of financial position** remains relatively stable. Factors contributing to the stable financial position include increasing enrolment numbers, stable operating results and solid levels of liquidity from cash and investments.

The University continues to **meet its various debt obligations** and paid back \$10.3M of debt in the fiscal year.

HIGHLIGHTS (continued):

Expendable net assets, including unrestricted and internally restricted assets, are a reflection of the financial flexibility of the institution and these decreased **\$6.0M** (or 12.0%) over the prior year, mainly driven by the operating investment in Campus Corners Property.

Total **Net Assets** increased in line with the net increase in assets and liabilities, with funds in net assets being fully supported by cash and restricted investments.

See Appendix 4 for a detailed analysis of the Statement of financial position and Statement of Operations.

Internally Restricted Reserve

Internally restricted reserves represent unspent funds in the fiscal year which are committed for specific purposes (e.g. as per faculty contract agreements, student fee protocols), for strategic initiatives or to protect against possible adverse operating circumstances such as changes to student enrolment.

Restricted reserves are reviewed in conjunction with both the year-end management report and the audited financial statements to ensure there is sufficient cash coverage to fund for these reserves whilst maintaining a strong working capital base.

In the current year, and as part of normal operating activities, the University utilized \$0.5M of reserves in support of research activities. Management is recommending to internally **restrict \$3.8M of the current operating surplus** as follows: \$1.3M for digital and physical infrastructure, \$1.1M for academic priorities, \$0.7M for student-related activities, \$0.5M for deferred maintenance and capital projects, and \$0.2M surplus restricted for the revenue-generating units.

In light on ongoing financial constraints, the University is aware of the need to replenish its reserves and continue to plan for these reserves in its long-term forecast models.

Financial health ratios

The Ministry of Colleges, Universities, Research Excellence and Security (“MCURES”) implemented the **University Financial Accountability Framework** (the “Framework”) in 2023/24 to measure the financial health and long-term sustainability of the sector in Ontario. The Framework consists of 7 financial indicators (liquidity, sustainability and performance ratios), associated risk thresholds from which an overall risk rating and action plan for each university is derived. **Risk ratings are reported by the University and assessed annually by MCURES.**

HIGHLIGHTS (continued):

Liquidity ratios (primary reserve and working capital) measure the ability of the University to pay off its short-term liabilities. **The primary reserve ratio at 57 days and the working capital ratio at 1.1 are in the medium risk category.** Primary reserve ratio is unfavourable to the prior year and this is largely driven by the operating investment in Campus Corners Property in the fiscal year. Working capital ratio is also unfavourable to last year due to a guaranteed investment certificate (“GIC”) that is redeemable after 1 year, and therefore accounted for in the financial statements as a long-term asset.

Sustainability (or debt) ratios measure the University’s debt capacity and affordability, as measured by its viability, debt, debt to revenue and interest burden ratios. Although the debt ratios have consistently improved over the years as the University continues to pay back its various debt obligations, these ratios all fall within the medium-risk and high-risk categories due to the high level of debt on the University’s books (total debt as at March 31, 2025 = \$173.5M which includes an outstanding \$120.8M debenture debt).

Debt affordability is supported by the annual debt service grant of \$13.5M from the Province which covers 80% of the University’s annual debenture debt repayment. **Adjusting for the impact of the debt funding** by the Province, **the University’s debt ratios improve significantly** and fall outside of the risk thresholds (see “Adjusted” ratios as highlighted in blue in Appendix 3), except for the viability ratio which at 59.3%, still poses as a medium risk category.

Performance ratios measure the University’s ability to generate a surplus, and is measured by its net income/(loss) and net operating revenues ratios. Due to the current year surplus and the University’s stable working capital position, the ratios at 2.6% and 12.5% respectively are also stable and fall outside of the risk threshold categories.

In conclusion, the University is financially sustainable in the short-term and remains committed to continue with prudent financial planning that will strengthen its financial position over the long term.

FINANCIAL IMPLICATIONS:

The primary purpose of this financial update is to report on the statement of financial position of the University for the fiscal year ending March 31, 2025. Maintaining a stable financial position is critical to Ontario Tech University’s long-term financial sustainability.

COMPLIANCE WITH POLICY/LEGISLATION:

These audited financial statements are prepared in compliance with generally accepted accounting principles for not-for-profit organizations.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendations of the Audit & Finance Committee, the Board of Governors hereby approves the 2024/25 audited financial statements and the 2024/25 internally restricted reserves, as presented.

Appendix 1

ONTARIO TECH UNIVERSITY
Consolidated Financial Statements
Table of Contents
For the year ended March 31, 2025

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| Consolidated Statement of Operations | 2 |
| Consolidated Statement of Changes in Net Assets | 3 |
| Consolidated Statement of Cash Flows | 4 |
| Notes to the Consolidated Financial Statements | 5-24 |

ONTARIO TECH UNIVERSITY
Consolidated Statement of Financial Position
(In thousands of dollars)
As at March 31, 2025

| | <u>2025</u> | <u>2024</u> | <u>Variance</u> |
|--|-------------------|-------------------|------------------|
| Assets | | | |
| Current assets: | | | |
| Cash and cash equivalents (Note 3) | \$ 75,330 | \$ 82,502 | \$ (7,172) |
| Grant receivable | 9,114 | 9,859 | (745) |
| Other accounts receivable (net of allowance for doubtful accounts - \$1,304; 2024 - \$1,296) (Notes 3 and 4) | 9,400 | 9,876 | (476) |
| Prepaid expenses, deposits and inventories | 2,618 | 2,655 | (37) |
| | 96,462 | 104,892 | (8,430) |
| Long-term investments (Note 4) | 12,000 | - | 12,000 |
| Endowed and other investments (Note 5) | 40,612 | 36,442 | 4,170 |
| Other assets (Note 6) | 1,819 | 1,763 | 56 |
| Capital assets (Note 7) | 391,991 | 387,177 | 4,814 |
| Goodwill (Note 8) | 973 | 973 | - |
| Total assets | \$ 543,857 | \$ 531,247 | \$ 12,610 |
| Liabilities and Net Assets | | | |
| Current Liabilities: | | | |
| Accounts payable and accrued liabilities (Notes 9 and 18) | \$ 43,806 | \$ 34,363 | \$ 9,443 |
| Deferred revenue (Note 10) | 36,439 | 32,800 | 3,639 |
| Current portion of other long-term debt (Note 11) | 746 | 655 | 91 |
| Current portion of obligations under capital lease (Note 12) | 584 | 506 | 78 |
| Current portion of long-term debenture debt (Note 13) | 8,971 | 8,427 | 544 |
| Current portion of fair value of interest rate swap (Note 14) | 756 | 734 | 22 |
| | 91,302 | 77,485 | 13,817 |
| Other long-term debt (Note 11) | 4,538 | 5,284 | (746) |
| Long-term portion of obligations under capital lease (Note 12) | 25,752 | 26,336 | (584) |
| Long-term portion of debenture debt (Note 13) | 111,808 | 120,778 | (8,970) |
| Long-term portion of fair value of interest rate swap (Note 14) | 20,370 | 19,529 | 841 |
| Deficiency in other investments (Note 15) | 272 | 1,810 | (1,538) |
| Deferred capital contributions (Note 16) | 153,757 | 153,400 | 357 |
| | 407,799 | 404,622 | 3,177 |
| Net Assets | | | |
| Unrestricted | 14,017 | 23,236 | (9,219) |
| Invested in capital assets (Note 19) | 64,709 | 51,528 | 13,181 |
| Internally restricted (Note 20) | 28,061 | 24,839 | 3,222 |
| Endowments (Note 21) | 29,271 | 27,022 | 2,249 |
| | 136,058 | 126,625 | 9,433 |
| Related party transactions (Notes 2,6,7,8,15,16,19,23 and 24) | | | |
| Contingencies and Contractual Commitments (Note 23) | | | |
| Guarantees (Note 24) | | | |
| Financial instrument risks (Note 25) | | | |
| Total liabilities and Net Assets | \$ 543,857 | \$ 531,247 | \$ 12,610 |

See accompanying notes to the consolidated financial statements

Approved by:

ONTARIO TECH UNIVERSITY
Consolidated Statement of Operations
(In thousands of dollars)
For the year ended March 31, 2025

| | <u>2025</u> | <u>2024</u> | <u>Variance</u> |
|--|-----------------|-----------------|-----------------|
| REVENUE | | | |
| Grants - operating and research (Note 17) | \$ 86,712 | \$ 81,858 | \$ 4,854 |
| Grants - debenture (Note 13) | 13,500 | 13,500 | - |
| Donations | 3,765 | 3,502 | 263 |
| Student tuition fees | 112,740 | 100,541 | 12,199 |
| Student ancillary fees | 16,801 | 16,098 | 703 |
| Revenues from purchased services (Note 18) | 1,557 | 1,449 | 108 |
| Other income | 23,705 | 25,704 | (1,999) |
| Amortization of deferred capital contributions (Note 16) | 8,653 | 8,235 | 418 |
| Interest revenue | 4,693 | 4,909 | (216) |
| Gain/(loss) on other investments (Note 15) | 1,538 | (803) | 2,341 |
| Unrealized gain on endowed and other investments | 1,907 | 1,964 | (57) |
| | 275,571 | 256,957 | 18,614 |
| EXPENSES | | | |
| Salaries and benefits | 155,205 | 144,012 | 11,193 |
| Student aid, financial assistance and awards | 17,239 | 15,675 | 1,564 |
| Supplies and expenses | 41,133 | 40,885 | 248 |
| Purchased services (Note 18) | 16,245 | 14,290 | 1,955 |
| Interest expense - debt obligations | 10,981 | 11,962 | (981) |
| Interest expense - other | 282 | 231 | 51 |
| Amortization of capital assets | 23,340 | 22,561 | 779 |
| Professional fees | 2,300 | 1,599 | 701 |
| Loss/(gain) on disposal of capital assets | 1 | (7) | 8 |
| Unrealized loss/(gain) on interest rate swap | 1,597 | (695) | 2,292 |
| | 268,323 | 250,513 | 17,810 |
| Excess of revenue over expenses | \$ 7,248 | \$ 6,444 | \$ 804 |

See accompanying notes to the consolidated financial statements

ONTARIO TECH UNIVERSITY
Consolidated Statement of Changes in Net Assets
(In thousands of dollars)
For the year ended March 31, 2025

| | <u>Unrestricted</u> | <u>Invested in Capital Assets</u> (Note 19) | <u>Internally Restricted</u> (Note 20) | <u>Endowments</u> (Note 21) | <u>Total 2025</u> | <u>Total 2024</u> |
|---|---------------------|--|---|--------------------------------|-------------------|-------------------|
| Balance - Beginning of Year | \$ 23,236 | \$ 51,528 | \$ 24,839 | \$ 27,022 | \$ 126,625 | \$ 119,103 |
| Excess / (deficiency) of Revenue over Expenses | 21,935 | (14,687) | - | - | 7,248 | 6,444 |
| Interfund Transfer - Endowment | - | - | (64) | 64 | - | - |
| Interfund Transfer | (3,286) | - | 3,286 | - | - | - |
| Investment in Capital Assets | (27,868) | 27,868 | - | - | - | - |
| Endowment Contributions | - | - | - | 2,185 | 2,185 | 1,078 |
| Net changes during the year | (9,219) | 13,181 | 3,222 | 2,249 | 9,433 | 7,522 |
| Balance - End of Year | \$ 14,017 | \$ 64,709 | \$ 28,061 | \$ 29,271 | \$ 136,058 | \$ 126,625 |

See accompanying notes to the consolidated financial statements

ONTARIO TECH UNIVERSITY
Consolidated Statement of Cash Flows
(In thousands of dollars)
For the year ended March 31, 2025

| | <u>2025</u> | <u>2024</u> |
|---|------------------|------------------|
| NET INFLOW (OUTFLOW) OF CASH RELATED TO THE FOLLOWING ACTIVITIES | | |
| OPERATING | | |
| Excess of revenue over expenses | \$ 7,248 | \$ 6,444 |
| Items not affecting cash: | | |
| Amortization of capital assets | 23,340 | 22,561 |
| Amortization of deferred capital contributions | (8,653) | (8,235) |
| Loss/(gain) on disposal of capital assets | 1 | (7) |
| Gain/(loss) on other investments (Note 15) | (1,538) | 803 |
| Unrealized loss/(gain) on interest rate swap | 1,597 | (695) |
| Unrealized gain on endowed and other investments | (1,907) | (1,964) |
| | 20,088 | 18,907 |
| WORKING CAPITAL | | |
| Grant and other accounts receivable | 1,221 | (1,828) |
| Prepaid expenses and deposits | 37 | 63 |
| Accounts payable and accrued liabilities | 9,443 | 3,787 |
| Deferred revenue | 3,639 | (2,526) |
| | 34,428 | 18,403 |
| INVESTING | | |
| Purchase of capital assets | (23,356) | (11,597) |
| Proceeds on disposal of capital assets | 1 | 89 |
| Net change in investments | (14,263) | 15,956 |
| Net change in other assets | (56) | 1,212 |
| | (37,674) | 5,660 |
| FINANCING | | |
| Repayment of interest rate swap | (734) | (712) |
| Repayment of long-term debt | (9,081) | (8,912) |
| Repayment of obligations under capital leases | (506) | (435) |
| Endowment contributions | 2,185 | 1,079 |
| Deferred capital contributions received | 4,210 | 5,243 |
| | (3,926) | (3,737) |
| NET CASH (OUTFLOW) / INFLOW | (7,172) | 20,326 |
| CASH & CASH EQUIVALENTS BALANCE, BEGINNING OF YEAR | 82,502 | 62,176 |
| CASH & CASH EQUIVALENTS BALANCE, END OF YEAR | \$ 75,330 | \$ 82,502 |
| SUPPLEMENTARY CASH FLOW INFORMATION | | |
| Interest paid | \$ 11,227 | \$ 12,190 |
| Donated buildings (Note 16) | \$ 4,800 | - |

See accompanying notes to the financial statements

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2025

University of Ontario Institute of Technology (the “University”) was incorporated without share capital under the University of Ontario Institute of Technology Act which received Royal assent on June 27, 2002. The objectives of the University, as well as the powers of the Board of Governors and the Academic Council, are defined in the Act.

The University is a market-oriented University integrating inquiry, discovery and application through excellence in teaching, learning and value-added research. The University is a degree granting and research organization offering graduate and undergraduate education. The University is a registered charity under Section 149 of the Income Tax Act and is, therefore, exempt from income taxes.

On March 27, 2019, the University launched its brand name and now operates as “Ontario Tech University”.

1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES

(a) Basis of presentation

The University follows Canadian Accounting Standards for Not-for-Profit Organizations (“ASNPO”) in Part III of the Chartered Professional Accountants of Canada (“CPA”) Handbook. Except for Ontario Tech Talent, these consolidated financial statements reflect the assets, liabilities, net assets, revenue and expenses of all the operations controlled by the University.

On March 10, 2020, Ontario Tech Talent (“Talent”) was incorporated as a separate legal entity with a fiscal year ended March 31st. Its purpose is to provide students and new graduates with opportunities to enhance their job readiness skills and improve employment prospects, and also to help alumni and community members remain current in the ever-changing job market by providing reskilling and upskilling. Talent is a for-profit entity, controlled by the University and its financial results to March 31, 2025 are accounted for using the equity method, whereby the investment is carried in the University’s financial statements initially at cost, and includes the share of earnings or loss. Talent follows Canadian Accounting Standards for Private Enterprises, with no significant differences in accounting policies from those followed by the University. On January 30, 2025, the Board of Directors of Talent approved a motion to wind down its operations and full operations are planned to cease in early fiscal 2025/26.

On February 21, 2023, and pursuant to a share purchase agreement, the University acquired the share capital and control of the Regent Square Property Corporation (“Regent Corporation”) and its related property for cash consideration. The acquisition has been accounted for using the acquisition method, whereby the purchase price is allocated to the net assets acquired based on their fair values. The accounting policy choice to consolidate on an annual basis has been selected.

These consolidated financial statements do not reflect the assets, liabilities, and results of operations of the various student organizations as they are not controlled by the University.

1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

(b) Revenue recognition

The University follows the deferral method of accounting for contributions, which includes donations and government grants.

Operating grants are recorded as revenue in the year to which they relate. Grants earned but not received at the end of an accounting year are accrued. When a portion of a grant relates to a future period, it is deferred and recognized in that subsequent period.

Student fees are recognized as revenue when courses are provided.

Student tuition fees are deferred to the extent that related courses extend beyond the fiscal year of the University.

Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Externally restricted contributions for purposes other than endowment are deferred and recognized as revenue in the year in which the related expenses are incurred. Pledged donations are not recorded until received due to the uncertainty involved in their collection.

Life insurance policy donation which is owned by the University and for which it is the named beneficiary, is recognized as revenue at the cash surrender value in the year in which it is received, with adjustments each year thereafter in accordance with the instrument's cash surrender value increase.

Endowment contributions are reported as direct increases in net assets when received.

Other operating revenues are deferred to the extent that related services provided, or goods sold, are rendered or delivered subsequent to the end of the University's fiscal year.

Investment income related to restricted spending is deferred. Investment income without restrictions is recognized when earned.

(c) Cash and cash equivalents

Cash equivalents consist of highly liquid investments having terms to maturity of three months or less at the end of the fiscal year, and are readily convertible to cash on short notice and are recorded at market value.

1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

(d) Financial instruments

Financial instruments are recorded at fair value on initial recognition. Freestanding derivative instruments that are not in a qualifying hedging relationship and equity instruments that are quoted in an active market are subsequently measured at fair value. All other financial instruments are subsequently recorded at cost or amortized cost.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred. All other financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

Financial assets are assessed for impairment on an annual basis at the end of the fiscal year if there are indicators of impairment. If there is an indicator of impairment, the University determines if there is a significant adverse change in the expected amount or timing of future cash flows from the financial asset. If there is a significant adverse change in the expected cash flows, the carrying value of the financial asset is reduced to the highest of the present value of the expected cash flows, the amount that could be realized from selling the financial asset or the amount the University expects to realize by exercising its right to any collateral. If events and circumstances reverse in a future period, an impairment loss will be reversed to the extent of the improvement, not exceeding the initial impairment charge.

(e) Long-term debt

The University carries long-term debt at amortized cost.

(f) Inventories

Inventories are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis.

(g) Capital assets

Purchased capital assets are recorded at cost less accumulated amortization. Contributed capital assets are recorded at fair value at the date of contribution when fair value is reasonably determinable. Otherwise, contributed assets are recorded at a nominal amount. Betterments, which extend the estimated useful life of an asset, are capitalized. When a capital asset no longer contributes to the University's ability to provide services, its carrying amount is written down to its residual value. Capital assets are amortized on a straight-line basis over their useful lives, which have been estimated to be as follows:

| | |
|--|-----------------|
| Buildings | 15 – 40 years |
| Building renovations and major equipment | 10 years |
| Leasehold improvements | over lease term |
| Parking | 20 years |

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2025

1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

| | |
|---------------------------------|------------------------------|
| Furniture and fixtures | 5 years |
| Laptops | 4 years |
| Computer equipment and vehicles | 3 years |
| Capital leases | over economic life of assets |

Capital assets acquired during the financial year are amortized at half of the applicable rate. Construction-in-progress represents assets not yet available for use, therefore amortization commences when the project is complete.

(h) Goodwill and its impairment

Goodwill is the excess of the consideration paid over the fair value of the acquired assets and assumed liabilities in a business combination. Goodwill is not amortized but rather tested for impairment at which time an event has occurred and which indicates a possibility of impairment.

When the carrying amount of a reporting unit, including goodwill, exceeds its fair value, an impairment loss is recognized in an amount equal to the excess. An impairment loss is not subsequently reversed.

(i) Deferred capital contributions

Contributions received for capital assets are deferred and amortized over the same term and on the same basis as the related capital assets.

(j) Contributed goods and services

The University receives a number of contributed goods and services from individuals, corporations and community partners. Because of the difficulty in determining the fair value, contributed services are not recognized in the Consolidated Financial Statements. Contributed goods for which fair value is measurable and would have otherwise been purchased for use in the normal course of operations, are recognized in the Consolidated Financial Statements.

(k) Use of estimates

The preparation of Consolidated Financial Statements requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the Consolidated Financial Statements, and the reported amounts of revenue and expenses during the year. Items subject to such estimates and assumptions include the valuation of derivatives and the carrying value of capital assets. Actual results could differ from these estimates.

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2. RELATED PARTY TRANSACTIONS

On December 14, 2007, the University entered into an operating lease agreement on a building in north Oshawa, known as Campus Corners building, with Wellington Capital Corporation ("Wellington Corporation"). This lease was extended on May 2, 2012 with expiry on August 31, 2027.

On September 17, 2024, a series of financial transactions took place between Wellington Corporation, Simcoe Property Corporation and the University:

Pursuant to a purchase and gift agreement, the University acquired 50% interest in Campus Corners Property which comprises of the Campus Corners building and other buildings in the surrounding area. The acquisition of the Campus Corners Property was for cash consideration of \$12,900. The fair market value of Campus Corners Property was determined to be \$17,700. The resulting excess of the fair market value over the purchased price, being \$4,800, was a gift to the University and is included in the consolidated financial statements as a deferred capital contribution in Note 16. The Campus Corners Property total value, inclusive of net sales taxes of \$439, is \$18,139 and is included under Buildings in the "Capital assets" Note 7.

The University entered into a co-ownership agreement with Wellington Corporation to own, manage, service, market and lease the Campus Corners Property. Any net rental cash flows from the agreement are distributed equally to the University and Wellington Corporation on a monthly basis. The net rental cash flows are included on a gross basis in the statement of operations. In the current year, the University received \$674 of rental revenues.

Under the new co-ownership agreement, the University and Wellington Corporation as landlord entered into an agreement with the University as tenant to extend the operating lease for Campus Corners building by a period of 25 years, commencing on September 17, 2024 and expiring on September 16, 2049. The operating lease commitment over the 25-year term is \$27,624 and is included under "Contractual Commitments" in Note 23(b).

3. CASH AND CASH EQUIVALENTS

| | <u>2025</u> | <u>2024</u> |
|---------------------------------------|------------------|------------------|
| Bank of Montreal, cash balances | \$ 57,571 | \$ 64,604 |
| BMO guaranteed investment certificate | 17,000 | 17,000 |
| Royal Bank of Canada, cash balances | 115 | 214 |
| Harris Bank, cash balances/(drawn) | (15) | 18 |
| Other, balances | 659 | 666 |
| | <u>\$ 75,330</u> | <u>\$ 82,502</u> |

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3. CASH AND CASH EQUIVALENTS (continued)

The University has a credit facility agreement with a Canadian chartered bank, which provides for a revolving operating line of credit up to \$17,000, bearing interest at prime plus 0.25%. At March 31, 2025, the University utilized, on a cash consolidated basis, nil (2024 - nil) of the operating line of credit.

The bank balance includes \$17,000 of an annual guaranteed investment certificate ("GIC") that matures on April 14, 2025 and is therefore disclosed as "cash and cash equivalents" (2024 – \$17,000, matured on April 1, 2024). The total accrued interest receivable and interest income recognized on the GIC in the current year is \$970 (2024 - \$954).

4. LONG-TERM INVESTMENTS

Long-term investments consist of operating funds invested in a \$12,000 (2024 – nil) GIC that expires on March 11, 2027. The total accrued interest receivable and interest income recognized on the GIC in the current year is \$27 (2024 – nil).

5. INVESTMENTS

| | 2025 | | 2024 | |
|-------------------|------------------|------------------|------------------|------------------|
| | Cost | Fair Value | Cost | Fair Value |
| Equities | \$ 22,906 | \$ 29,261 | \$ 18,826 | \$ 24,166 |
| Fixed income | 10,460 | 10,058 | 12,265 | 11,390 |
| Money Market/Cash | 1,293 | 1,293 | 886 | 886 |
| | \$ 34,659 | \$ 40,612 | \$ 31,977 | \$ 36,442 |

Financial instrument risks are disclosed in Note 25, under "Financial instrument risks".

6. OTHER ASSETS

Included under Other assets is the donation of a life insurance policy the University received in July 2020. This policy, for which the University is the named beneficiary, is recorded at the current cash surrender value of \$1,819 (2024 - \$1,763). Other assets are net of an allowance for doubtful accounts of \$270 (2024 - \$2,109) that pertains to a receivable from its subsidiary, Talent (Note 15).

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7. CAPITAL ASSETS

Capital assets consist of:

| | 2025 | | | 2024 |
|------------------------------|-------------------|--------------------------|-------------------|-------------------|
| | Cost | Accumulated Amortization | Net Book Value | Net Book Value |
| Land | \$ 12,887 | \$ - | \$ 12,887 | \$ 12,806 |
| Buildings | 480,661 | 188,429 | 292,232 | 286,183 |
| Building renovations | 61,285 | 33,180 | 28,105 | 29,532 |
| Leasehold improvements | 2,754 | 1,278 | 1,476 | 1,517 |
| Parking | 1,726 | 526 | 1,200 | 1,080 |
| Furniture and fixtures | 24,774 | 21,495 | 3,279 | 2,949 |
| Laptops | 3,882 | 3,249 | 633 | 983 |
| Vehicles | 525 | 410 | 115 | 195 |
| Computer equipment | 28,881 | 25,186 | 3,695 | 3,410 |
| Major equipment | 110,220 | 83,053 | 27,167 | 28,250 |
| Construction-in-progress | 1,754 | - | 1,754 | 341 |
| | \$ 729,349 | \$ 356,806 | \$ 372,543 | \$ 367,246 |
| Assets under capital leases: | | | | |
| Land | 2,300 | - | 2,300 | 2,300 |
| Buildings | 24,152 | 7,004 | 17,148 | 17,631 |
| Total | \$ 755,801 | \$ 363,810 | \$ 391,991 | \$ 387,177 |

Donated assets other than non-depreciables, such as land, are amortized as per note 1(g) under Significant accounting policies and disclosures.

Included in the asset schedule are buildings of \$18,139 acquired upon the purchase of 50% interest in the Campus Corners Property (note 2)

Amortization of assets under capital leases for the current year totaled \$483 (2024 - \$483).

8. GOODWILL

Goodwill of \$973 was recorded by the University in the prior year upon the acquisition of control of the Regent Corporation and represents the excess of the purchase price over the fair market value of Regent Corporation's net assets.

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Included in accounts payable and accrued liabilities are government remittances payable of \$3,620 (2024 - \$3,645).

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10. DEFERRED REVENUE

Deferred revenue represents revenues related to expenses of future periods. The changes in deferred revenue balance is as follows:

| | Opening balance April 1, 2024 | Amounts received | Revenues recognized | Ending balance March 31, 2025 |
|---------------------------------|--|-----------------------------|--------------------------------|--|
| Grants - operating and research | \$ 13,426 | \$ 87,262 | \$ (86,712) | \$ 13,976 |
| Grants - debenture | - | 13,500 | (13,500) | - |
| Donations | 4,203 | 4,515 | (3,765) | 4,953 |
| Student tuition fees | 10,525 | 115,414 | (112,740) | 13,199 |
| Student ancillary fees | 1,980 | 16,237 | (16,801) | 1,416 |
| Other income | 2,666 | 23,934 | (23,705) | 2,895 |
| | \$ 32,800 | \$ 260,862 | \$ (257,223) | \$ 36,439 |

11. OTHER LONG-TERM DEBT

The University has incurred debts in the amount of \$5,284 through third parties related to a property in downtown Oshawa and leasehold improvements. Other long-term debt comprised the following:

| | 2025 | 2024 |
|---|-----------------|-----------------|
| Unsecured loan for leasehold improvements in downtown Oshawa, repayable monthly at 9.3% per annum, with final instalment due April 30, 2041 | 165 | 169 |
| Secured loan for property at 55 Bond, repayable monthly at 7.2% per annum with final instalment due September 1, 2030 (Note 24) | 5,119 | 5,770 |
| | \$ 5,284 | \$ 5,939 |

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11. OTHER LONG-TERM DEBT (continued)

Total principal repayments in each of the next five years and thereafter for other long-term debt are as follows:

| | |
|--------------------------|----------------|
| 2026 | 746 |
| 2027 | 863 |
| 2028 | 925 |
| 2029 | 992 |
| 2030 | 1,064 |
| Thereafter, through 2042 | 694 |
| | <hr/> 5,284 |
| Less: current portion | 746 |
| | <hr/> \$ 4,538 |

The fair value of the other long-term debt is approximately \$5,557 (2024 - \$6,170). Fair value has been calculated using the future cash flows of the actual outstanding debt instrument, discounted at current market rates available to the University.

12. OBLIGATIONS UNDER CAPITAL LEASES

In fiscal year 2011, the University entered into capital leasing arrangement on a property in downtown Oshawa to accommodate the growth in student population.

Remaining capital lease repayments are due as follows:

| | <u>2025</u> | <u>2024</u> |
|---|-----------------|-------------|
| 2025 | \$ - | \$ 2,900 |
| 2026 | 2,929 | 2,929 |
| 2027 | 2,959 | 2,959 |
| 2028 | 2,988 | 2,988 |
| 2029 | 3,018 | 3,018 |
| 2030 | 3,049 | 3,049 |
| Thereafter, through 2041 | 35,914 | 35,914 |
| Total minimum lease payments | <hr/> 50,857 | 53,757 |
| Less: amount representing interest at 9.0% | 24,521 | 26,915 |
| Present value of net minimum capital lease payments | <hr/> 26,336 | 26,842 |
| Less: current portion of principal obligation | 584 | 506 |
| | <hr/> \$ 25,752 | \$ 26,336 |

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12. OBLIGATIONS UNDER CAPITAL LEASES (continued)

Interest of \$2,394 (2024 - \$2,436) relating to capital lease obligations has been included in interest expense – debt obligations on the consolidated statement of operations. The total cost of assets under capital leases is \$26,452 (2024 - \$26,452) with related accumulated amortization of \$7,004 (2024 - \$6,521).

The fair value of the capital leases is approximately \$26,720 (2024 - \$27,300). Fair value has been calculated using the future cash flows of the actual outstanding debt instrument, discounted at current market rates available to the University.

13. LONG-TERM DEBENTURE DEBT

On October 8, 2004, the University issued Series A Debentures in the aggregate principal amount of \$220,000. These debentures bear interest at 6.351%, payable semi-annually on April 15 and October 15, with the principal due in 2034. The proceeds of the issuance were used to finance capital projects including the construction of three Academic Buildings, a Library and related infrastructure. These debentures are secured by all assets of the University and are guaranteed by Durham College.

The debt is funded through special one-time grants from the Ministry of Colleges, Universities, Research Excellence and Security (“MCURES”), and by the University’s operating funds.

On August 12, 2011, an agreement was signed between the University and the MCURES whereby the MCURES shall pay the University \$13,500 each year in equal semi-annual payments of \$6,750 in April and October to fund the repayment of the debentures. The agreement took effect on April 1, 2011 and the grant will continue until the maturity of the debentures in October 2034.

Total principal and interest paid on the debenture to March 31, 2025 is \$330,020 (2024 - \$313,519), \$263,988 funded by the MCURES and \$66,032 funded by the University. As at March 31, 2025, \$217,431 (2024 - \$217,431) had been used to finance capital assets.

Total principal repayments for debenture debt are as follows:

| | 2025 | 2024 |
|-----------------------------|----------------|-------------|
| 2025 | \$ - | \$ 8,427 |
| 2026 | 8,971 | 8,971 |
| 2027 | 9,549 | 9,549 |
| 2028 | 10,165 | 10,165 |
| 2029 | 10,821 | 10,821 |
| 2030 | 11,520 | 11,520 |
| Thereafter, through 2041 | 69,753 | 69,753 |
| Total minimum debt payments | 120,779 | 129,206 |
| Less: current portion | 8,971 | 8,427 |
| | 111,808 | 120,778 |

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13. LONG-TERM DEBENTURE DEBT (continued)

The fair value of the long-term debenture debt is approximately \$130,311 (2024 - \$135,537). Fair value has been calculated using the future cash flows of the actual outstanding debt instrument, discounted at current market rates available to the University.

14. DERIVATIVE FINANCIAL INSTRUMENTS

On September 29, 2021, the University entered into an unsecured interest rate swap agreement with RBC for the long-term financing of the Shawenjigewining Hall. This agreement expires on September 28, 2046. Under the terms of the agreement, the University agrees with the counterparty to exchange, at specified intervals and for a specified period, its floating interest calculated on the notional principal amount of each loan for a fixed rate of 2.23% (2024 – 2.53%). The credit spread on this loan is 0.79% (2024 – 0.49%). The use of the swap effectively enables the University to convert the floating rate interest obligation of the loan into a fixed rate obligation, and thus manages its exposure to interest rate risk.

The fair value of the derivative liability is as follows:

| | 2025 | | 2024 | |
|-----------------------|-------------|---------------|-------------|--------|
| Interest rate swap | \$ | 21,126 | \$ | 20,263 |
| Less: current portion | | 756 | | 734 |
| | \$ | 20,370 | \$ | 19,529 |

15. DEFICIENCY IN OTHER INVESTMENTS

Deficiency in other investments comprise of the investment in Talent. Investment as at March 31, 2025 is a net loss of \$272 (2024 – loss of \$1,810) which includes the initial investment in Talent of 100 shares valued at one hundred dollars.

On January 30, 2025, the Board of Directors of Talent approved a motion to wind down its activities with full operations ceasing in early fiscal 2025/26. Further to this decision, the University has assessed the amounts due from Talent at the end of the fiscal year. Included in the total revenue of Talent is \$3,250 (2024 - \$1,270) of amounts due and forgiven by the University in the current year.

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15. DEFICIENCY IN OTHER INVESTMENTS (continued)

Financial information from Talent's financial statements are as follows:

| | <u>2025</u> | <u>2024</u> |
|--|-----------------|-----------------|
| Total assets | <u>\$ 149</u> | <u>\$ 545</u> |
| Total liabilities | <u>421</u> | <u>2,355</u> |
| Shareholders' equity | | |
| - 100 common shares, valued at one hundred dollars | - | - |
| - Net accumulated loss | <u>(272)</u> | <u>(1,810)</u> |
| | <u>\$ 149</u> | <u>\$ 545</u> |
| Results of operations: | | |
| Total revenue | <u>4,690</u> | <u>2,036</u> |
| Total expenses | <u>3,152</u> | <u>2,839</u> |
| Net income (loss) for the year | <u>\$ 1,538</u> | <u>\$ (803)</u> |

Included in the total liabilities of Talent is a related party balance of \$270 (2024 – \$2,109), representing the outstanding draw of a credit facility with the University to fund the operating costs of Talent. This related party balance has been provided for by the University in the current year. There is no interest on this credit facility (2024 – prime plus 0.25%) and there are no fixed terms of repayment.

16. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions represent the unamortized amount of contributions, including grants and donations, for the investment in capital assets.

On September 17, 2024, the University entered into an agreement with Wellington Corporation and Simcoe Property Corporation to purchase 50% interest in Campus Corners Property. The excess of fair market value of the Property over the purchase price (see "Related Party Transactions" Note 2), being \$4,800, was a gift to the University and is included as a deferred capital contribution as the gift is directed to financing the purchase of the Campus Corners Property.

The changes in the balance consist of the following:

| | <u>2025</u> | <u>2024</u> |
|---------------------------------------|-------------------|-------------------|
| Balance - beginning of year | <u>\$ 153,400</u> | <u>\$ 156,392</u> |
| Contributions | <u>4,210</u> | <u>5,243</u> |
| Donated buildings | <u>4,800</u> | <u>-</u> |
| Recognized as revenue during the year | <u>(8,653)</u> | <u>(8,235)</u> |
| Balance - end of year | <u>\$ 153,757</u> | <u>\$ 153,400</u> |

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17. GRANT REVENUES – OPERATING AND RESEARCH

Grant revenues consist of the following:

| | <u>2025</u> | <u>2024</u> |
|----------------------------|-------------|-------------|
| Operating | \$ 71,746 | \$ 64,493 |
| Externally funded research | 14,966 | 17,365 |
| Total grant revenues | \$ 86,712 | \$ 81,858 |

18. PURCHASED SERVICE COSTS

Under a shared service agreement, the University purchases certain administrative services from Durham College. The cost of salaries, benefits and operating expenses purchased by the University are calculated based on a combination of individual percentage and actual cost by service area.

Amounts invoiced from Durham College for purchased services expense, including expense from ancillary operations, are recorded as expenses under “Purchased services” in the consolidated Statement of Operations. Revenues from ancillary operations are recorded as revenues and are included under “Revenues from purchased services” in the consolidated Statement of Operations.

Shared services are paid by a standing monthly instalment to Durham College, with a final true-up and settlement in April following the end of the fiscal year.

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19. INVESTED IN CAPITAL ASSETS

| | 2025 | 2024 |
|---|--------------------|--------------------|
| Capital assets - net book value | \$ 391,991 | \$ 387,177 |
| Less amount financed by deferred capital contributions | (153,757) | (153,400) |
| Less amount financed by long-term debt (Notes 11, 12, 13 and 14) | (173,525) | (182,249) |
| Total investment in capital assets | \$ 64,709 | \$ 51,528 |
| | 2025 | 2024 |
| Net change in investment in capital assets: | | |
| Purchase of capital assets | \$ 23,356 | \$ 11,597 |
| Donated buildings | 4,800 | - |
| Amounts funded by: | | |
| Deferred capital contributions | (4,210) | (5,243) |
| Donated buildings | (4,800) | - |
| Repayment of long-term debt | 10,321 | 10,059 |
| Net Book Value of disposed capital assets and unrealized (loss)/gain on interest rate swap | (1,599) | 613 |
| | \$ 27,868 | \$ 17,026 |
| | 2025 | 2024 |
| Amortization of deferred capital contributions | \$ 8,653 | \$ 8,235 |
| Less amortization of capital assets | (23,340) | (22,561) |
| | \$ (14,687) | \$ (14,326) |
| Net change during the year | \$ 13,181 | \$ 2,700 |

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20. INTERNALLY RESTRICTED NET ASSETS

Internally restricted net assets represent unspent funds which have been committed for specific purposes, including the appropriation of internally-funded research and investment in the University's academic priorities, working capital, facilities, information technology and student aid. Re-purposing or increasing such restrictions is subject to Board approval.

Details of the internally restricted net assets are as follows:

| | <u>2025</u> | <u>2024</u> |
|---|------------------|------------------|
| Balance is comprised of the following: | | |
| Research funds (a) | \$ 5,938 | \$ 6,301 |
| Capital projects and deferred maintenance (b) | 1,966 | 1,467 |
| Student assistance and related funds (c) | 3,536 | 2,834 |
| Working capital (d) | 6,000 | 6,000 |
| Learning re-imagined (e) | 4,278 | 3,260 |
| Digital and physical infrastructure re-imagined (f) | 2,588 | 1,328 |
| Revenue-generating unit carry-forward (g) | 3,755 | 3,649 |
| | <u>\$ 28,061</u> | <u>\$ 24,839</u> |

- (a) Research funds represent unspent start-up and professional development funds of individual members funded by Operations, and as provided by their collective agreement.
- (b) Capital projects and deferred maintenance represent funds restricted for the University's deferred maintenance, renovations and capital projects.
- (c) Student funds represent unspent student fees such as the athletic fee and the student services fee which are reserved for future student-related projects.
- (d) Working capital represents internally restricted funds set aside to improve the financial sustainability of the University, as mandated by the MCURES.
- (e) Learning re-imagined represents amounts which have been allocated in support of the academic plan and to enhance the "pedagogy-technology" interface with the aim of providing skilled support for our students, staff and faculty. It also includes recruitment and student success initiatives.
- (f) Digital and physical infrastructure re-imagined are funds restricted to enhance the virtual and physical campus.
- (g) Revenue-generating unit carry-forward represents surplus funds restricted to be utilized by these units for future operating and strategic initiatives.

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21. ENDOWMENTS

Endowment funds are restricted donations received by the University where the endowment principal is required to be maintained intact. The investment income generated from these endowments must be used in accordance with the various purposes established by donors. The University ensures, as part of its fiduciary responsibilities, that all funds received with a restricted purpose are expended for the purpose for which they were provided.

Investment income on endowments is deferred and recorded in the Consolidated Statement of Operations when the donors' conditions have been met and the related expenses are recognized.

Endowment funds include grants provided by the Government of Ontario from the Ontario Student Opportunity Trust Fund ("OSOTF") and the Ontario Trust for Student Support ("OTSS"). Under these programs, the government matches funds raised by the University. The purpose of these programs is to assist academically qualified individuals who, for financial reasons, would not otherwise be able to attend University. On January 5, 2012, the Ministry announced that the OTSS would be discontinued as of the end of Fiscal 2012 fundraising year.

The balance of endowments consists of the following:

| | <u>2025</u> | <u>2024</u> |
|----------------|------------------|------------------|
| OSOTF | \$ 2,108 | \$ 2,041 |
| OTSS | 20,043 | 19,269 |
| OSOTF and OTSS | 22,151 | 21,310 |
| Other | 7,120 | 5,712 |
| | <u>\$ 29,271</u> | <u>\$ 27,022</u> |

The change in the balance of endowments is as follows:

| | <u>2025</u> | <u>2024</u> |
|---|------------------|------------------|
| Endowment fund balance, beginning of year | \$ 27,022 | \$ 25,932 |
| Donations | 1,164 | 456 |
| Realized gains | 968 | 312 |
| Realized investment income | 893 | 889 |
| Income distributions | (776) | (567) |
| Endowment fund balance, end of year | <u>\$ 29,271</u> | <u>\$ 27,022</u> |

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21. ENDOWMENTS (continued)

As per the MCURES policies, the transactions related to OSOTF and OTTS should be presented in these consolidated financial statements, for the year ended March 31, 2025.

| | <u>OSOTF</u> | <u>OTTS</u> | <u>Total 2025</u> | <u>Total 2024</u> |
|---|-----------------|------------------|-------------------|-------------------|
| Schedule of Changes in Endowment Fund Balance | | | | |
| Endowment balance, beginning of year | \$ 1,888 | \$ 18,812 | \$ 20,700 | \$ 19,657 |
| Eligible cash donations | - | 36 | 36 | 119 |
| Preservation of capital | 42 | 485 | 527 | 924 |
| Endowment balance, end of year | <u>\$ 1,930</u> | <u>\$ 19,333</u> | <u>\$ 21,263</u> | <u>\$ 20,700</u> |
| Schedule of Changes in Expendable Funds Available for Awards | | | | |
| Expendable balance, beginning of year | \$ 153 | \$ 457 | \$ 610 | \$ 1,071 |
| Realized investment income | 117 | 1,336 | 1,453 | 984 |
| Less: Preservation of capital | (42) | (485) | (527) | (924) |
| Bursaries and awards disbursed | (50) | (598) | (648) | (521) |
| | <u>\$ 178</u> | <u>\$ 710</u> | <u>\$ 888</u> | <u>\$ 610</u> |
| Total funds, end of year | <u>\$ 2,108</u> | <u>\$ 20,043</u> | <u>\$ 22,151</u> | <u>\$ 21,310</u> |

In the current year, 471 bursaries and awards valued at \$776 were disbursed from the endowed funds (2024 – 403 bursaries and awards: \$567 from endowed funds and \$141 from operating funds).

22. PENSION PLAN

All eligible employees of the University are members of a defined contribution pension plan. Contributions made by the University to the pension plan during the year were \$9,108 (2024 - \$8,340).

23. CONTINGENCIES AND CONTRACTUAL COMMITMENTS

(a) Contingencies

The University has been named as the defendant in certain legal actions, in which damages have been sought.

The outcome of actions that are not determinable as at March 31, 2025 have not been recorded in these consolidated financial statements.

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23. CONTINGENCIES AND CONTRACTUAL COMMITMENTS (continued)

(b) Contractual Commitments

Future minimum lease payments, exclusive of taxes and operating costs, for premises and under operating leases at March 31, 2025 are as follows:

| | | |
|------------|----|--------|
| 2026 | \$ | 1,326 |
| 2027 | | 1,334 |
| 2028 | | 1,334 |
| 2029 | | 1,334 |
| 2030 | | 1,334 |
| Thereafter | | 21,551 |
| | \$ | 28,213 |

(c) Other

On July 24, 2020, the University entered into a land exchange agreement with the City of Oshawa. The appraised fair market value of the City of Oshawa property was \$6,250 and that of the University was \$4,365. As per the agreement, the University agrees and warrants that after Closing, it shall be restricted from conveying any part of the City Property to any third party without first offering to the City for the nominal sum of Two Dollars (\$2.00) on an "AS IS, WHERE IS" basis.

On March 15, 2023, a letter of credit in the amount of \$159 was issued on behalf of the University to the Province of Ontario. This letter of credit represents the obligations of the University to be incurred under the Land Transfer Tax Act with regards to the donation of property from Regent Corporation to the University.

24. GUARANTEES

On October 30, 2020, the University signed a license agreement with Ontario Tech Student Union ("OTSU"), whereby the OTSU will pay the University a one-time license fee of \$5,000 for the use and occupation of the licensed areas in the new Shawenjigewining Hall. Under this agreement, both parties agree and confirm that the University will provide a guarantee of the OTSU's obligations under a loan of a principal amount of up to a maximum of \$3,500 which was obtained by OTSU to complete the transactions in the license agreement.

On February 21, 2023, Regent Corporation signed an amended credit agreement with Sun Life Assurance Company of Canada and the University, with the latter acting as guarantor on the mortgage assumed on the 55 Bond Street property upon acquisition of control of Regent Corporation by the University. The outstanding mortgage as at March 31, 2025 is \$5,119 (2024 - \$5,770).

25. FINANCIAL INSTRUMENT RISKS

(a) Credit and interest rate risk

The value of fixed income securities will generally increase if interest rates fall and decrease if interest rates rise. Changes in interest rates may also affect the value of equity securities. The fixed income investments consist of pooled funds that include various Canadian government and corporate bonds and individual mortgage holdings. The fixed income investments bear coupon rates ranging from 0.0% to 31.1% (2024 – 0.0% to 13.9%) and have maturity dates ranging from April 1, 2025 to November 15, 2083 (2024 - April 1, 2024 to December 31, 2099).

Credit risk refers to the risk that a counterparty may default on its contractual obligations, resulting in a financial loss. The University is exposed to credit risk with respect to investments and accounts receivable. The University assesses, on a continuous basis, accounts receivable and provides for any amounts that are not collectible in the allowance for doubtful accounts.

The University is also exposed to interest rate risk on its fixed and floating interest financial instruments. Fixed-interest instruments subject the University to a fair value risk while the floating-rate instruments subject it to a cash flow risk.

The University mitigates interest rate risk on its term debt through derivative financial instruments (interest rate swaps) that exchange the variable rate inherent in the term debt for a fixed rate. Therefore, fluctuations in market interest rates will not impact future cash flows and operations relating to the term debt. There have been no changes in interest rate risk exposure as compared to the prior year.

(b) Foreign currency risk

The University is exposed to financial risks as a result of exchange rate fluctuations and the volatility of these rates. The University, through its investment management advisors, hedges against foreign exchange risks. There has been no change in the University's hedging policy from 2024.

(c) Market price risk

Market price risk arises as a result of trading fixed income securities and equities. The value of equity securities change with stock market conditions which are affected by general economic and market conditions. Changes in interest rates may also affect the value of equity securities. Fluctuation in the market exposes the University to a risk of loss. The University manages this risk through policies and procedures in place governing asset mix, equity and fixed income allocations, and diversification among and within categories.

(d) Liquidity risk

Money market investments represent instruments in highly liquid investments that are readily converted into known amounts of cash. The University invested in equity and fixed income investments that are traded in an active market, and can be readily liquidated at amounts close to their fair value in order to meet liquidity requirements.

26. SUBSEQUENT EVENT

Subsequent to March 31, 2025, a memorandum of agreement between the University and the Ontario Public Service Employees Union representing professional, administrative and technical staff was ratified. The contingency existed prior to March 31, 2025 and the monetary terms of the agreement are known and require an increase in salaries and benefits. Accordingly, the negotiated settlement has been reflected as a salary expense and accrued liability in the consolidated financial statements.

APPENDIX 2

ONTARIO TECH UNIVERSITY

INTERNALLY RESTRICTED RESERVES FOR THE YEAR ENDED MARCH 31, 2025 (\$ 000'S)

| | | 2024/25 | | |
|---|-------------------------------------|-------------------|-------------------|---------------------------------------|
| Internally restricted assets | Opening balance as at April 1, 2024 | Reserves utilized | Proposed reserves | Closing balance, as at March 31, 2025 |
| Research funds (a) | (6,301) | 363 | | (5,938) |
| Deferred maintenance and capital projects (b) | (1,467) | | (499) | (1,966) |
| Student funds (c) | (2,834) | | (702) | (3,536) |
| Working Capital (d) | (6,000) | | | (6,000) |
| Learning re-imagined (e) | (3,260) | 22 | (1,040) | (4,278) |
| Digital and physical infrastructure re-imagined (f) | (1,328) | | (1,260) | (2,588) |
| Revenue-generating unit carry-forward (g) | (3,649) | 155 | (261) | (3,755) |
| Total internally restricted assets | (24,839) | 540 | (3,762) | (28,061) |

(a) Research funds represent unspent start-up and professional development funds of individual members as provided by their collective agreement, and funded by Operations.

(b) Deferred maintenance and capital projects represent funds restricted in support of deferred maintenance, renovations and capital projects.

(c) Student funds include the unspent student fees such as athletic fee and student services fee which are reserved for future student-related projects.

(d) Working capital represents internally restricted funds set aside to improve the financial sustainability of the University, as mandated by the MCURES.

(e) Learning re-imagined represents amounts which have been allocated in support of the academic plan and to enhance the “pedagogy-technology” interface with the aim of providing skilled support for our students, staff and faculty. It also includes recruitment and student success initiatives.

(f) Digital and physical infrastructure re-imagined are funds restricted to enhance the virtual and physical campus.

(g) Revenue-generating unit carry-forward represents surplus funds restricted to be utilized by these units for future operating and strategic initiatives.

APPENDIX 3

ONTARIO TECH UNIVERISTY - FINANCIAL HEALTH RATIOS - MARCH 31, 2025

| Financial Ratios and Thresholds | | | | | Thresholds | | 2024/2025 Results vs Thresholds | |
|---------------------------------|---|-----------|-----------|-----------|-----------------------|---------------------|---------------------------------|-----------|
| | | 2022/23 | 2023/24 | 2024/25 | Medium-risk threshold | High-risk threshold | Medium risk | High risk |
| LIQUIDITY RATIOS | | | | | | | | |
| Primary reserve (days) | (Expendable net assets / Total expenses) x 365 days | 70 | 70 | 57 | < 90 | < 30 | Yes | No |
| Working capital | Current assets / Current liabilities | 1.3 | 1.4 | 1.1 | < 1.25 | < 1 | Yes | No |
| SUSTAINABILITY RATIOS | | | | | | | | |
| Viability ratio | Expendable net assets / Long-term debt | 24.2% | 26.4% | 25.9% | < 60% | < 30% | Yes | Yes |
| | Adjusted Viability ratio | 55.6% | 60.9% | 59.3% | | | Yes | No |
| Debt ratio | Total liabilities - DCC / Total assets | 48.5% | 47.3% | 46.7% | > 35% | > 55% | Yes | No |
| | Adjusted Debt ratio | 29.1% | 27.8% | 29.9% | | | No | No |
| Debt to revenue ratio | Long-term debt / Total revenue | 78.3% | 70.5% | 59.0% | > 35% | > 50% | Yes | Yes |
| | Adjusted debt to revenue ratio | 34.1% | 30.5% | 27.1% | | | No | No |
| Interest burden ratio | Interest expense / Total expenses less amortization | 6.1% | 5.2% | 4.5% | > 2% | > 4% | Yes | Yes |
| | Adjusted interest burden ratio | 2.6% | 2.3% | 1.9% | | | No | No |
| PERFORMANCE | | | | | | | | |
| Net income / (loss) ratio | Net income (loss) / Total revenues | 1.1% | 2.5% | 2.6% | < 1.5% | < 0% | No | No |
| Net operating revenue ratios | Cash flow from operations / Total revenues | 7.7% | 7.1% | 12.5% | < 7% | < 2% | No | No |
| Credit Rating | | | | | | | | |
| Moodys | | A1 stable | A1 stable | A1 stable | | | No | No |
| DBRS | | A low | A stable | A stable | | | No | No |

APPENDIX 4

ONTARIO TECH UNIVERSITY - CONSOLIDATED FINANCIAL STATEMENTS ANALYSIS – MARCH 31, 2025

Statement of Financial Position

Assets

Long-term investments comprise of operating cash invested in a GIC that expires one year after the end of the fiscal year. **Cash and long-term investments** net increase of \$4.8M is driven mainly by \$3.2M unspent planned contingency reverse, \$4.0M of additional sustainability grants from the Province, \$3.8 new donations and external grants rec'd and not yet spent at the end of the fiscal year, offset by \$12.8M cash outflow for the purchase of the Campus Corners Property in Sep 2024, and other variances including timing of payables and receivables.

Grant receivable balance of \$9.1M includes \$6.7M of 24/25 Collaborative Nursing (CN) grant funded on a slip-year basis and therefore will be received in fiscal 2025/26, \$1.1M of operating grant (includes \$0.8M of sustainability and efficiency review grant), and \$1.3M of external research grants, all of which are current.

Other accounts receivable (A/R) includes student and trade receivables. Balance of \$9.4M includes \$5.4M of student A/R (\$3.4M for winter 2025 semester and \$2.0M for fall 2024 and prior semester receivables), 3.1M current trade, research and ACE receivables, \$1.2M of application fees receivable (rec'd in Apr 2025), \$1.0M interest revenue on short-term investments which matures on April 17, 2025, offset by \$1.3M provision in student bad debt, and other balances, none exceeding \$0.5M.

Investment balance of \$40.6M relates to endowed funds held at PH&N. The year-over-year increase of \$4.2M is comprised of \$2.0M mark-to-market unrealized gain due to the recovery of both the bond and equity market in the last year, \$1.8M net investment income and realized gains, \$1.2M new in-year donations, offset by \$0.8M bursary and award disbursements to students in the current year.

Other assets of \$1.8M pertain to a life insurance policy for which the University is the named beneficiary. Other assets are net of an allowance for doubtful accounts of \$0.3M that pertains to a receivable from its subsidiary, Ontario Tech Talent.

Capital assets increase of \$4.8M includes net asset additions of \$28.1M, offset by accumulated amortization of \$23.3M in the current year.

Additions comprise \$18.1M for the Campus Corners Property, \$3.6M of major equipment, \$3.2M of computer equipment, laptops and furniture and fixtures, \$1.8M building and parking renovations, and \$1.4M of construction-in-progress. Approximately **35% of the asset additions are funded by facilities renewal & external research grants and donations**, with the remaining 65% being funded by Operations.

Goodwill of \$1.0M was recorded in fiscal year 2023 and represents the excess of the purchase price over the fair market value of the Regent's net assets upon the acquisition of control of the Regent by the University in February 2023.

Liabilities

Accounts payable and accrued liabilities balance of \$43.8M includes \$8.0M due to Durham College for purchased services of which \$5.9M is due and paid in April 2025, \$7.7M of trade payables, \$6.1M of payroll and vacation accruals, \$5.8M of student unapplied credits, \$3.6M of payroll deductions paid in April 2025, \$3.5M of debenture interest payable due and paid April 15, \$2.9M of student ancillary fees held in trust, and other variances none exceeding \$1.0M.

Increase of \$6.8M over the prior year includes \$4.0M for purchased services due to timing of payment to Durham College, \$2.3M in student unapplied credits relating to spring/summer 2025 semester, 0.7M increase in operating accruals and other increases and decreases, none exceeding \$0.5M

Deferred revenue relates to revenues deferred to subsequent periods as these have not yet been earned at the end of the fiscal year or will be recognized as revenue in the period in which related expenses are incurred.

Balance of \$36.4M comprises of \$13.2M deferred tuition representing one month of winter term fees not earned at year-end, and \$23.2M of revenues billed or received and not yet spent at the end of fiscal (\$13.2M of externally funded research grants, \$5.0M of expendable donations, \$1.4M of student ancillary fees, and \$3.6M of miscellaneous deferred revenues).

Increase of \$3.6M in deferred revenue over the prior year includes \$2.7M increase in deferred tuition due to higher tuition revenues attributable to growth in the current year, \$1.1M in deferred donations and external research due to timing of receipt vs spending, offset by \$0.6M decrease in deferred student ancillary fees as the prior year included the recognition of ancillary fees for Arena repairs and other variances.

Current and long-term debt total decrease of \$8.7M over the prior year pertains to the repayment of various debt obligations, including repayment of debenture debt, capital lease obligation and inducements for 61 Charles, mortgage loan for 55 Bond and an interest rate swap for a financial derivative for the financing of Shawenjigewing Hall.

Deficiency in other investments pertain to the accumulated net investments in the University's subsidiary, Ontario Tech Talent. Decrease in deficiency of \$1.5M over the prior year is attributable to a \$3.2M income pick-up from a loan forgiven by the University, offset by Talent's in-year operational loss of \$1.7M.

Deferred capital contributions includes grants and donations of \$9.0M received for capital projects during the fiscal year, offset by \$8.6M amortization into revenues of capital grants and donations received since inception of the University.

New grants and donations received include \$4.8M donation for Campus Corners Property, \$3.0M operating grant for campus renovations and lab equipment, \$0.7M of external research grants to invest in research equipment and \$0.5M donations for building construction.

Statement of Operations

Revenue

Operating and research grant increase of \$4.8M includes \$6.1M of new Postsecondary Education Sustainability and Efficiency Fund, offset by \$2.0M decrease in research grants, reflecting decreased spending due to the completion of research projects during the current year, offset other immaterial increases/decreases.

Donations for the purposes other than endowment are deferred and recognized as revenue in the year in which the related expenses are incurred. Donation revenue of \$3.8M (out of total donations received of \$6.0M in the CY) relates to expendable donations recognized in the current year for awards disbursed to students and funds to cover specific projects, in compliance with donor agreements.

Student tuition fees increase of \$12.2M over last year includes \$5.8M increase in domestic tuition largely driven by an increase of 514 FTE in domestic undergrad; \$5.9M increase in international tuition due to increase in graduate credit courses and YOY increase in international tuition fees; and \$0.5M increase in internship fees.

Other income decrease of \$2.0M includes net \$2.2M decrease in Brilliant Start-up Visa research revenues attributable to the impact of the federal immigration policy on the program, \$1.2M decrease in ACE revenues due to the cancellation of contracts and deferral of these into the next fiscal year. These decreases were offset by \$1.0M increase for Nursing revenues due to growth, \$0.7M new rental revenues from the Campus Corners co-ownership agreement, and other variances, none of which exceeds \$0.5M.

Gain on other investments relates to the net gain arising in the current year from its subsidiary, Ontario Tech Talent. This gain includes an operating loss of \$1.7M offset by an income pick-up of \$3.25M arising from a loan forgiven by the University in the current fiscal year.

Expense

Salaries and benefits increase of \$11.2M includes

- 1) \$7.4M increase for full-time employees, of which \$7.3M pertains to salary and benefit increases for faculty and staff including union collective agreement adjustment, \$2.1M net new hires, \$0.5M administrative leave accrual, offset by \$2.5M in savings attributable to vacant positions.
- 2) \$3.8 increase in limited term contracts, including \$2.7M increase in teaching assistants and sessionals due to enrolment growth, and union collective agreement adjustment. Increase also includes \$1.5M for non-faculty contracts to back-fill for vacant positions and for project-based work with hires funded by revenue-generating units, offset by \$0.4M in research-funded support and other variances.

Student aid, financial assistance and awards increased \$1.6M over the prior year and includes \$0.8M additional support for students funded by international tuition fees, and \$0.6M increase in other student awards funded by external research funding and donations.

Purchased services from Durham College increase of \$1.9M includes \$1.1M increase in salaries, \$0.5M increase in IT consulting costs and \$0.3m in utilities. All increases are within the shared services budget.

Unrealised loss on interest rate swap relates to the mark-to-market loss on the derivative financial instrument and the loss reflects the less favourable swap rate in the current year versus the prior year.

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Pamela Onsiong

SLT LEAD: Brad MacIsaac

SUBJECT: Fourth Quarter Financial Reports: Management Reporting -
Operating Summary for the year ending March 31, 2025

BOARD/COMMITTEE MANDATE:

The Audit and Finance Committee (“Committee”) is responsible for overseeing the financial affairs of the University, including approval of the annual budget and financial reporting to ensure that appropriate financial controls, reporting processes and accountabilities are in place at the University. This report was presented to the Committee on June 19, 2025.

BACKGROUND/CONTEXT & RATIONALE:

In February 2024, and in response to the Blue-Ribbon Panel recommendations, the Ontario government announced a \$903.0M investment over 3 years through the new Postsecondary Education Sustainability Fund (“PESF”) starting in 2024/25. At the time the 2024/25 budget was finalized in March 2024, the University had no indication from the Ministry as to the amount of PESF fund it will receive for the current year.

In April 2024, the Board approved a balanced budget for 2024/25 based on estimated revenue and expense assumptions. This budget included an estimated \$2.0M PESF in revenue and a net surplus contingency of \$5.4M that will be reserved for future capital infrastructure and new investments in IT, academic and student-related space, should the budget assumptions be met or exceeded.

This report provides the Committee with an overview of the actual year-end financial results against the approved budget and the third quarter forecast (Appendix 1).

Technical point:

The operating budget is based on a projection of cash receipts and expenditures for the year. This contrasts with the audited financial statements which are prepared in accordance with generally accepted accounting principles (“GAAP”) for non-for-profit organizations in Canada. In arriving at the year-end results on a GAAP basis, adjustments are required to be made to the management report, e.g.

- The management report includes cash outlays for capital investment in the budget year while the GAAP financial statements include an expense that reflects the amortization of all capital assets over their useful lives.
- Conversely, the GAAP financial statements include the unrealized gain/loss on endowed investments while these are not budgeted and therefore not included in the management report.

A reconciliation between the 2 sets of financial reports is disclosed at the bottom of Appendix 1.

HIGHLIGHTS:

These highlights focus on the variance between the **year-end actual results vs the third quarter forecast**, with variances between forecast and budget included in our third quarter report. The **year-end net operating surplus**, after capital expenses, debenture and lease payments is \$3.1M. This compares with a \$6.5M projected surplus reported at the end of the third quarter (see items highlighted in green in Appendix 1). Total operating surplus unfavourable variance of \$3.4M against forecast is comprised of:

Total Revenue is unfavourable \$1.6M (or less than 1%) as forecast assumptions overestimated \$1.0M in grants and tuition. In addition, there was a delay in student ancillary-funded projects in the recreation and wellness center which resulted in actual lower ancillary fees being recognized in the budget year.

Total Operating Expenses is unfavourable \$2.2M (or 1%). This negative variance is mainly due to the accounting recognition of a salary contingency that existed prior to year-end with regards to a negotiated settlement between the University and one of its union groups. This settlement was ratified after year-end and was not captured in the third quarter forecast.

FINANCIAL IMPLICATIONS:

The primary purpose of this financial update is to report on the year-end results of the operating budget. Maintaining a balanced (or surplus) budget is critical to Ontario Tech University’s short-term financial health and long-term financial sustainability.

SUPPORTING REFERENCE MATERIALS:

- Appendix 1: Management Reporting: 2024/25 Operating Summary

Operating Summary for the year ending March 31, 2025 (in '000s)

| April 1, 2024 - March 31, 2025 | | | | | | | | | |
|---|------------------|------------------|---|-------------------|---|-------------------|---|-------------------|-------------|
| Total Annual Budget | Y/E Forecast | Actuals | Fav. (Unfav.) Actuals vs. Budget \$ / % | | Fav. (Unfav.) Forecast vs Budget \$ / % | | Fav. (Unfav.) Actuals vs. Forecast \$ / % | | |
| Revenue | | | | | | | | | |
| Grants | 86,974 | 92,894 | 92,272 | 5,297 | 6% | 5,919 | 7% | (622) | -1% |
| Tuition | 112,234 | 116,814 | 115,919 | 3,685 | 3% | 4,580 | 4% | (896) | -1% |
| Student Ancillary | 18,261 | 17,279 | 16,801 | (1,460) | -8% | (982) | -5% | (478) | -3% |
| Other | 26,785 | 26,714 | 27,108 | 323 | 1% | (72) | 0% | 395 | 1% |
| Total Revenue | 244,254 | 253,701 | 252,100 | 7,846 | 3% | \$ 9,446 | 4% | (1,601) | -1% |
| Expenditures | | | | | | | | | |
| Academic | 97,473 | 96,686 | 98,458 | (985) | -1% | 787 | 1% | (1,772) | -2% |
| Academic Support | 55,055 | 55,912 | 56,157 | (1,103) | -2% | (857) | -2% | (245) | 0% |
| Administrative | 33,345 | 36,544 | 36,919 | (3,574) | -11% | (3,199) | -10% | (375) | -1% |
| Sub-total | 185,873 | 189,141 | 191,534 | \$ (5,661) | -3% | (3,269) | -2% | \$ (2,392) | -1% |
| Purchased Services | 16,323 | 16,469 | 16,245 | 78 | 0% | (146) | -1% | 225 | 1% |
| Total Commercial | 11,981 | 11,230 | 11,244 | 737 | 6% | 750 | 6% | (14) | 0% |
| Debt Interest Expense | 8,474 | 8,200 | 8,188 | 286 | 3% | 273 | 3% | 13 | 0% |
| Total Operating Expenses | 222,650 | 225,041 | 227,210 | \$ (4,560) | -2% | \$ (2,391) | -1% | \$ (2,169) | -1% |
| Net Contribution from Operations | \$ 21,605 | \$ 28,660 | \$ 24,890 | \$ 3,286 | 15% | \$ 7,055 | 33% | \$ (3,769) | -13% |
| Capital Expenses | 8,424 | 11,820 | 11,557 | (3,133) | -37% | (3,396) | -40% | 263 | 2% |
| Principal Repayments - debt & capital leases | 10,567 | 10,317 | 10,172 | 395 | 4% | 250 | 2% | 145 | 1% |
| Operating Surplus | 2,613 | 6,524 | 3,161 | 549 | 121% | \$ 3,911 | 250% | (3,362) | 48% |
| Funded through PY restricted reserves | 373 | 0 | 0 | (373) | 0% | \$ (373) | 0% | 0 | N/A |
| Contingency Fund | 2,443 | 0 | 0 | (2,443) | 0% | \$ (2,443) | 0% | 0 | N/A |
| Total Operating Surplus | 5,429 | 6,524 | 3,161 | (2,267) | 58% | \$ 1,095 | 120% | \$ (3,362) | 48% |

Reconciliation to audited financial statements:

| | |
|---|-------------------|
| | \$ |
| Net forecast contribution from Operations | 24,890 |
| Items not budgeted or non-cash transactions: | |
| Externally funded research revenues | 17,573 |
| Externally funded research expenses | (17,351) |
| Amortization of capital assets, net of contributions | (14,661) |
| Unrealized gain on investments | 310 |
| Other non-cash accruals | \$ (509) |
| Capital grants accounted as deferred contributions | \$ (3,004) |
| Excess revenue over expenses - as per audited financial statements | \$ 7,248 |

Board

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
☐
☒

TO: Board

DATE: June 26, 2025

PRESENTED BY: Carla Carmichael, Chair Audit & Finance Committee

SUBJECT: Activity Based Budget Allocation Model Update

BACKGROUND/CONTEXT & RATIONALE:

Activity Based-Budgeting (ABB) is a mathematical approach to budget modeling 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 the annual budget process, the ABB model is presented to Academic Council and the Board for information and transparency purposes. The transparency provided by the ABB model addresses the 2022 Auditor General's report to bring greater transparency of revenue and costs by unit to Academic Council and the Board.

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 intention is to use the ABB model to incentivize Faculties and units to generate revenue and manage costs more effectively, and to create a better understanding of subsidizations within the university. In addition, the information is being used to develop viable, financially sustainable strategies in collaboration with Faculties and units.

Providing details of the ABB model illustrates how the higher education financial context (e.g., government tuition fee framework, grant funding, alternate revenue generation and cost pressures) impacts academic budgets. The model shows how enrolment is attributed to Faculties and programs, how the revenue flows in from specific grants and how service teaching is credited, as well as the internal subsidizations needed to cover current costs within Faculties.

The material included outlines how the ABB model attributes revenues and costs as well as multi-year budget information on enrolments to illustrate the sensitivity of cost and revenue drivers from year to year and over time. We look forward to the discussion with Audit and Finance on how the current higher education financial climate translates to inform budget allocations.

Important notes: The ABB model revenues and costs are not intended to reconcile with the University's consolidated budget. For example, externally restricted revenue such as research, philanthropy and Commercial Services are not included in the ABB model. These sources of revenue are operating under contractual obligations (research revenue) or as cost recovery or revenue generating centers where revenue will remain within commercial services.

CONSULTATION:

Senior Academic Team April 2025

Academic Council May 2025

Faculty groups to be booked

SUPPORTING REFERENCE MATERIALS:

- Academic Council and Board ABB Budget Allocation Model Program Summary May 2025*

***Note:** These supporting reference materials are intended **for internal use only** and as such are not to be posted or distributed to external individuals, agencies or organizations.

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Carla Carmichael, Chair Audit & Finance Committee

FROM: Brad MacIsaac, Vice President Administration

SUBJECT: Quarterly Risk Management Report

COMMITTEE/BOARD MANDATE:

The Audit & Finance Committee is responsible for overseeing risk management and other financial systems and control functions at the University. This oversight includes approving the risk management process and ensuring the adequacy of the insurance portfolio, as well as ensuring appropriate mitigative actions are taken or planned in areas where material risk is identified.

This quarterly report is being provided to Board for information.

BACKGROUND/CONTEXT & RATIONALE:

The University provides a quarterly update to the Board on risk management initiatives, culminating in a comprehensive annual review each April.

Building on the Board April 2025 Strategic Session that focused on Artificial Intelligence (AI), the University wanted to highlight the effort made to date related to understanding and addressing risks related to AI. This topic continues to reshape post-secondary education and all global activities. AI risk management is being integrated into the existing University Risk Management (URM) framework to ensure institutional consistency, transparency, and accountability.

As the University adopts AI technologies across academic, research, and administrative functions, there is growing recognition of the complex risks associated with the use, particularly surrounding privacy, data management, and algorithmic bias.

Further, there is a parallel risk in doing too little. As AI rapidly transforms the post-secondary sector, a passive or purely observational stance may result in significant opportunity costs, including loss of competitive positioning, stagnation in innovation, and diminished relevance in a sector poised for disruption.

A responsible use approach, backed by governance and stakeholder education is being advanced to ensure AI enhances, rather than undermines, our academic mission and institutional values. Management is closely monitoring several areas including but not limited to:

PRIVACY RISKS

AI systems often require access to large volumes of sensitive information. Without robust safeguards, this exposes the institution to compliance breaches and reputational damage.

Student and Staff Data Exposure: AI tools integrated into learning management systems, advising platforms, or productivity software may collect or store identifiable information without proper consent or oversight.

Third-Party Vendor Risk: Many AI solutions are delivered through external platforms (e.g. Copilot, ChatGPT), raising concerns over cross-border data flow, unclear ownership, and opaque data retention practices.

Inadvertent Disclosure: Uploading proprietary or unpublished academic content into AI models (e.g. draft research) risks premature public release or competitive loss.

DATA MANAGEMENT RISKS

Effective AI implementation depends on structured, high quality data governance. Misalignment in data management practices can compromise accuracy, compliance, and institutional operations.

Data Fragmentation: Without a centralized inventory of AI systems and their data flows, there is risk of siloed deployments with inconsistent governance.

Unverified Inputs & Outputs: Data used to train or guide AI systems (e.g. academic performance data or behavioral analytics) may be incomplete, outdated, or misinterpreted by automated processes.

Operational Reliability: Overreliance on AI for decision-making (e.g. grading, advising, scheduling) introduces the risk of erroneous outputs (e.g. AI *hallucinations*) without human oversight.

ALGORITHMIC BIAS RISKS

AI models can reinforce and perpetuate social, racial, or institutional biases, affecting fairness, equity, and academic integrity.

Biased Algorithms: Pretrained models may reflect historical inequities or non-representative data, leading to exclusionary or discriminatory outcomes (e.g. grading, admissions predictions, student advising).

Academic Misconduct: Detection tools may inaccurately flag work from non-native English speakers or students with different learning styles as AI-generated, impacting trust and fairness.

Policy and Ethics Gaps: Institutional guidelines on ethical AI use remain underdeveloped. Without clear expectations, both overuse and misuse are possible by students, faculty, and staff.

NEXT STEPS

To support a risk-informed approach to AI, the University is considering a multi-pronged strategy:

- *Establish a Cross-Functional AI Task Force.*

- *Develop AI Use Documents and Training:* Role-specific guidance for staff, faculty, and students, including permitted/prohibited uses and disclosure requirements.
- *Assess Governance Maturity:* The University is reviewing a maturity assessment model to benchmark the current state and prioritize improvements.
- *Run a Tabletop Exercises:* To simulate scenarios involving privacy breaches, biased decision-making, and reputational fallout.

Artificial Intelligence is here to stay, and its responsible adoption will shape how we teach, operate, and lead. While the risks associated with AI are complex, the University is taking proactive steps to ensure we remain proactive. By integrating AI oversight into our existing risk framework, building a foundation of transparency and fairness, and engaging our community through policy and training, we are positioning ourselves to innovate safely and ethically.

Ongoing collaboration across departments, paired with clear governance, will be key to maintaining public trust and institutional integrity as AI use grows.

BOARD REPORT

SESSION:

Public ☒

ACTION REQUESTED:

Decision ☒
Discussion/Direction ☐
Information ☐

Financial Impact ☐ Yes ☒ No

Included in Budget ☐ Yes ☒ No

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Carla Carmichael, Chair Audit & Finance Committee

FROM: Les Jacobs, Vice-President, Research and Innovation

SUBJECT: Policy Approval: Research Involving Human Participants Policy

BOARD MANDATE:

Under section 9 (1) of the University's Act, the Board of Governors has the power to establish academic, research, service and institutional policies and plans to control the manner in which they are implemented. The University's Policy Framework is a key institutional policy that delegates the Board's power, establishing categories of policy instruments with distinct approval pathways.

Under the Policy Framework, the Board of Governors is the approval authority for the Research Involving Human Participants Policy ("the revised Policy").

KEY CONSIDERATIONS:

- We are submitting this report, the revised Policy and the revised Research Ethics Board (REB) Terms of Reference, for the Board of Governors' consideration.
- Following the Audit & Finance Committee's recommendation for approval at its June 19, 2025 meeting, the attached Research Involving Human Participants Policy, formerly known as the Research Ethics Policy, and the Research Ethics Board (REB) Terms of Reference are now presented for approval by the Board of Governors. The REB Terms of Reference is an appendix to the revised Policy.

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors hereby approves the Research Involving Human Participants Policy ("the Policy"), and, the Research Ethics Board Terms of Reference as incorporated as an Appendix to the Policy, as presented.

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 | No comments. |
| Online Consultation | Written consultation | April 7 to 18, 2025 | No comments |

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|-----------------------------------|---|---------------|---------|
| 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
- Presented 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.
- Summary of changes to the Research Involving Human Participants Policy.
- Appendix to revised Policy:
 - Research Ethics Board Terms of Reference (Amended) – clean 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

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 7, 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 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

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: <ul style="list-style-type: none">• 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 an 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 |

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: <ul style="list-style-type: none">• 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. |

Board Report

SESSION:**Public**☒**Non-Public**☐**ACTION REQUESTED:****Decision**☐**Discussion/Direction**☐**Information**☒**TO:****Board of Governors****DATE:****June 26, 2025****PRESENTED BY: Eric Agius, Chair Strategy & Planning Committee****SUBJECT:****Institutional and SMA3 Metrics Annual Report**

BACKGROUND/CONTEXT & RATIONALE:

The 2023-28 Integrated Academic and Research Plan outlined a commitment to continuously evolve our integrated planning processes through an Institutional Metrics report. This report has two components; a qualitative summary of the years successes and challenges as identified in Faculty and unit integrated plan evaluations, and a quantitative data dashboard that illustrates performance against target for each metric (approved by the Board in 2022). The metrics report card provides the institution with opportunities to reflect on our successes and challenges that impact our collective progress.

In addition to the Institutional Metrics Annual report, the Strategic Mandate Agreement 2020-2024 (SMA3) annual report is included to demonstrate the University's achievement to target on the Ministry of Colleges, Universities, Research Excellence and Security (MCURES, formerly Ministry of Colleges and Universities - MCU) performance metrics. Each year the University validates the data, assesses risks for each of the metrics and adjusts where necessary any of the metric weightings for future years to minimize any potential funding loss. The 2024-25 year marks the final year, year 5, in the SMA3 reporting cycle. Performance funding gains or losses for years 1,2 and 3 of SMA3 were notional in nature as MCURES decoupled target achievement and performance funding due to the impact of the pandemic. For years 4 and 5 reporting, performance funding was recoupled and any funding loss or gains through the annual evaluation process will impact the University's performance grant funding envelope. We are pleased to note that Ontario Tech exceeded all of its performance targets in year 5 of the SMA3 reporting period and received just over \$40,088 in additional performance funding.

We are pleased to present to the Board the 2024-25 Institutional Metrics dashboard and qualitative summary report, and the SMA3 Metrics Annual report dashboards that illustrates progress towards our 2023-2028 Integrated Academic and Research Plan and our year 5 achievement of our SMA3 targets as reported to the MCURES.

2024-25 also marks the beginning of the new five-year Strategic Mandate Agreement (SMA4) with MCURES. The university has been in consultation with the Ministry to negotiate the SMA4 and is expected to be formalized in June. Highlights of the process are included with the annual reports for information.

CONSULTATION:

Academic Council will be provided with the Institutional Metric and SMA3 Annual reports as well as a SMA4 update at their June meeting.

NEXT STEPS:

N/A

SUPPORTING REFERENCE MATERIALS:

2024-25 Integrated Planning Report_BOG Summary_Final.docx

Institutional Metrics_2024-25_final for Board and AC.pdf

SMA3 Year 5 Overview_2024-2025.pdf

2025-2030 SM4 updates June BOG and AC.pdf

2024-2025 Integrated Planning Annual Evaluation and Report

Now in its second reporting year, the 2023–2028 Integrated Academic Research Plan (IARP) continues to provide a unifying framework in university-wide planning. The IARP helps Faculties and Units ground their internal strategies around Ontario Tech’s mission, institutional priorities, and long-term goals. The combined narrative reporting from Annual Evaluations and quantitative insights from the Institutional Metrics offers a comprehensive view of the university’s growth and advancement. This integrated perspective supports stronger strategic alignment, reveals opportunities of collaboration, and supports the prioritization of initiatives that advance Ontario Tech’s distinct mission.

With the launch of the IARP, the Integrated Planning cycle was adjusted to better align with existing annual reporting timelines. Faculty- and Unit-level Integrated Plans now operate as three-year rolling strategies, with annual reporting on key milestones and objectives taking place each Spring. This structure enables long-range visioning while maintaining a focus on achievable, year-over-year progress. Strategies are designed to align with the IARP’s four priority areas, with annual milestones established for consistent assessment and institution-wide visibility into progress. This approach supports agility, encourages cross-unit collaboration, and ensures that planning remains responsive to evolving challenges and opportunities.

For the 2024–2025 academic year, Faculties and Units established over 450 milestones aligned with the four IARP Priority Areas. During the annual evaluation and reporting period (September to May), 80% of these milestones were reported as either “Completed” or “On Track,” while 18% were marked as “Behind Target” or “Amended.” Only 2% were classified as “Terminated”. In addition to milestone tracking, Faculties and Units were invited to report unplanned accomplishments, highlight challenges encountered, and reflect on any unmet objectives.

The Annual Evaluation Reports from Faculties and Units highlight the University’s continued progress in advancing institutional priorities, while also acknowledging the challenges presented by the current post-secondary landscape. Highlights of progress and key accomplishments in the priority areas include:

Tech with a Conscience:

- Faculty members within the Faculty of Engineering and Applied Science established the Advanced Manufacturing Center. The Center will focus on researching both current and emerging needs within manufacturing systems, with an emphasis on enhancing Predictivity, Agility, Reconfigurability, Sustainability, and Intelligence (PARSI) across the sector.
- Collaborations between the Faculty of Business and Information Technology, the Office of the Registrar, and the School of Graduate and Postdoctoral Studies enabled the successful streamlining of application and enrolment processes for the course-based Master of IT Security (MITS) program. This joint effort has led to increased international enrolments and overall growth in the program’s registration.
- The Library’s targeted efforts to enhance students’ digital literacy have gained greater impact by addressing current digital challenges such as AI, algorithmic bias, and disinformation. Collaboration with instructional designers and faculty champions has contributed to increased institutional recognition of digital and information literacy as essential academic competencies. Moving forward, the unit plans to create additional assessment tools, expand asynchronous content, and strengthen the integration of digital literacy with academic integrity initiatives.
- Ontario Tech joined the Canadian delegation led by Invest Durham at Hannover Messe 2025, the world’s leading industrial trade fair. Representatives from the Advancement Office, Partnership Office, and Office of the Vice-President, Research and Innovation attended the event to showcase the university’s role in Project Arrow. As Canada was the event’s partner country, Canadian innovations and sustainable solutions were prominently featured, highlighting advancements in mechanical and electrical engineering, digital industries, and the energy sector.

Learning Reimagined:

- The Office of Continuous Learning completed a comprehensive quality review of the previously developed TD Micro-Credentials and restructured sixteen of the micro-credentials into the newly launched Leadership and Interpersonal Skills program. The program features a stackable learning pathway, which consists of three levels of digital badges that attest to the participants leadership competencies. This new program is designed to enhance traditional leadership development programming through advancing assessment.
- In collaboration with industry partners Alstom and AtkinsRéalis, the Faculty of Engineering and Applied Science has launched the development of a new railway engineering specialization. With support from the Partnership Office, this initiative ensures the program remains industry-driven while fostering ongoing partnerships that enhance both research and learning opportunities.
- Since its official establishment in 2023–2024, the Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) has expanded its operations to include in-faculty support for practicums, internships, and co-operative education. Existing roles were centralized under the CEELCD umbrella to provide cohesive support focused on student success through experiential learning, career readiness, and employment support. This centralization enabled the expansion of experiential learning programming, most recently with the development of co-op program options in the Frazer Faculty of Education and the Faculty of Social Science and Humanities.
- Faculties continue to examine their program offerings, with a focus on STEM-enrolment and differentiated growth, including the introduction of professional programs.
 - The Faculty of Business and IT is on schedule for the Fall 2025 intake of students in the new PhD in Cybersecurity program.
 - The Faculty of Health Sciences is approaching the final stages of approval for a second-entry pathway into the Bachelor of Science in Nursing program. In addition, curriculum enhancements have been implemented within the existing Collaborative Nursing program, featuring expanded simulation-based learning and new online course components to enhance educational delivery and flexibility.
 - The Faculty of Social Sciences and Humanities has launched a new minor in A.I and Content Creation, available to students starting Fall 2025. The Faculty's one-year professional Master's in Social Media Communication - Online Creators program is currently in the final stages of program approval process.
 - Several cross-disciplinary and collaborative programs are currently progressing through internal governance processes. These include a Bachelor of Arts in Educational Psychology and a Bachelor of Arts in Health Sciences, as well as a new specialization in Games, Creative Industries, and Society which will be offered jointly by the Faculties of Business and IT and Social Science and Humanities. Additionally, the Faculties of Engineering and Applied Science and Business and IT are developing undergraduate degree programs focused on Artificial Intelligence.
 - Notices of Intent (NOIs) are currently in development for the following new programs.
 - Master in Science & PhD in Translational and Computational Neuroscience
 - Bachelor of Engineering in AI Engineering

Creating a Sticky Campus:

- Community and Cultural Relations successfully launched the Black Youth Visionary Program, designed to promote post-secondary participation among Black youth applying to and attending Ontario Tech University. The program raises awareness of educational opportunities, provides financial assistance, and offers wrap-around supports to help students complete their degrees and transition into careers in their chosen fields. Since its launch in January 2025, the program has registered over 100 students, increased engagement with campus services, awarded bursaries, and hosted four high-impact events, including the inaugural Black Student Showcase, which welcomed more than 150 attendees.
- The Faculty of Social Science and Humanities, in collaboration with the Canadian Law and Society Association, hosted the "Legal Studies, Social Change" high school essay contest and the "Law and

Society in an Age of Connection and Distraction” conference. These events engaged nearly 100 participants, including students, educators, academics, and local artists, in a weekend of dialogue and reflection. Highlights included an art exhibition and talks by Whitby Station Gallery curator Olexander Wlasenko and TMU artist-instructor Jessica Field on the intersection of art and AI.

- The Advancement Office spearheaded the finalization and approval of Ontario Tech’s first-ever Alumni Strategic Plan, aligning alumni engagement with the university’s strategic priorities of fostering lifelong connections, enhancing student success, and strengthening community partnerships. The plan was shared broadly and inspired feedback from almost a thousand alumni. The plan also guided the implementation of a new annual giving strategy, resulting in a notable increase in alumni philanthropy.
- Student Engagement and Equity completed a major overhaul of the Student Leadership Awards, realigning award categories to explicitly reflect the institution’s vision, mission, and values. By introducing innovative technology solutions and forging strategic partnerships, including collaboration with Graduate Studies, the program significantly improved efficiency, visibility, and impact. These efforts resulted in over a 300% increase in student nominations and unprecedented participation from students, faculty, and staff.
- The Office of the Deputy Provost introduced a multi-departmental planning model for Fall Orientation, enhancing cross-campus collaboration and operational clarity. This approach streamlined planning, increased student registration and retention, expanded academic and service unit participation, and added a full day of programming for residence move-in. External sponsorships were secured for the first time, supporting both programming and budget needs. The model enabled teams to focus on strategic priorities while establishing Orientation as a comprehensive, campus-wide initiative.
- The University continues to prioritize student engagement, experience, and success through a range of targeted and collaborative initiatives aimed at fostering a vibrant, supportive campus environment:
 - Units under Student Life and the Offices of the Deputy Provost fully implemented a new appointment-booking software to simplify access to services such as Academic Advising, Teaching and Learning, and Student Engagement. Using a common platform across multiple units has enhanced the student experience while streamlining data collection and service tracking.
 - The Office of the Registrar, in partnership with the Centre for Teaching and Learning, implemented a new undergraduate admissions strategy aimed at increasing access and enrolment through alternative pathways. By leveraging existing academic support programs such as LEAP and UPREP, the strategy allows students to receive conditional offers of admission while upgrading prerequisite knowledge before beginning their undergraduate studies.
 - New leasing partnerships have expanded food options on campus, with Aisle24, Subway, and Truedan Bubble Tea opening on the North campus, and Isabella’s Chocolate Café continuing downtown. Recent additions to the UB cafeteria include self-order kiosks, an order window, and a ramen vending machine.
 - Student Accessibility Services (SAS) piloted two high-impact support programs: SAS Connect, which provides peer mentorship, social connection, and workshops, and Executive Functioning Skills Groups, offering weekly sessions to build time management, organization, and academic planning skills. Both initiatives have been well-received, with strong student engagement and positive feedback, fostering academic growth and a sense of community among participants.
 - The Test Centre implemented new reporting and task automation tools to support exam bookings, reduce errors, and streamline day-to-day operations. These improvements have enhanced exam preparation efficiency, reduced manual workloads, and better integrated Test Centre operations within broader university workflows. As a result, stakeholder engagement has improved, and operational issues have decreased.

Partnerships:

- Enactus Ontario Tech received a generous donation from Jennifer and Christian Lassonde in support the chapter's Skills Series project. The Lassondes' contribution will support enhanced entrepreneurial programming that provides students with real-world experience in launching and managing businesses, building critical thinking, resilience, leadership, and practical business skills. Based at Brilliant Catalyst, Ontario Tech's incubator and entrepreneurial hub, the Enactus Skills Series provides students with practical skills, mentorship and resources to transform their ideas into successful ventures.
- Student Athletics partnered with the Oshawa YMCA to establish recreation opportunities for the downtown location. The program designed specifically for students from the Faculty of Social Science and Humanities, and the Frazer Faculty of Education, saw over 1,200 users over the past year.
- Office of Campus Infrastructure and Sustainability (OCIS) has expanded its sustainability and farm initiatives, partnering both external and internal organizations, including Engineering Outreach (Faculty of Engineering and Applied Science) and Ontario Tech Camps (Office of Continuous Learning) to support their programming needs.
- The Partnership Office and the Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) continue to advance the Student Enrichment Program (SEP), a collaborative initiative with industry partners to better prepare students for careers in the energy sector. The program's integrated service model, praised by partners for providing streamlined, customized access to university resources, has influenced changes to existing programs (e.g., Women for STEM) and served as a foundation for new ones (e.g., Black Youth Visionary Program). This year, SEP grew its industry partners from five to nine, saw a 38.35% increase in student participation, and engaged over 1,000 students in various SEP activities and initiatives.
- A generous gift from Jason and Riley Rinaldi has enabled the establishment of the Rinaldi Research Chair in AI and Rehabilitation. Based in the Institute for Disability and Rehabilitation Research within the Faculty of Health Sciences, this chair will advance research at the intersection of artificial intelligence and rehabilitation, with a focus on enhancing mobility, independence, and quality of life for individuals recovering from injury, illness, or other challenges.

Challenges:

Throughout the 2024–2025 academic year, academic and administrative units across the University encountered a range of challenges that shaped both the pace and scope of institutional progress. While many teams demonstrated flexibility, innovation, and strong commitment to strategic priorities, the challenges experienced underscored the importance of aligning institutional goals with available resources and the critical need for proactive collaboration and strategic focus.

Human and financial resource limitations were commonly cited barriers this year. Areas reported that prolonged vacancies, delayed hiring processes, and small teams tasked with managing increasingly complex responsibilities. These factors impacted operational continuity, delayed program rollout, and restricted service expansion or the ability to respond to emerging opportunities. Budgetary constraints required units to balance core responsibilities with innovation, particularly around infrastructure, technology, and staffing. Many units adopted a triage approach, focusing efforts on activities most aligned with institutional priorities and likely to generate long-term value. One illustrative example is the Library, which operates under a unique model that supports both Ontario Tech University and Durham College with a single, integrated team. While the team consistently delivers high-impact services, the dual-institution structure creates significant operational complexity. With current staffing levels, the Library faces challenges in expanding digital services, advancing archival development, and sustaining outreach efforts. In response, the unit has prioritized high-impact activities, advocated for targeted staffing additions aligned with institutional priorities, and invested in staff engagement and well-being to maintain service quality and resilience.

Broader social, political, and economic dynamics also significantly influenced the university's operating environment over the past year. Factors such as international student caps, growing public skepticism about the value of post-secondary education, increased competition for philanthropic support, and

evolving geopolitical tensions have shaped both communications strategies and stakeholder engagement. In navigating this complex landscape, academic and administrative units demonstrated adaptability, persistence, and cross-functional collaboration. The Advancement Office exemplified this approach by working closely with Communications and Marketing, Faculties, and senior leadership to sustain progress on the Tech with a Conscience campaign. Their efforts included strengthening faculty support, enhancing donor engagement through immersive tools such as virtual reality tours and CGI videos, and placing greater emphasis on long-term relationship building.

Faculties and units also noted difficulties in balancing competing priorities, often needing to make strategic trade-offs instead of advancing all goals simultaneously. Resource limitations compelled units to defer or adjust some initiatives to align better with existing capacity. For instance, in the Faculty of Health Sciences, curriculum revisions and professional licensing requirements demanded immediate attention, leading to revised timelines for longer-term program development. In several cases, annual plans were recalibrated mid-year to better reflect operational realities. These experiences reinforced the value of clear institutional prioritization mechanisms and the importance of pacing innovation efforts in line with both short-term feasibility and long-term goals.

Cross-unit coordination challenges were noted in the development and implementation of academic programs and institution-wide initiatives, such as the implementation of new engagement tools or institution-wide student supports. These efforts were often hindered by planning in isolation, a lack of clarity around roles and responsibilities, and limited early engagement from key stakeholders, such as the Office of the Registrar, Communications and Marketing, CEELCD, and the Partnership Office. These barriers can slow downstream activities like marketing, industry outreach, and student recruitment. For example, while career preparedness remains a top priority for students, gaps persist in promoting employment opportunities and embedding career competencies into program development. To address this, CEELCD has hired a Skills Translation Advisor and begun work on a competency framework to support the integration of career education and reflective practices into academic programming. Other units have initiated similar mitigation efforts, such as forming advisory committees and launching pilot collaboration strategies; steps that represent progress toward a more integrated and collaborative institutional culture.

Despite these constraints, many units demonstrated resilience and adaptability by reprioritizing initiatives, adjusting timelines, and focusing on targeted implementation strategies. There is shared optimism across the institution that the results of the KPMG efficiency reviews will offer valuable insights to strengthen core processes, improve resource alignment with strategic goals, and enhance institutional collaboration. Improved coordination and more deliberate resource deployment will be essential to sustaining momentum and achieving key institutional priorities within an increasingly complex post-secondary landscape.

Next Steps in the Integrated Planning Process

The 2024–2025 academic year highlighted the complexity of the post-secondary environment in which Ontario Tech operates. These experiences reinforce the importance of aligning institutional goals with available resources and the critical need for proactive collaboration across units. Success depends on breaking down silos and fostering deeper integration and strategic focus throughout the university. In this context, the Integrated Planning process remains a valuable tool for Faculties and Units to align strategies with institutional goals, adapt to change, and prioritize impact. As fiscal and operational pressures continue, managing resources strategically and working across boundaries will be essential. Faculties and Units have demonstrated resilience, adaptability, and commitment by reprioritizing initiatives, adjusting timelines, and innovating within capacity, sustaining progress amid challenges. Moving forward, collaboration and shared responsibility will be key to navigating pressures and seizing opportunities. Entering the third year of the IARP, intentional resource management and alignment with institutional priorities will drive continued growth and success. Ontario Tech's collective dedication and creativity position the university not only to meet challenges but to thrive, fulfilling its mission to provide an exceptional learning and research environment.



2024-25 Report on Institutional Metrics

June 2025

Ontario Tech University Metrics

Integrated Academic-Research Plan – Strategic Priorities

Tech with a conscience:

Innovating to improve lives and the planet by incorporating technology-enhanced learning strategies, and promoting the ethical development and use of technology for good through intensive research and inquiry.



Learning re-imagined:

Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.



Creating a sticky campus:

Cultivating student- and community-centric engagement opportunities by encouraging an inclusive culture for our institution through online and on-campus activities.







Partnerships:

Uncovering innovative solutions for their most pressing problems through purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.



Ontario Tech University Metrics

| | | IARP Priority Alignment | | | |
|---|---|--|---|---|---|
| | | Tech with a Conscience | Learning Re-Imagined | Sticky Campus | Partnerships |
| | |  |  |  |  |
| Comprehensive Access Institution | | | | | |
| Student mix (Actual and Proportion) | ● | | ● | ● | ● |
| Enrolment Targets to Actuals | ● | | ● | ● | |
| Demographics of our community | ● | ● | | ● | |
| Transfer students from universities and colleges | ● | | ● | | |
| Student retention rates | ● | | | ● | |
| Student participation in Transition activities | ● | | ● | ● | |
| LEAP participation | ● | | ● | ● | |
| Employee Retention (Academic and Non-Academic) | ● | | | ● | |
| Transformational Education & Research Excellence | | | | | |
| Student Participation in Work Integrated Learning Opportunities | ● | | ● | | ● |
| Partnerships supporting Work Integrated Learning | ● | | ● | | ● |
| Students graduating with courses on Ethics or Impact | ● | ● | ● | | |
| Courses taught by FT faculty | ● | | | ● | |
| Student: Faculty ratios | ● | | ● | ● | |
| NSSE results: overall student satisfaction | ● | | ● | ● | |
| NASM/FTE ratio in instructional categories | ● | | ● | ● | |
| Flexible course formats offered (online or hybrid) | ● | | ● | | |
| Research Chairs & Institutes | ● | ● | | | ● |
| Research Sponsorship | ● | | | | ● |
| Alumni Engagement | ● | | | ● | ● |
| Economic Stewardship | | | | | |
| Net Income/Loss Ratio | ● | <div> Legend: <ul style="list-style-type: none"> ● - On Track/Meeting Target ● - Progressing towards target ● - Behind/Below target </div> <div> ● - Aligned with Strategic Priority </div> | | | |
| Viability Ratio | ● | | | | |
| Primary Reserve Ratio | ● | | | | |
| Net Operating Revenues Ratio | ● | | | | |
| Credit Rating | ● | | | | |

Ontario Tech University Metrics

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Metric: **Student Mix - Overall**

Definition: Number and proportion of official student enrolment as reported by Ontario Tech University to the Ministry of Colleges and Universities. Overall Enrolment numbers include GR, PR and UG.

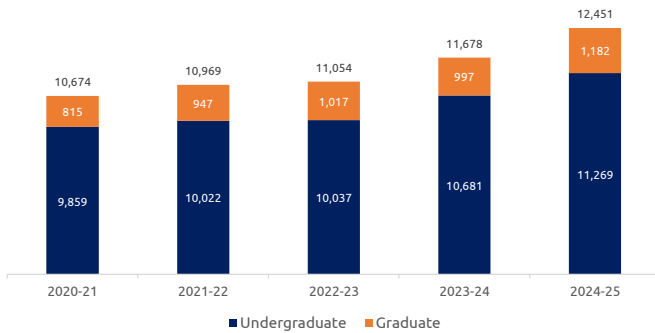
Data Source: University Statistical and Enrolment Report (USER) (Fall Report)

Target: Proportion of Graduate Students: between 8-10%
Proportion of International Students: 11-15% (target range adjusted due to IRCC caps & provincial attestation letter (PAL) allocations)

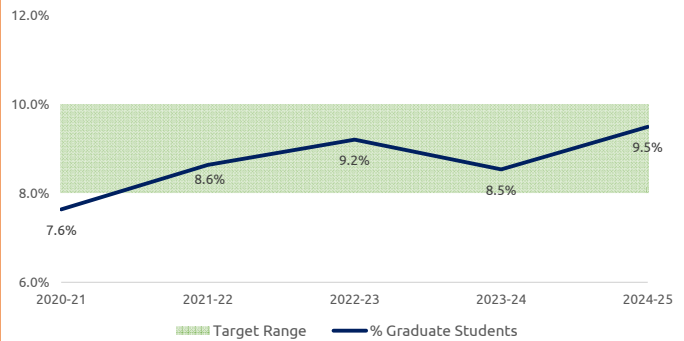
Proportion of Female Students: 50%
Proportion of Part-Time Students: 7-10%



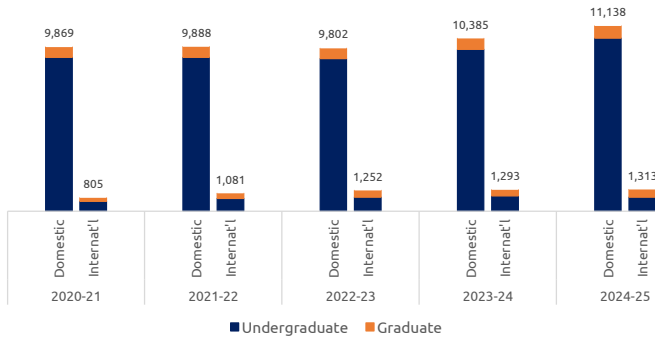
Student Mix by Level



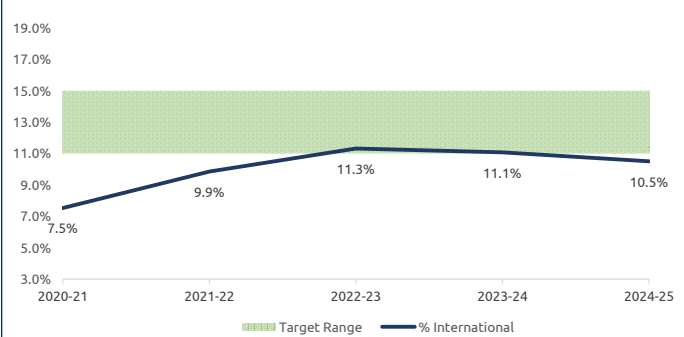
Proportion of Graduate Students



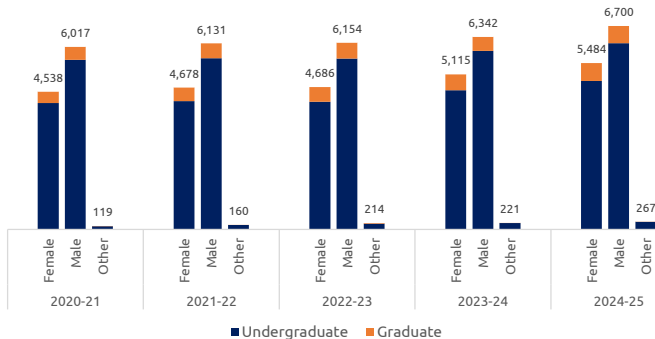
Student Mix by Residency



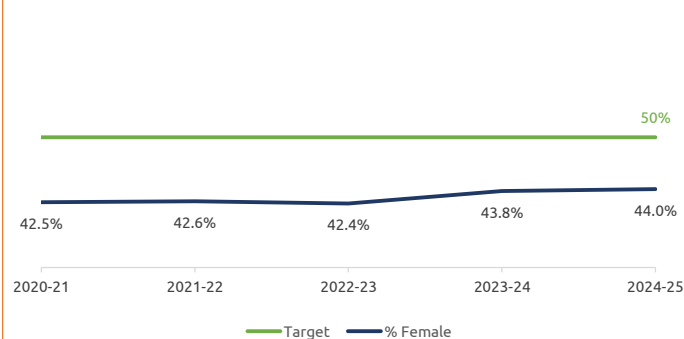
Proportion of International - Overall



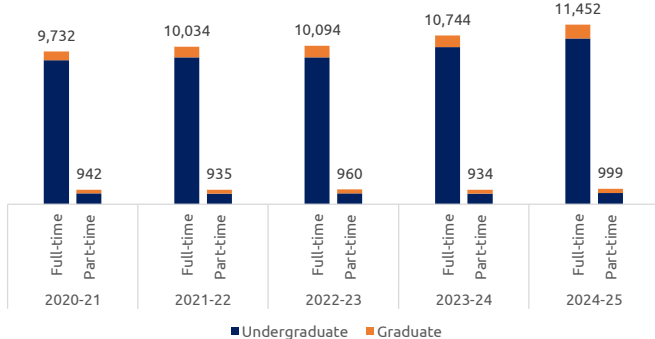
Student Mix by Gender



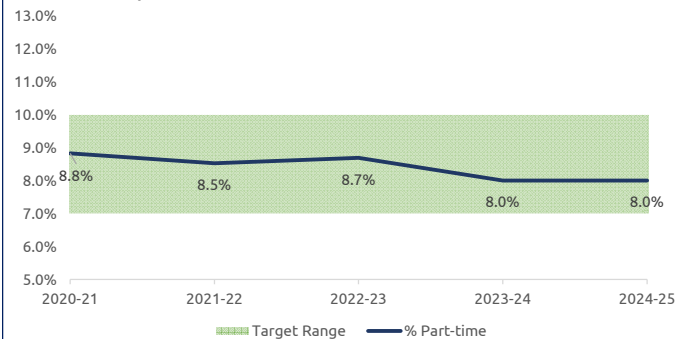
Proportion of Female Students - Overall



Student Mix by Status



Proportion of Part-time Students - Overall



Ontario Tech University Metrics

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Metric: **Enrolment Targets to Actual**

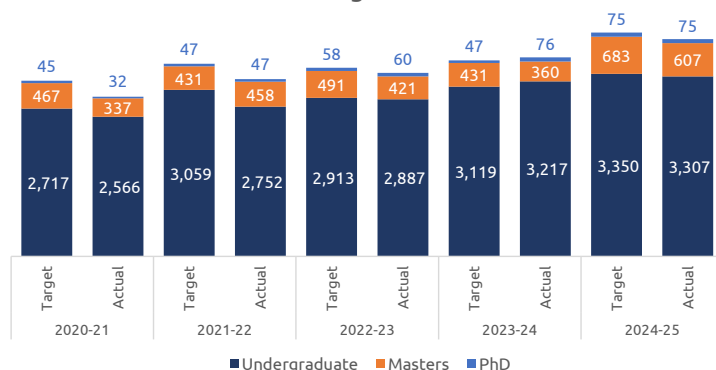
Definition: Comparison of the established Day 10 Enrolment Targets with the Day 10 Actual Enrolment, presenting the proportion of target achieved for Undergraduate, Masters, and PhD enrolment.

Data Source: Enrolment Targets, and Day 10 Enrolment Reports (UG: Fall, GR: Annual).

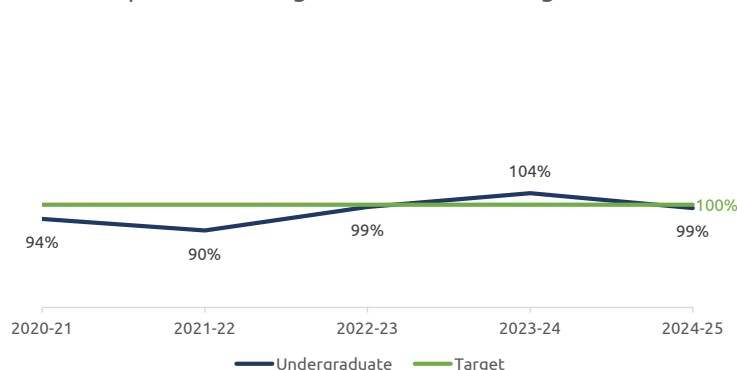
Target: 100% of Enrolment Targets Achieved



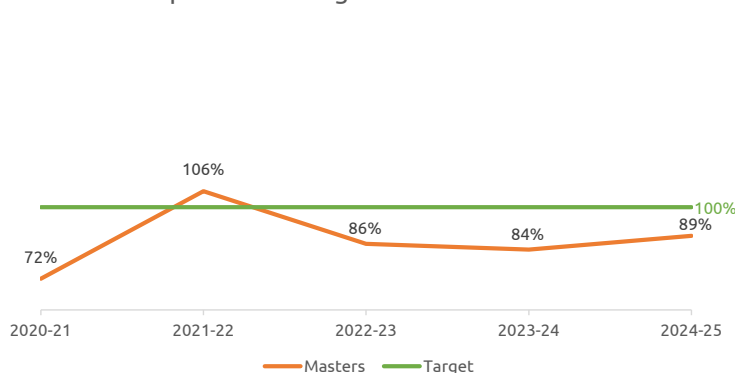
Intake Target to Actual



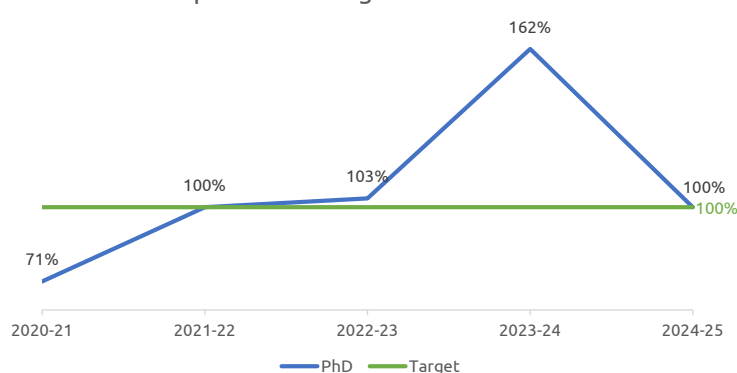
Proportion of Target Achieved - Undergraduate



Proportion of Target Achieved - Masters



Proportion of Target Achieved - PhD



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Demographics of our Community**

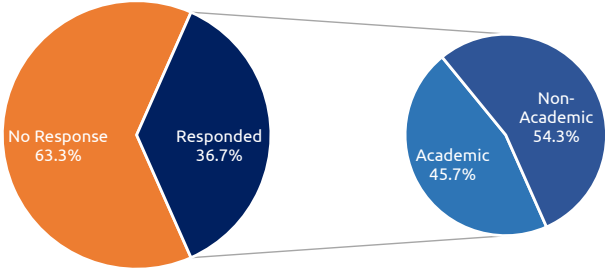
Definition: Response rates to internal EDI Self-ID Survey, from active Graduate and Undergraduate Students (as of Official Fall Count Date, November 1), and active Full-time Continuing and Limited-Term academic and non-academic employees (as of Official Count Date, October 1) .

Data Source: EDI Self-ID Survey Data (internal)

Target: 30% or higher response rate per campus population (reporting threshold)



Full-time Continuing Employee
EDI Self-ID Survey Response Rate



Report shows response rates to EDI Self-ID Survey from active Full-time Continuing academic and non-academic employees. The data presented covers all currently available data. However, it only includes responses from employees who were active on the 2024-2025 official count date (October 1, 2024).

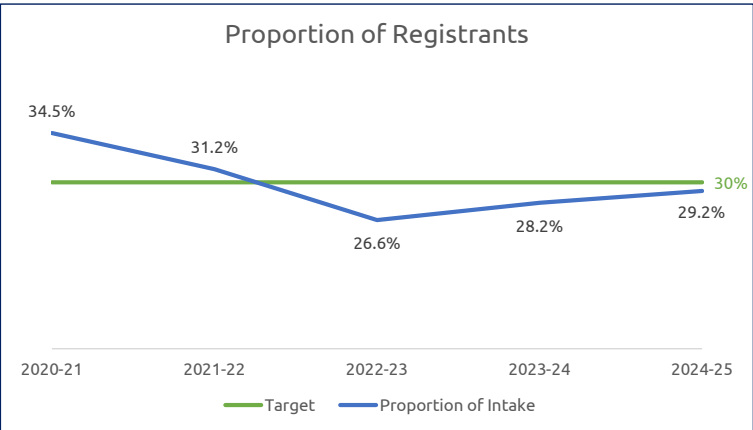
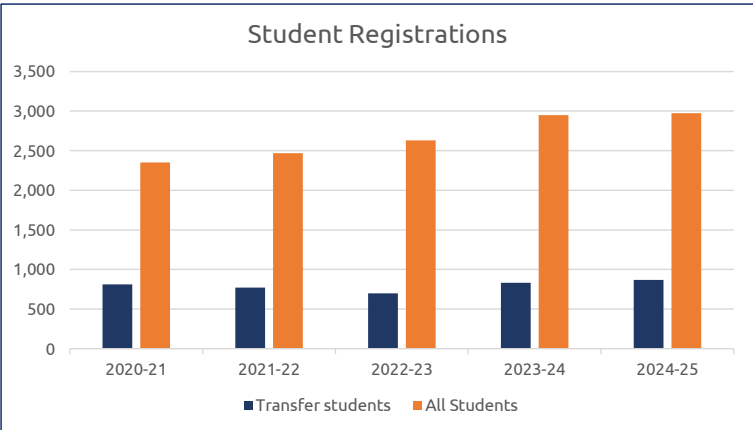
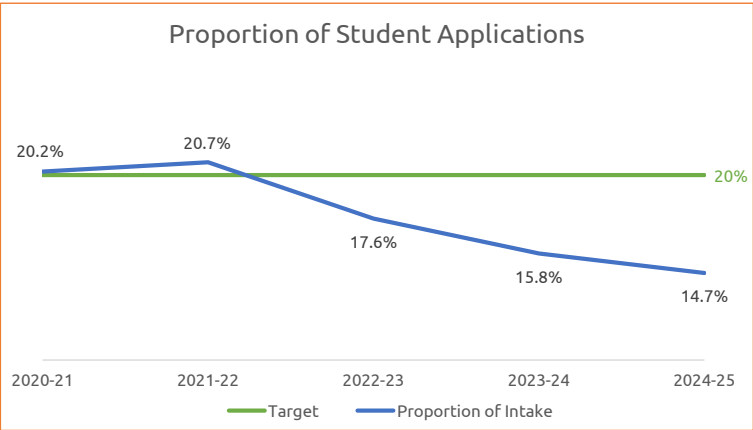
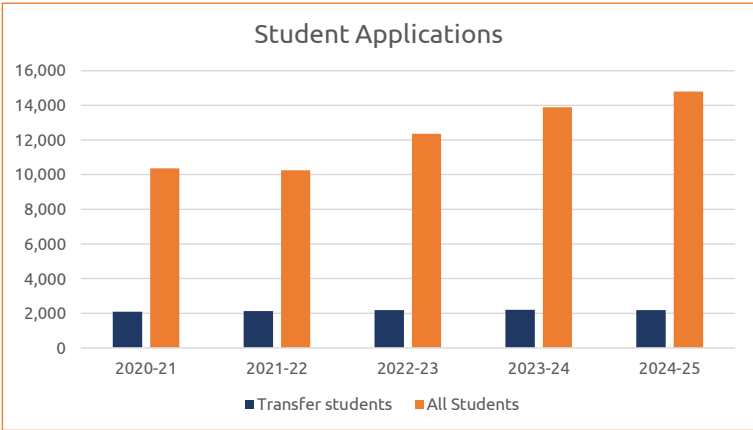
Response rates for students and limited term employees (academic and non-academic) continue to not meet the target threshold of 30% required to reporting. Currently, 6.59% of limited term employees have submitted survey responses. A coordinated communication push to students across multiple platforms saw a small increase in survey participation, bringing the overall student response rate to 4.06%.

A work plan has been created for the 2025-26 academic year to encourage greater survey participation across the campus community.

Ontario Tech University Metrics

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Metric: **Transfer students from college and university**
Definition: Number and proportion of UG transfer student applicants (from either another university or college) to overall new UG applicants.
Number and proportion of UG transfer student registrants (from either another university or college) to overall UG registrants.
Data Source: Day 10 Applicant Tracking Report and Official Fall USER report
Target: Maintain 20% of applications and 30% of registrations



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student Retention Rates**

Definition: Percentage of students who study in a given Fall term and have continued to study at the same institution in the next Fall term.

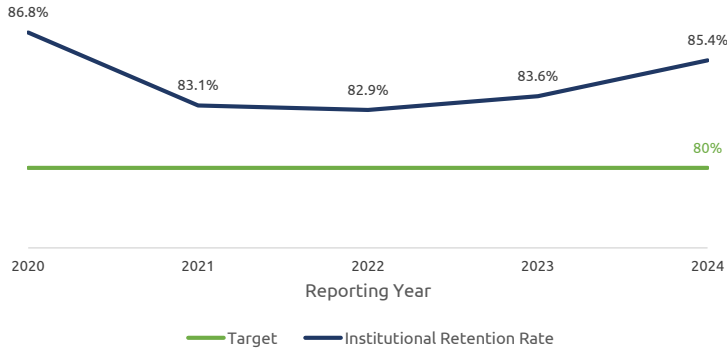
- CSRDE Year 1 to Year 2 Retention rates are based on first-time, full-time undergraduate students who commenced studies in the previous year and have continued to study at the same institution in the reporting year.
- All Year 1 to Year 2 Retention rates are based on all incoming Year 1 students who commenced studies in the previous year and have continued to study in the same institution in the reporting year.
- Applicable methodology applied to Year 2 to Year 3 Retention rates.

Data Source: Official Fall USER Reports

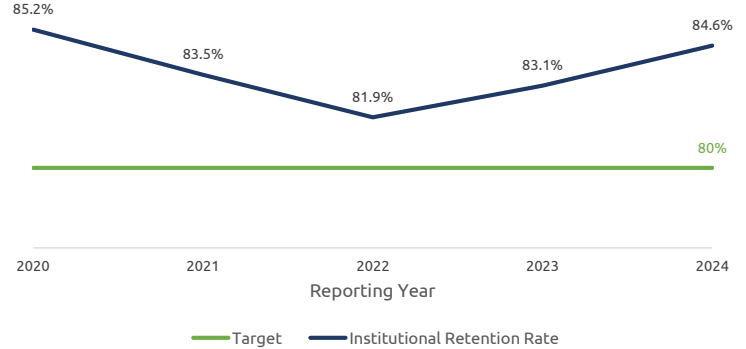
Target: CSRDE Year 1 to Year 2 Retention Rate: 80% or above
CSRDE Year 2 to Year 3 Retention Rate: 95%



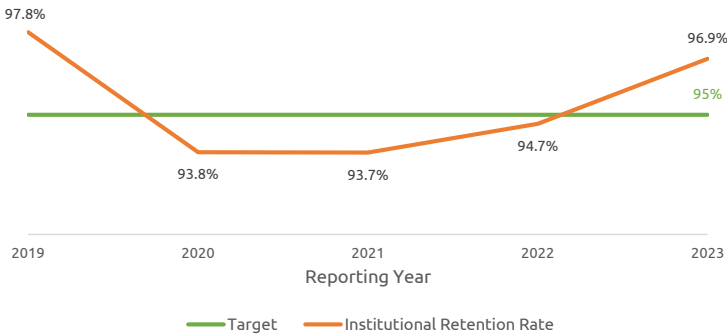
CSRDE Yr1-Yr2 Retention Rate



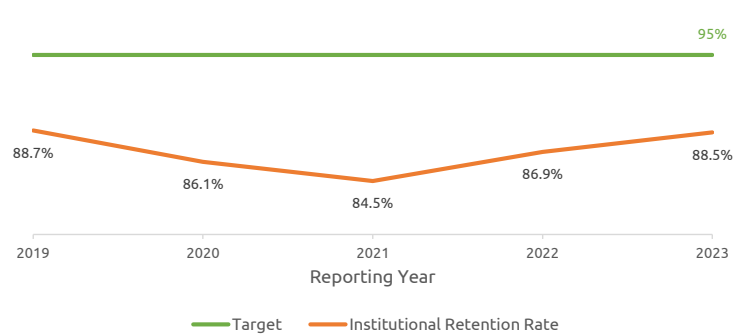
Yr1 to Yr 2 Retention Rate, All Students



CSRDE Yr2-Yr3 Retention



Yr2 to Yr3 Retention Rate, All Students



Ontario Tech University Metrics

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Metric: Participation in New Student Transition Events

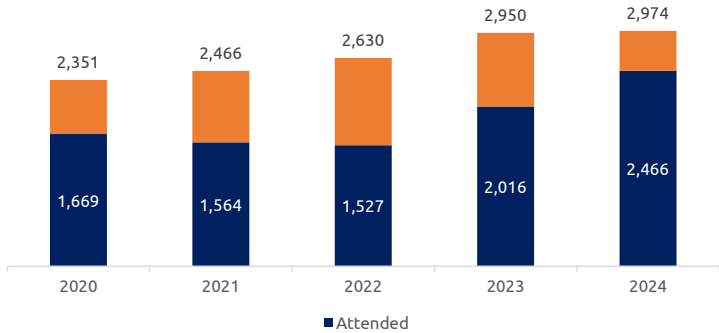
Definition: Distinct count and proportion of incoming UG students who attended one or more Transition Events (include Ridgeback Orientation, Get Ready Workshops, & Ridgeback Ramp Up)

Data Source: Students Life event attendance tracking reports, and overall new UG student counts (Fall USER)

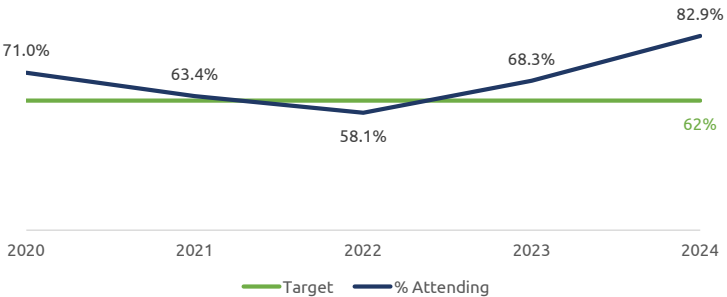
Target: Proportion of Incoming Students (cohort) attending one or more Transition Events: 62% or above



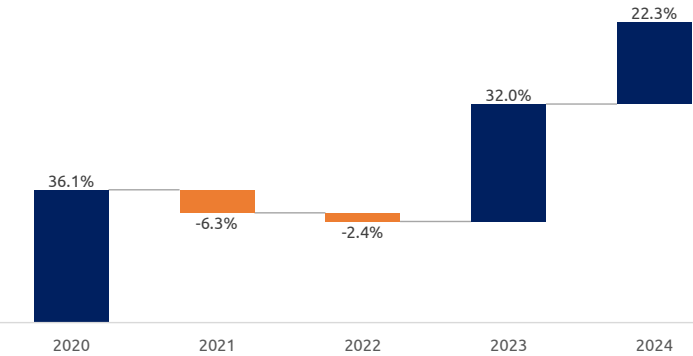
Transition Event Participation by Cohort



Proportion of Incoming Students Attending Transition Events



% Change Year over Year



Ridgeback Ramp Up is a series of online modules and live workshops that provide new students with a head start (both academically and an orientation to services and supports) in their university career. The program is offered throughout July and August to help students prepare for classes in September.

Ridgeback Orientation is the university's largest transition program specifically geared toward incoming students. Orientation events take place before classes start in both the fall and winter terms, and serves as an opportunity for students to connect with other new students, get familiar with their academic program, and get to know their way around campus. Scheduled activities provide fun and exciting opportunities for all incoming students to learn about the university's vibrant campus culture.

Get Ready Workshops are quick reviews sessions offered in the first six week of the Fall semester and are designed to help students succeed in fundamental first-year course work. Students have the opportunity to ask questions and review foundational concepts, as well as review the academic expectations they need to thrive in their first year of study.

Notes:
2020: Transition programs were held fully online only.
2021 onwards: Transition programs were hybrid, with events held virtually & in-person.

Ontario Tech University Metrics

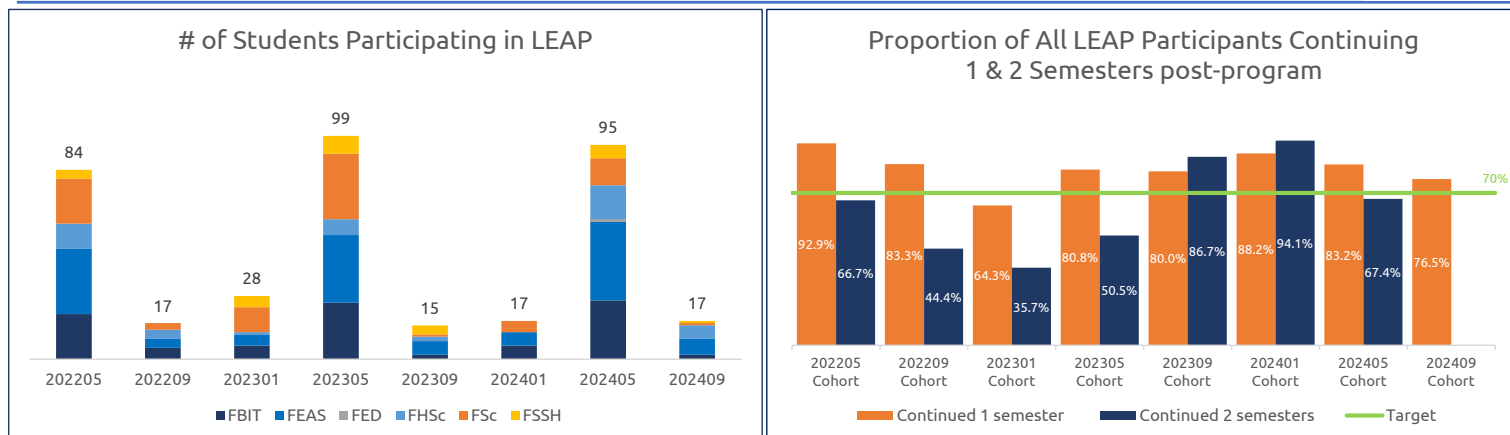
[Return to Metrics Listing](#)

Metric: **LEAP participation**

Definition: Post-program continuation of students who participated in and completed the LEAP program (count and proportion) term over term (one and two terms after program participation).

Data Source: LEAP course registration/grades and Annual USER data

Target: Proportion of participating cohort continuing post-program: 70%



The Learner Engagement Academic Program (LEAP) program is a not-for-credit course aimed at giving students who have been suspended or dismissed the tools needed to successfully re-integrate into their program of study. LEAP combines the innovative principles of Burnett & Evans (2016) Designing Your Life with Covey's (2019) 7 Habits of Highly Effective People. The highly interactive curriculum includes, but is not limited to, design thinking processes, learning opportunities specifically designed to provide participants with skills to ensure a successful transition back into our university community and beyond. Additionally, participants are expected to apply in-class hands-on activities with external experiential learning opportunities that include interactions with guest professionals, individual mentoring, and academic support. All of these components are delivered using multiple modalities that emulate those used in typical academic courses.

The program runs for 12 weeks and the content is delivered using a hybrid model (combination of in-person and virtual meetings, asynchronous material), as well as meeting with an academic coach. Successful completion of the program (i.e. achieving 70 per cent overall, successfully passing all components) is necessary in order to be re-admitted to the university.

Ontario Tech University Metrics

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Metric: **Employee Retention**
Definition: Number and proportion of employees that remain at Ontario Tech University from the previous year.

Data Source: Official Employee Counts made on October 1 of each year.

Target: Employee Permanence: above 90%



Ontario Tech University Metrics

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Metric: Student Participation in Working Integrated Learning (WIL) opportunities.

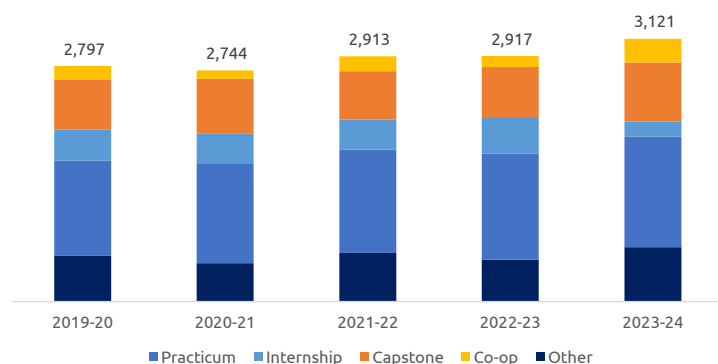
Definition: Distinct Count and Proportion of undergraduate students enrolled in one or more WIL opportunity including, but not limited to, the traditional experiences of Co-operative Education, Internships, Practicums, and Capstone Projects, reported for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

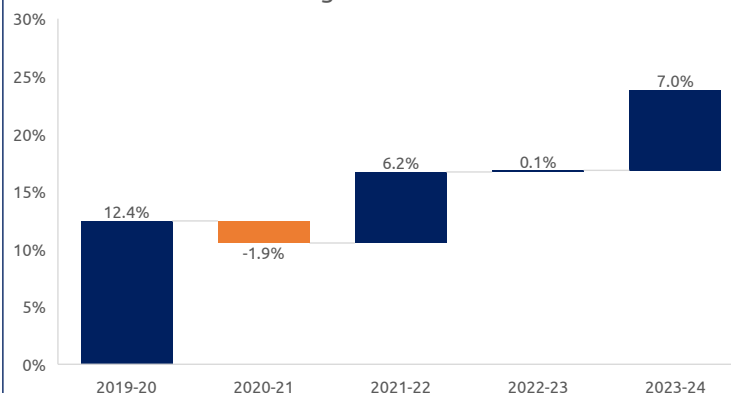
Target: Proportion of Undergraduate Students participating in at least one WIL opportunity: 25% or higher
Proportion of all WIL opportunities classified as a "Traditional WIL experience"(Co-op, Internship, Practicum, and Capstone): 80%



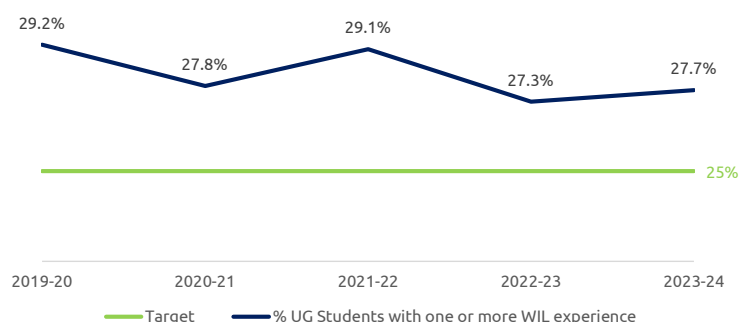
of Students in WIL Opportunities



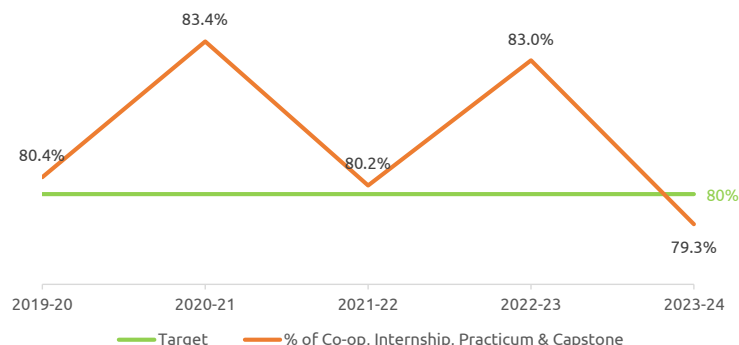
% Change Year over Year



Proportion of UG students with a WIL Experience



Proportion of WIL Opportunities classified as "Traditional"



Ontario Tech University Metrics

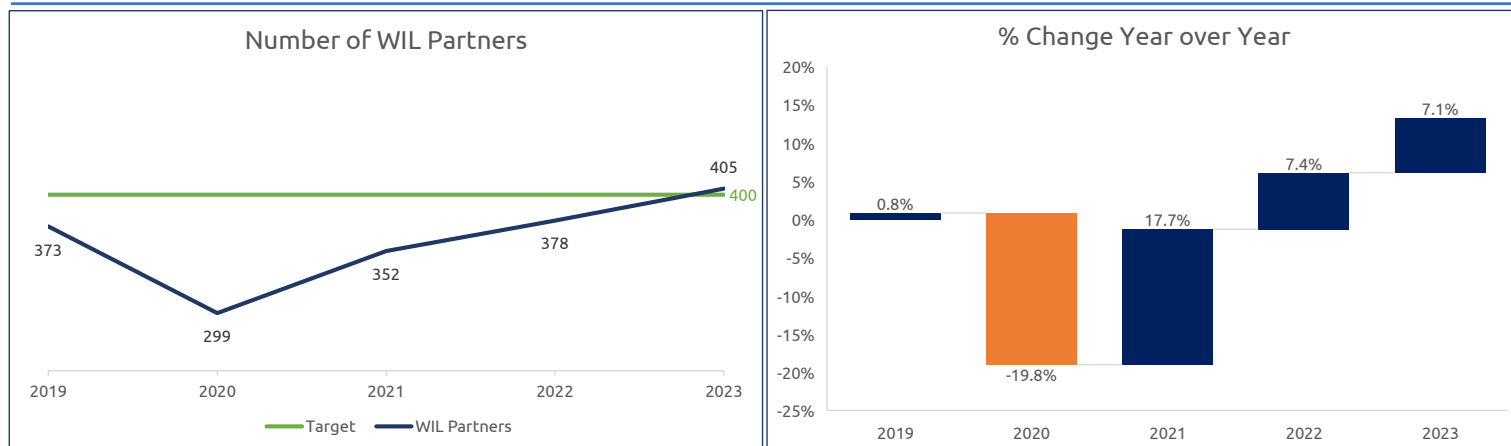
[Return to Metrics Listing](#)

Metric: **Partnerships in support Work Integrated Learning**

Definition: Distinct Count of partners supporting Work Integrated Learning included, but not limited to, Co-operative Education, Practicums, Internships, and Capstone projects. Note: Partner may have more than one project supporting WIL opportunities recorded for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

Target: Number of Partners supporting WIL: 400



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Students graduating with a course on Ethics or Impact

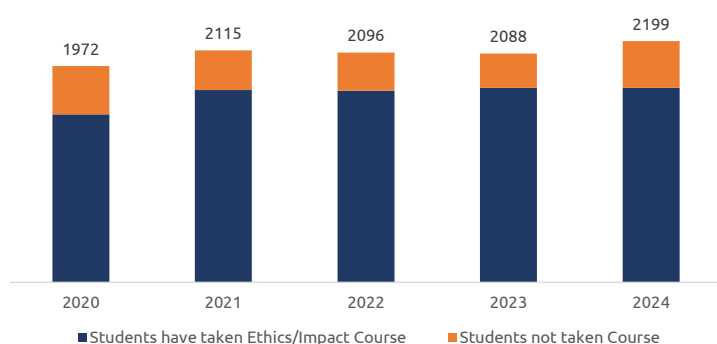
Definition: Count and proportion of students, at time of graduation, who have taken in a course that has an ethical or impact component listed (indicated in course title within the Academic Calendar).

Data Source: Annual (Calendar Year) Graduation Census report, Student Registration Data Report

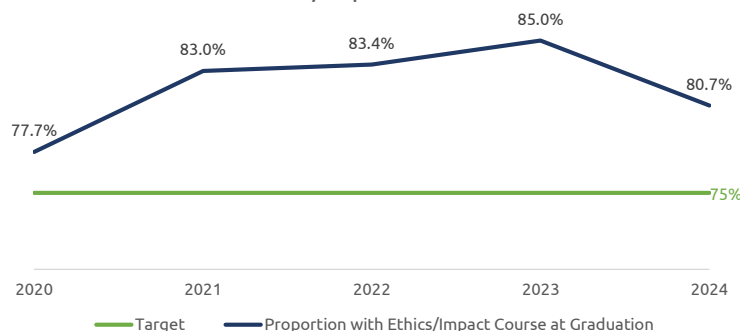
Target: Proportion of Undergraduate students graduating with at least one course with an Ethics or Impact component: 75%
Proportion of Graduate students graduating with at least one course with an Ethics or Impact component: 10%



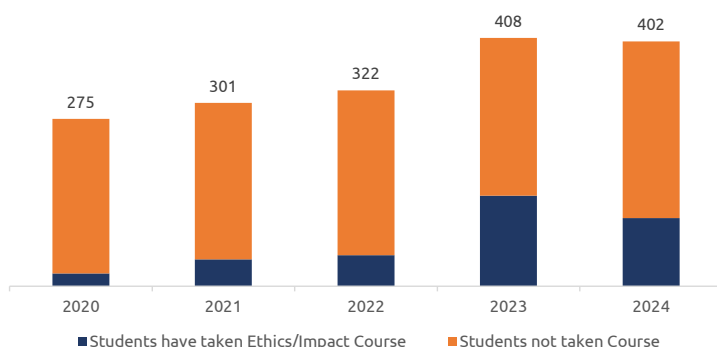
UG Students Graduate with Ethics/Impact Course



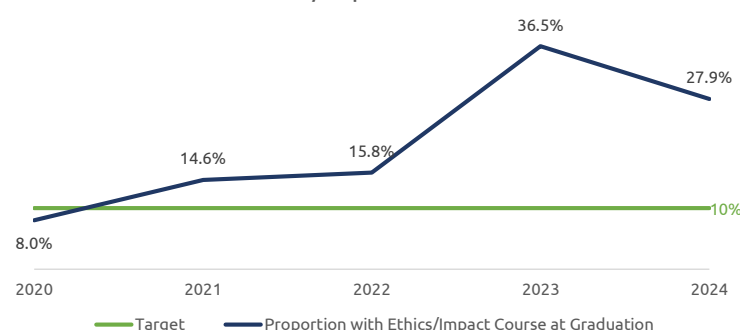
Proportion of Graduated UG Students with Ethics/Impact Courses



GR Student Graduates with Ethics/Impact Course



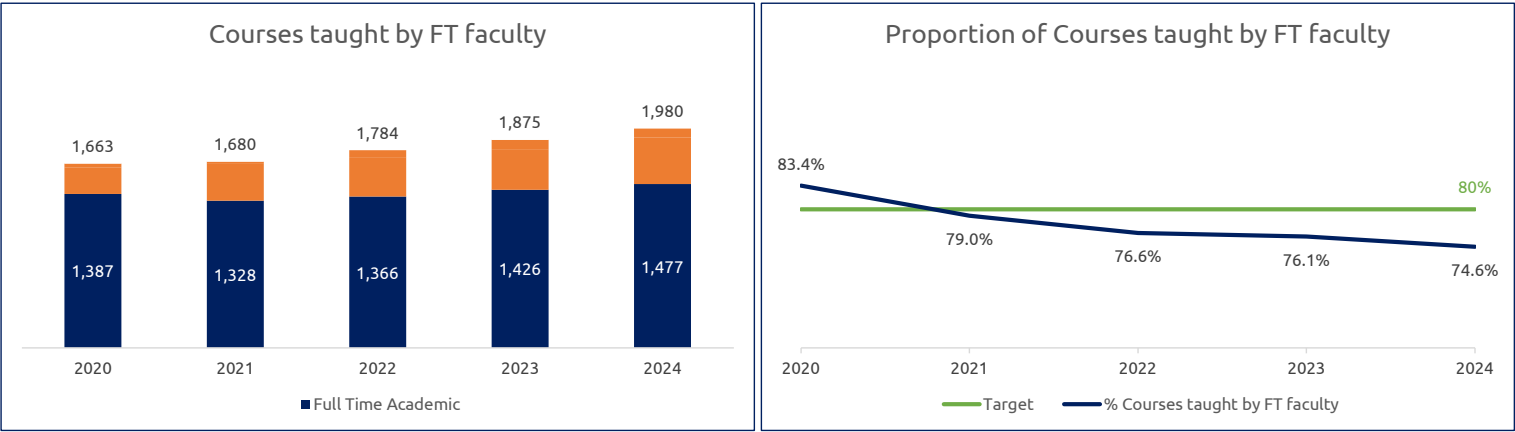
Proportion of Graduated GR Students with Ethics/Impact Courses



Ontario Tech University Metrics

[Return to Metrics Listing](#)

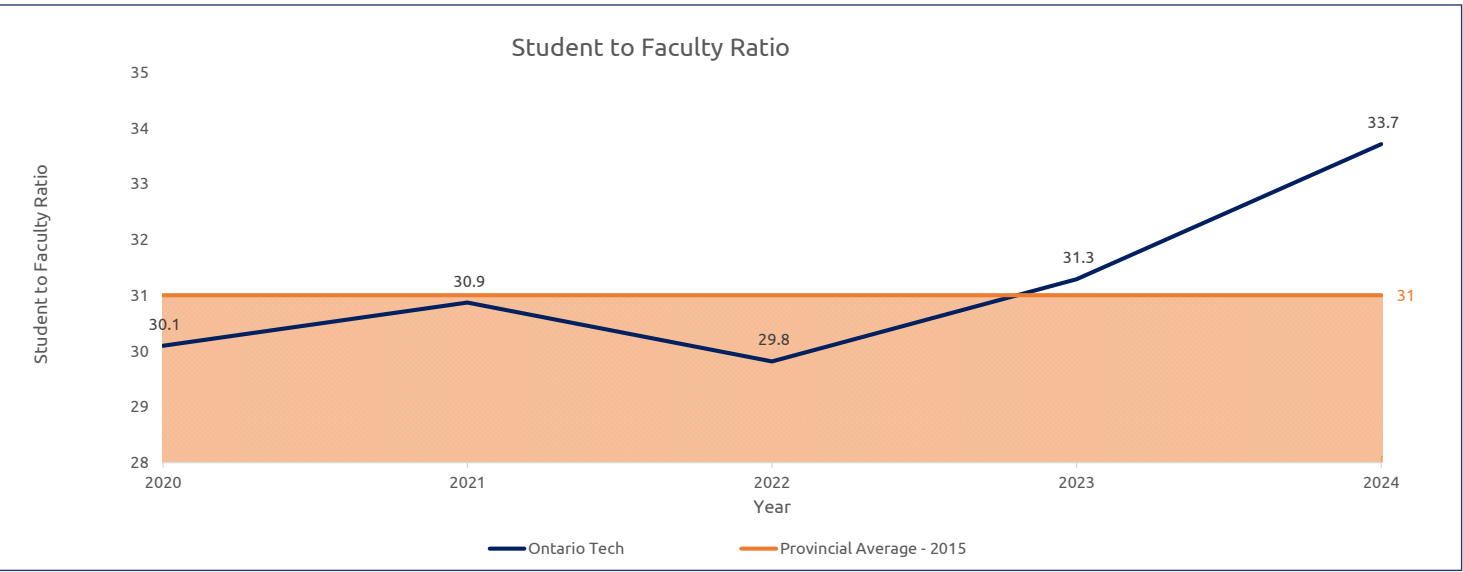
Metric: **Courses taught by Full-time faculty**
Definition: Count and proportion of courses (CRN with credit hour weighting) taught by FT faculty members (Includes TTT, TF and Limited Term Faculty Members), per Ministry Reporting year.
Data Source: Course data and enrolment reports
Draft Target: Proportion of Courses taught by FT faculty members: 80%



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student: Faculty ratios**
Definition: The ratio of students taught to number of academic teaching staff (TTT & TF). (Measure of FTE to FTE)
Data Source: Annual USER data and Official Human Resources counts as of October 1st of each year.
Target: 31 to 1 or better (2015 Provincial Average)



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Overall Student Satisfaction**

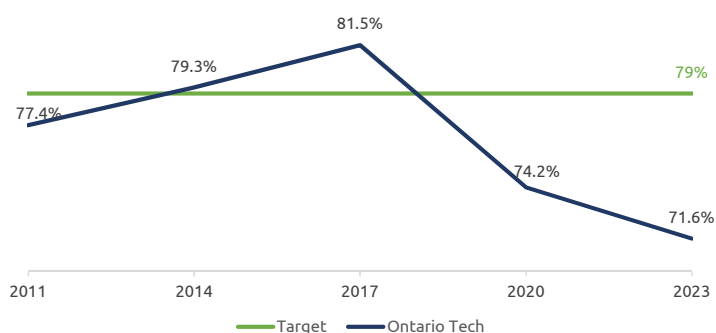
Definition: Reponse to NSSE questions on entire educational experience (% "good" or excellent" respondents) at Year 1 and Year 4
Data Source: National Survey of Student Engagement (NSSE); administered every 3 years to Year 1 and 4 Undergraduate students

Target: Question 1 - Year 1: 79%, Year 4: 77%
Question 2 - Year 1: 83%, Year 4: 76% (based on Provincial Averages)

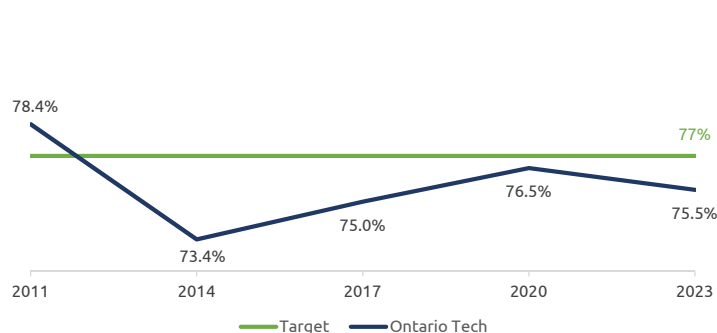


Question: How would you evaluate your entire educational experience at this institution?

% of Good/Excellent Respondents - Year 1

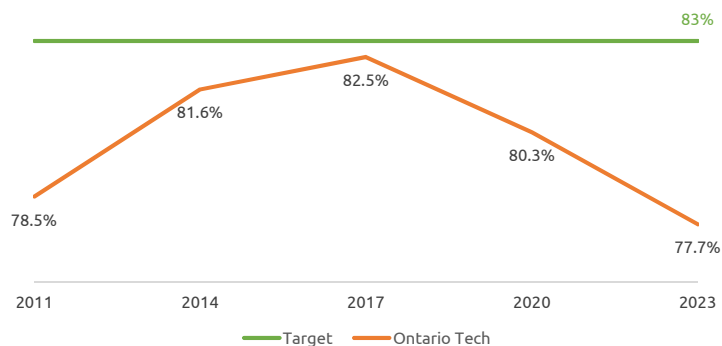


% of Good/Excellent Respondents - Year 4

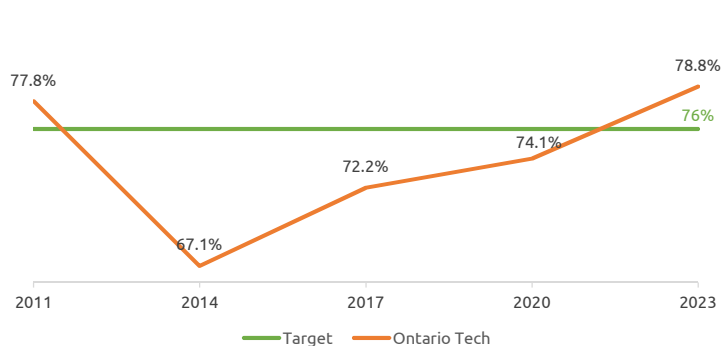


Question: If you could start over again, would you go to the same institution you are now attending?

% of Good/Excellent Respondents - Year 1



% of Good/Excellent Respondents - Year 4

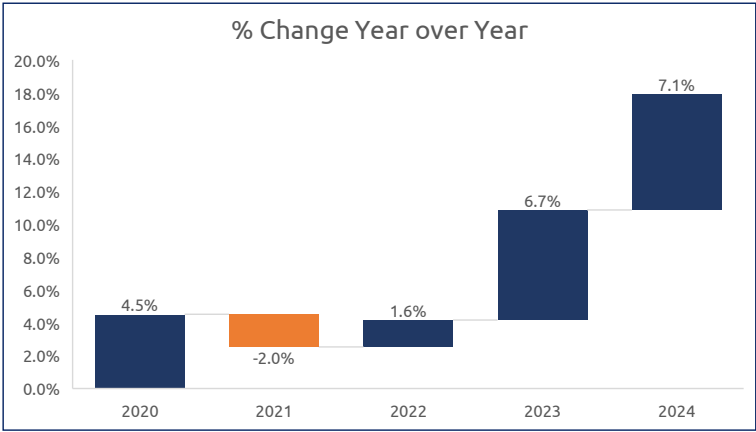
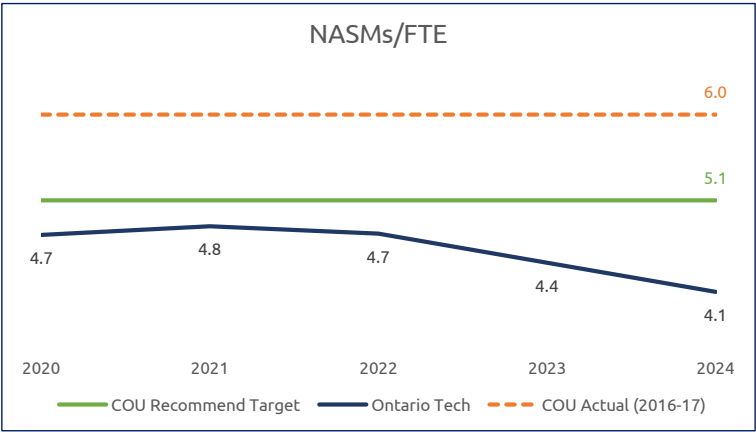


Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **NASM/FTE ratio in instructional categories**
Definition: Ratio of Net Assignable Square Meters (NASM) of instructional space to Overall Student FTEs (COU methodology used)
Data Source: Official space database (OCIS), Annual USER data

Target: COU Recommended Target of 5.1



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Flexible course formats offered (online or hybrid)

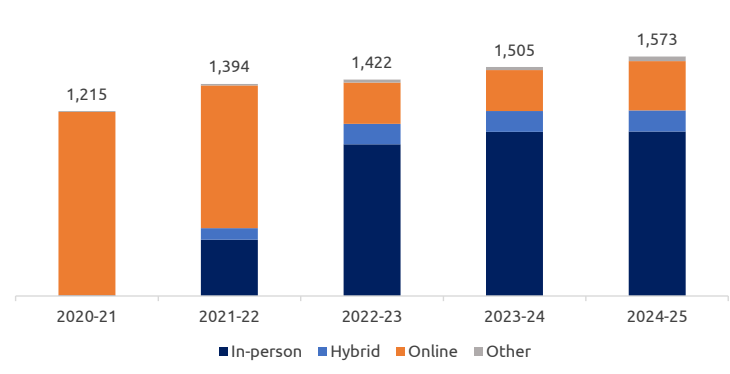
Definition: Count of In-person, Hybrid, Online, and Other undergraduate course offerings (*Other includes "Offsite, Independent Study, N/A"). Proportion of undergraduate e-learning course offerings (hybrid/online).

Data Source: Official course scheduling and enrolment data (Ministry Reporting year)

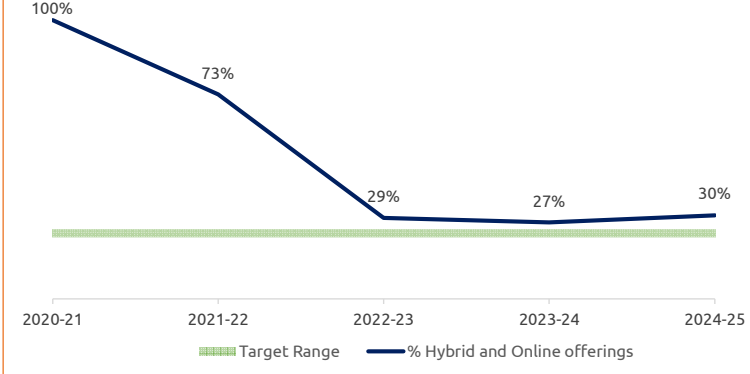
Target: Proportion of online/hybrid undergraduate course offerings: between 22-25%



Course Offerings by Instructional Method



% of Online/Hybrid Course Offerings

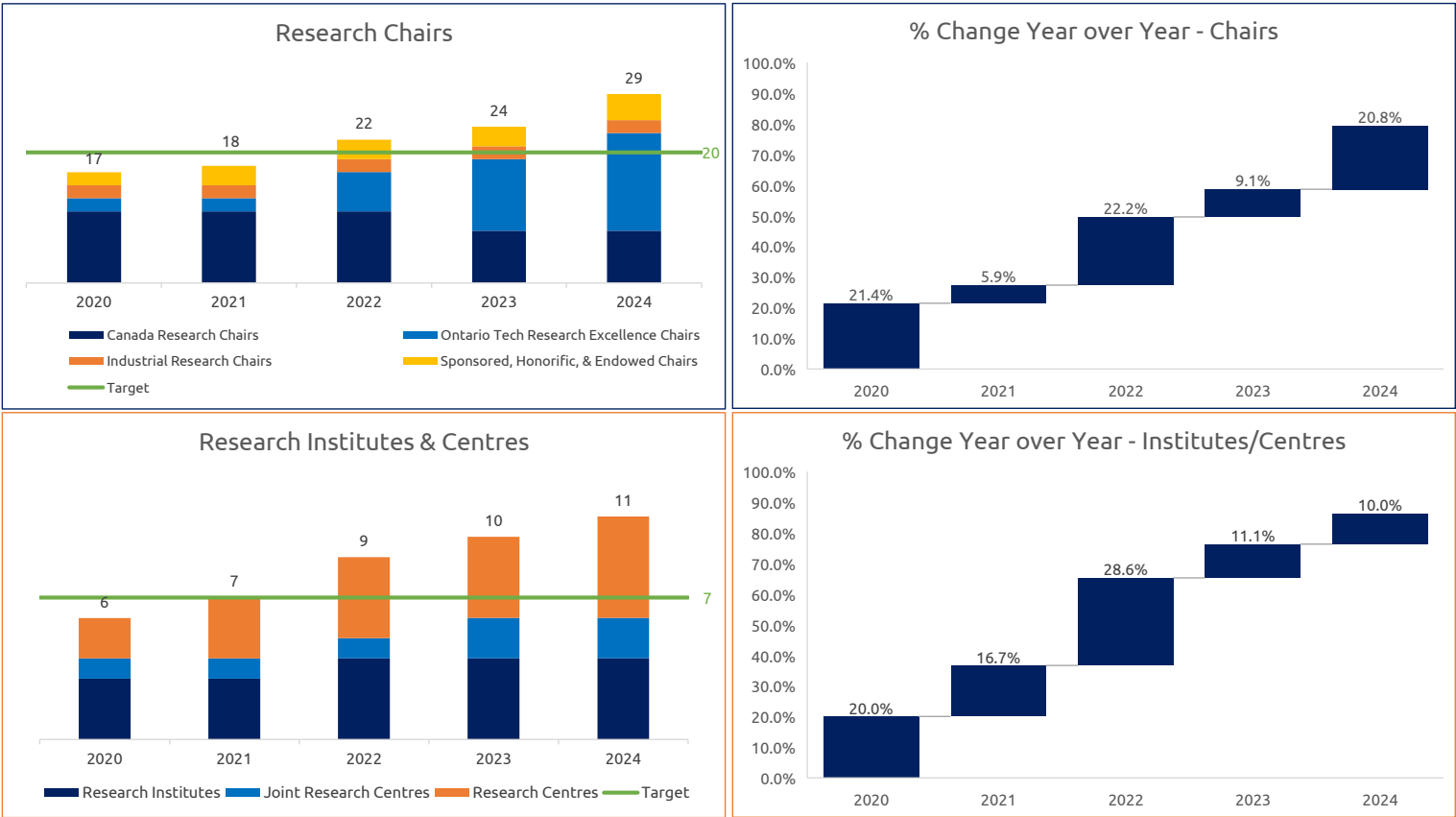


Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Research Chairs & Institutes**
Definition: Count of Research Chairs, Institutes, and Centres, by year. Includes internal, CRC, and industry chairs.
Data Source: Office of Research Services

Draft Target: Count of Research Chairs: 20
Count of Research Institutes and Centres: 7



Ontario Tech University Metrics

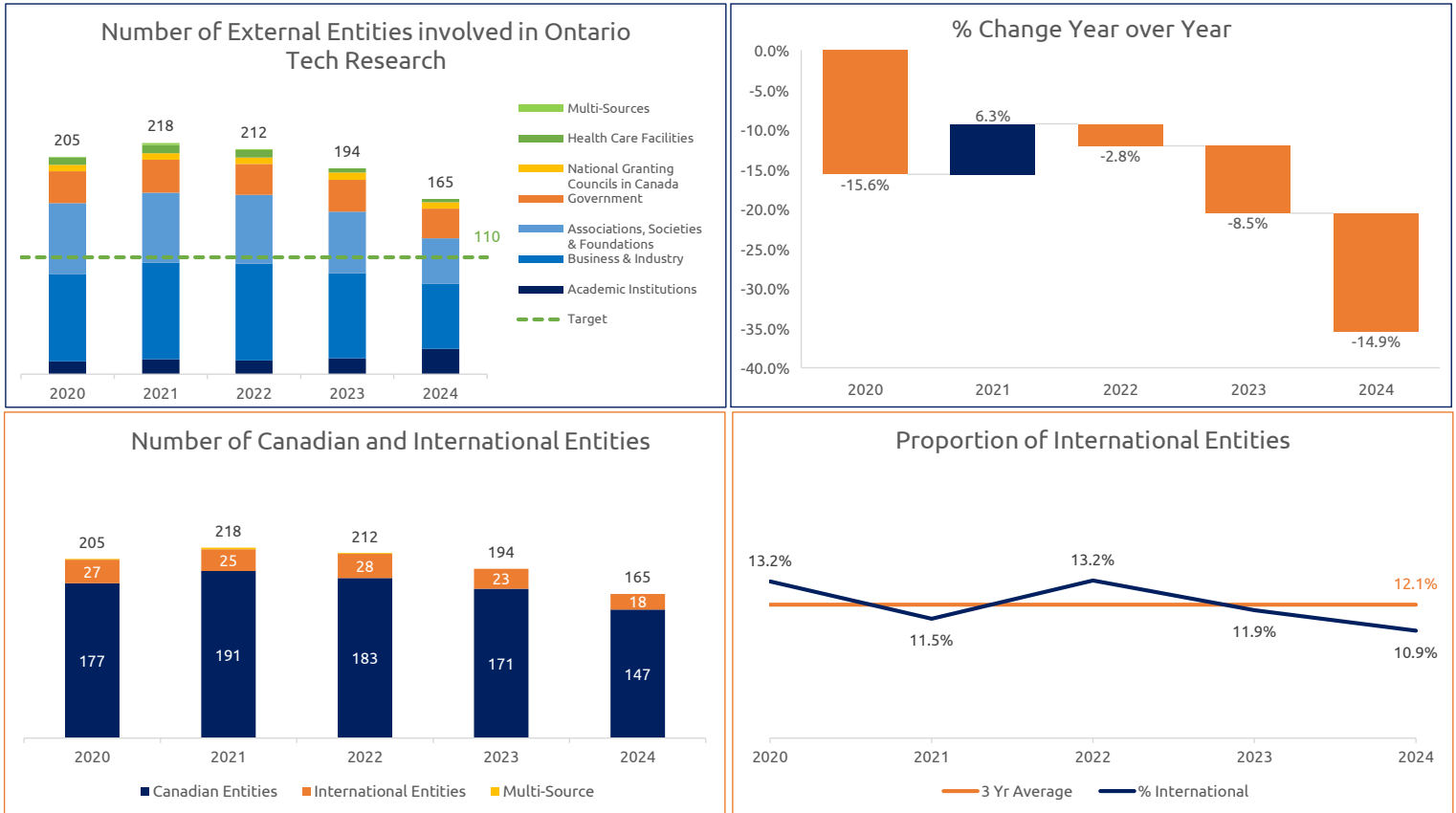
[Return to Metrics Listing](#)

Metric: **Research Sponsorship**

Definition: Count of external entities involved in sponsored research with Ontario Tech U. per fiscal year. Each entity is shown only once per year, regardless of how many projects they are involved in. However, an entity can be repeated in more than one fiscal year if they disbursed in more than one fiscal year.

Data Source: Office of Research Services

Target: Number of external entities involved in sponsored research: 110



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Alumni Engagement**

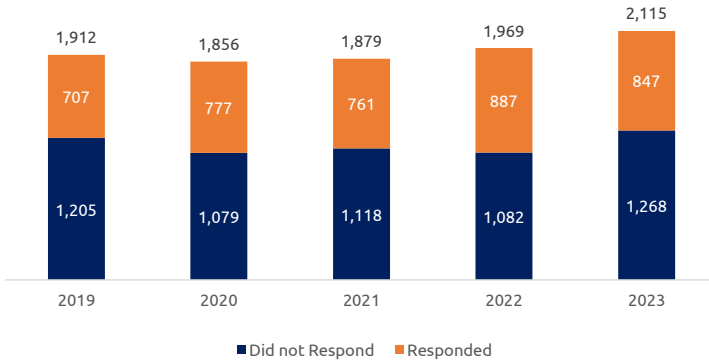
Definition: Proportion of eligible alumni who responded to Ontario University Graduate Survey (OUGS) (administered two years after graduating from an undergraduate or first professional degree program). Proportion of alumni donors per fiscal year (unique donors against rolling distinct count of total alumni).

Data Source: OUGS survey response data, Student Graduation Reports, donor records maintained by the Advancement and Alumni Office

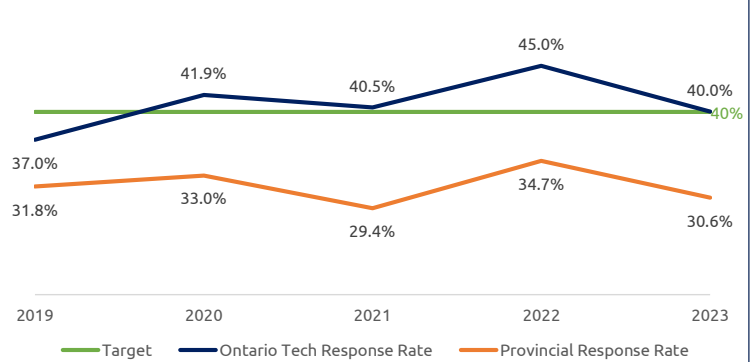
Target: Engagement rate on OUGS: 40%
Engagement rate on Alumni donors: 3%



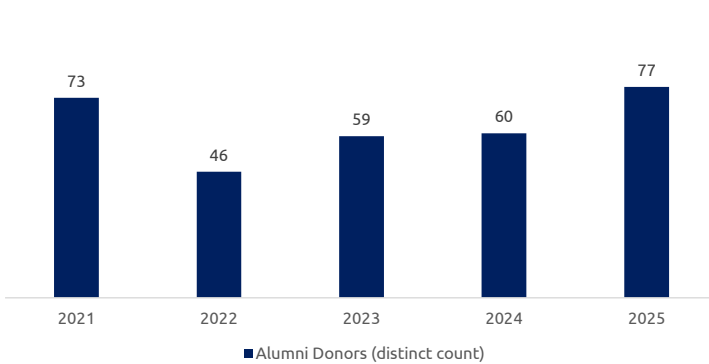
Ontario Tech Alumni surveyed through OUGS



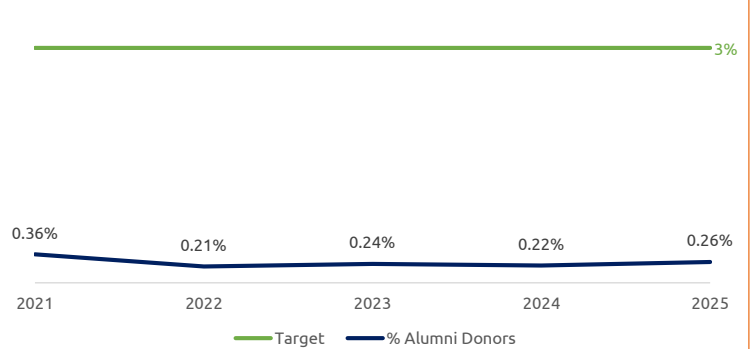
OUGS Response Rate



Alumni Donors



Proportion of Alumni Donors



Ontario Tech University Metrics

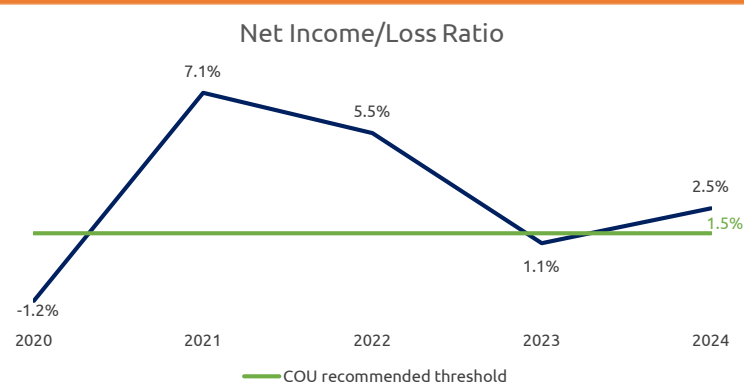
[Return to Metrics Listing](#)

Metric: **Economic Stewardship**
Definition: As provided below
Data Source: Finance

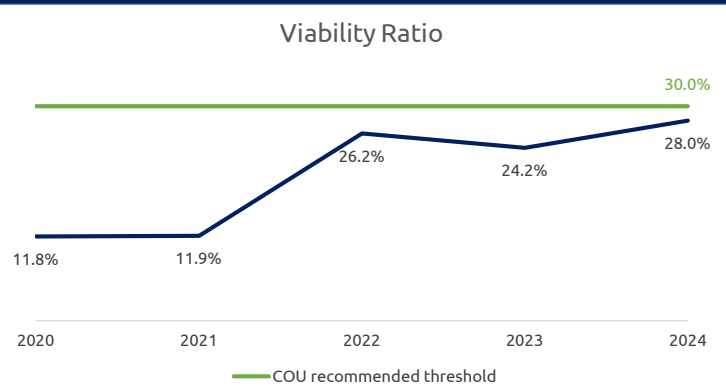
Target: COU recommended thresholds.
Net Income/Loss Ratio: < 1.5%
Primary Reserve Ratio: < 30

Viability Ratio: < 30%
Net Operating Revenues Ratio: < 2.0%

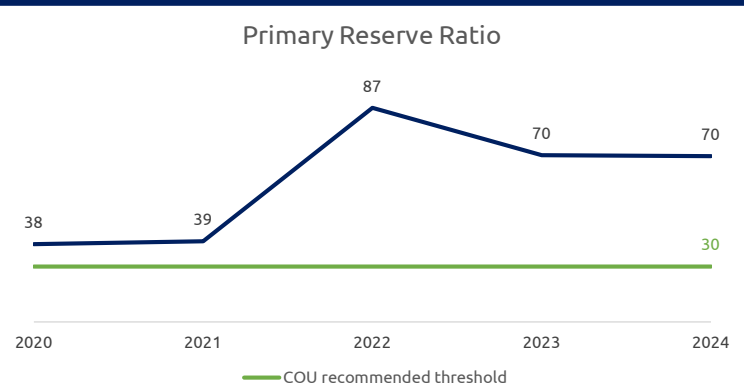
The Net Income/Loss Ratio measures the percentage of revenues that contributes to net assets. The objective of this ratio is to track trends in net earnings.



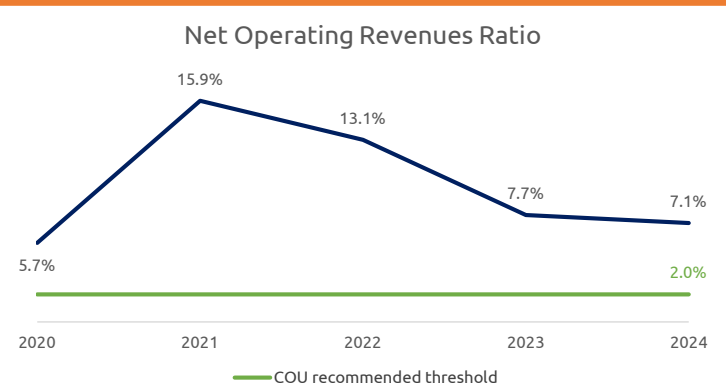
The Viability Ratio is a basic determinant of an institution's financial health, as it provides an indication of the funds on hand that can be used should an institution need to settle its long-term obligations.



The Primary Reserve Ratio is a measure of financial viability that compares expendable net assets to total expenses by determining how many days an institution could function using only its financial resources that can be



The Net Operating Revenues Ratio is a financial performance metric that provides an indication of the extent to which institutions are generating positive cash flows in the long run to be financially sustainable.



| Credit Rating | Moody's | DBRS |
|---------------|-----------|---------------|
| 2019-20 | A1 Stable | A(low) Stable |
| 2020-21 | A1 Stable | A(low) Stable |
| 2021-22 | A1 Stable | A(low) Stable |
| 2022-23 | A1 Stable | A(low) Stable |
| 2023-24 | A1 Stable | A Stable |

SMA Dashboard - Year 5 Reporting

■ 2020-21 ■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25

Metric 1: Graduate Employment Rate in a Related Field

Metric 2: Institutional Strength/Focus

Metric 3: Graduation Rate

Metric 4: Community/Local Impact of Student Enrolment

Metric 5: Economic Impact (Institution-specific)

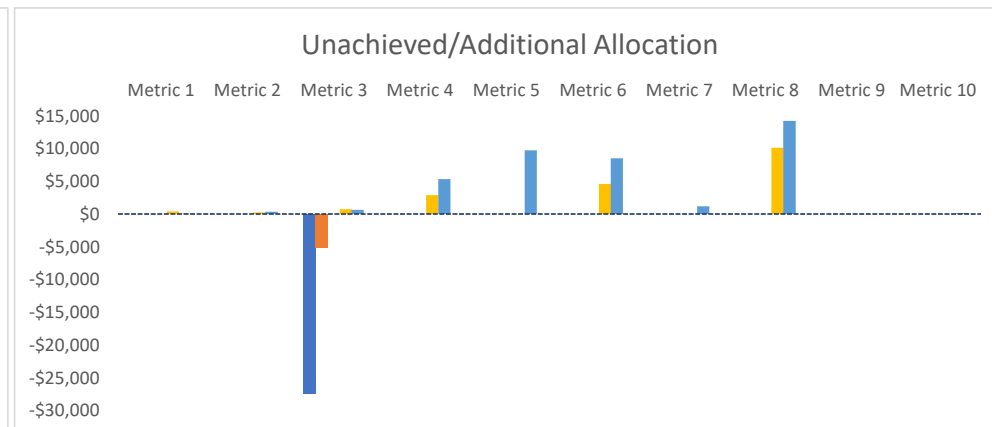
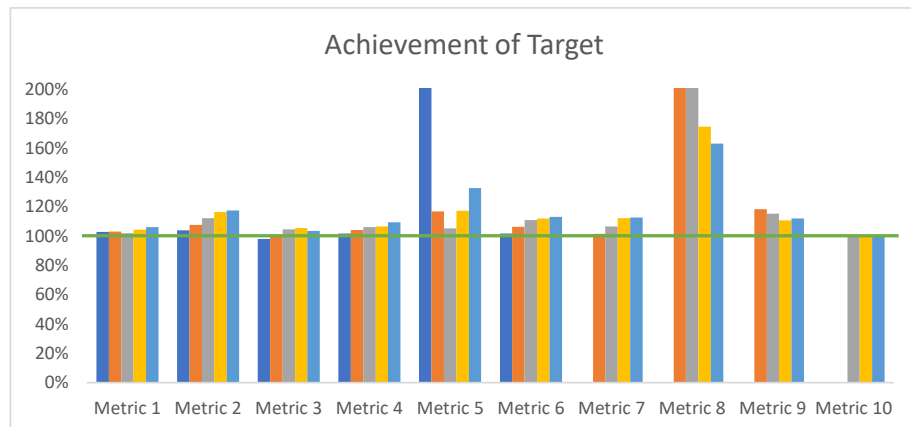
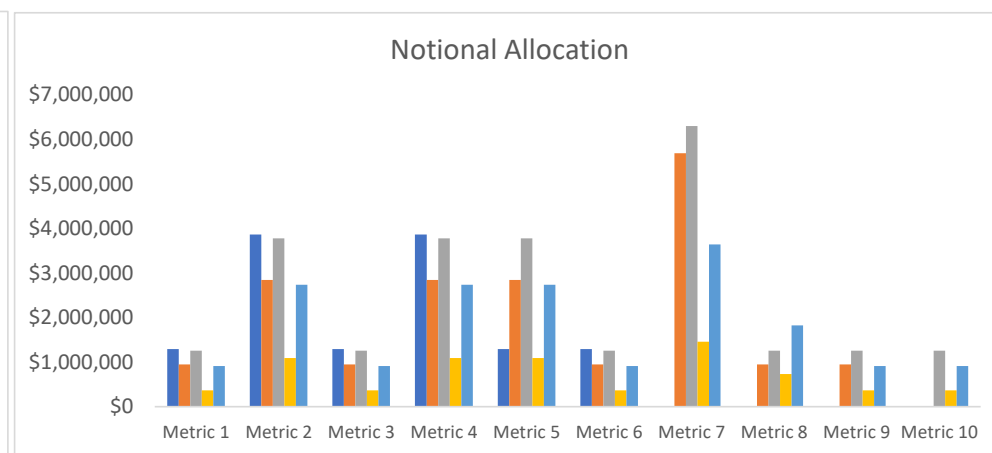
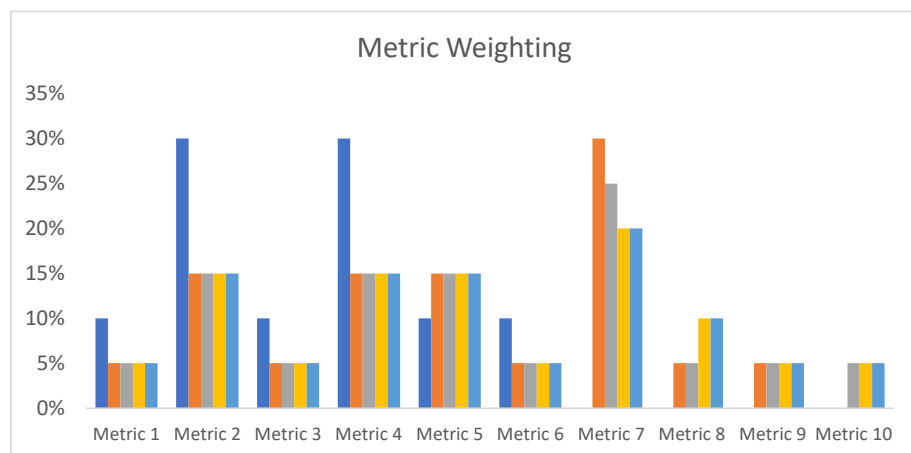
Metric 6: Research Funding and Capacity: Federal Tri-Agency Funding Secured

Metric 7: Experiential Learning

Metric 8: Research Revenue Attracted from Private Sources

Metric 9: Graduate Employment Earnings

Metric 10: Skills and Competencies



Note: Metrics 1-6 active during Year 1 (2020-21)

Metrics 1-9 active during Year 2 (2021-22)

Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 1

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

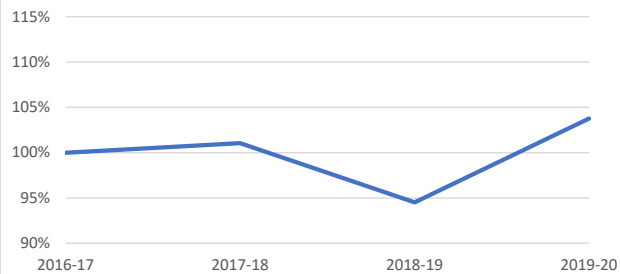
Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation.

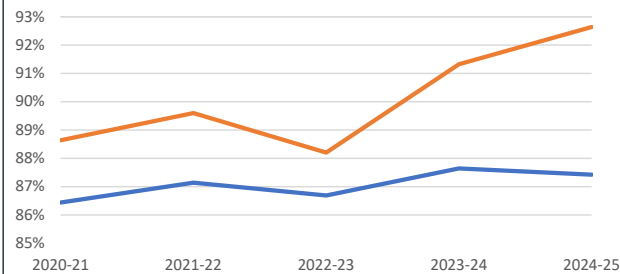
Data Source

MCU Ontario University Graduate Survey (OUGS)

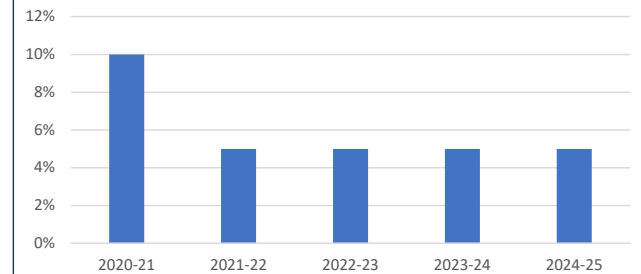
Historical Values



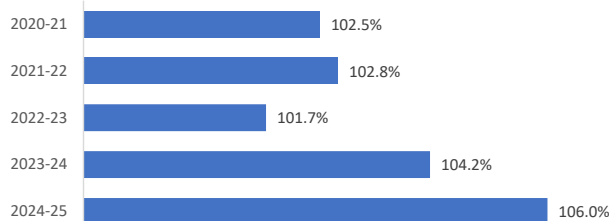
Performance Target to Actual



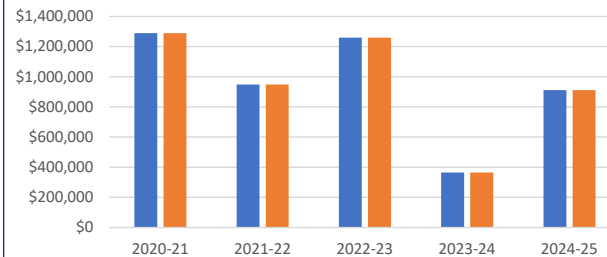
Metric Weighting



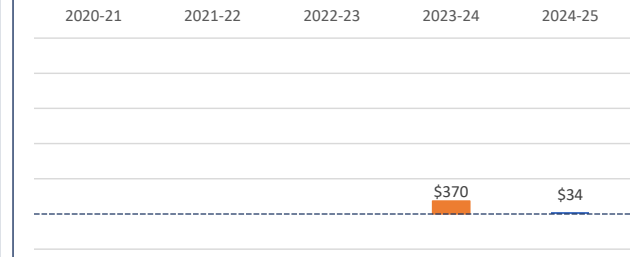
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 2

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

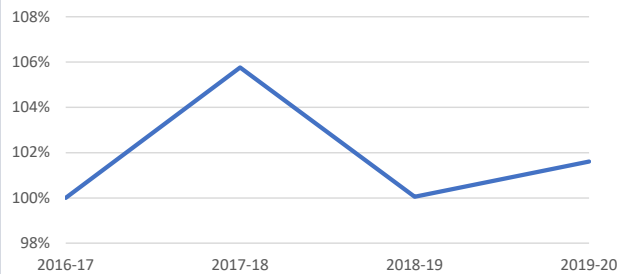
Definition

Proportion of enrolment in an institution's program area(s) of strength.

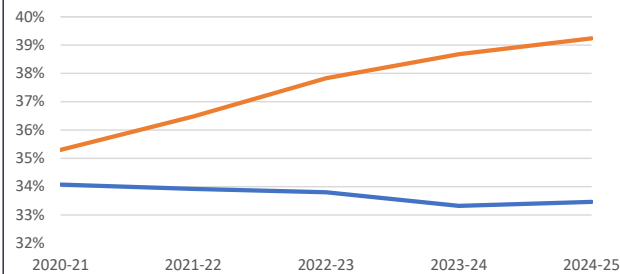
Data Source

University Statistical and Enrolment Report (USER), Enrolment data collection

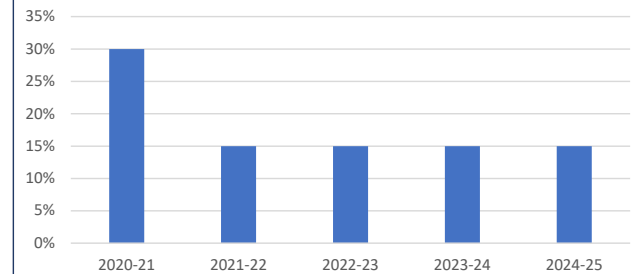
Historical Values



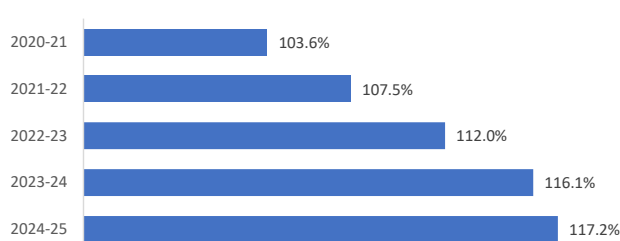
Performance Target to Actual



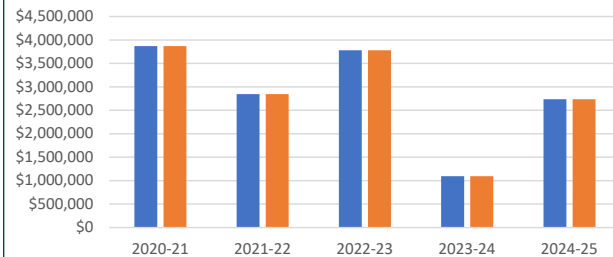
Metric Weighting



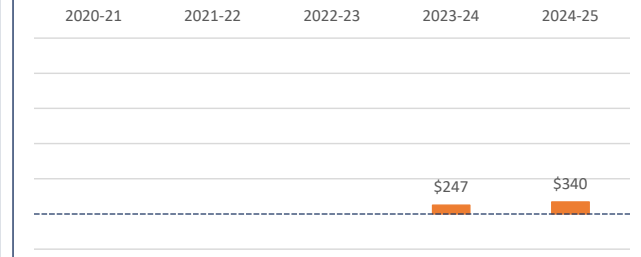
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 3

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

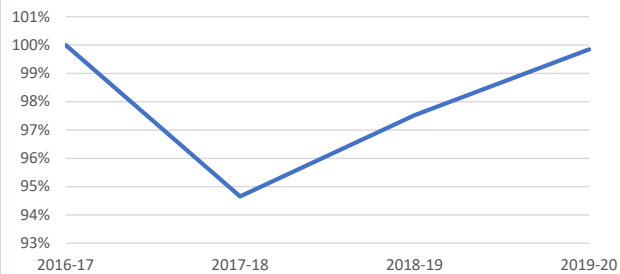
Definition

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.

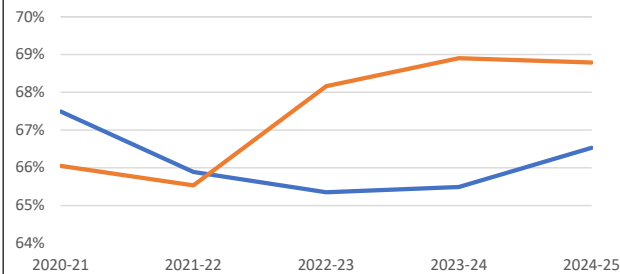
Data Source

University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections

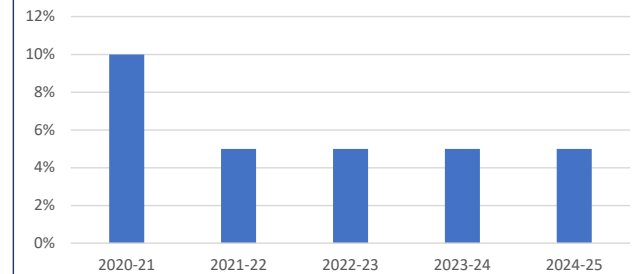
Historical Values



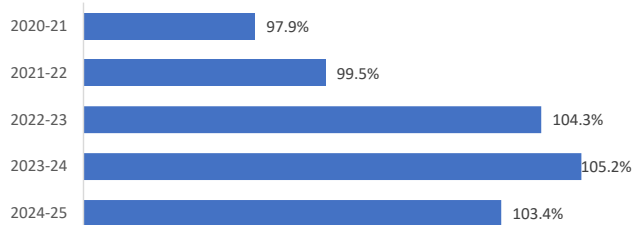
Performance Target to Actual



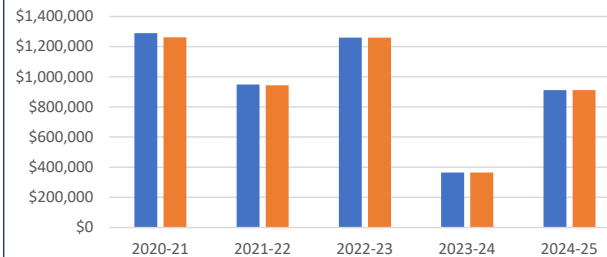
Metric Weighting



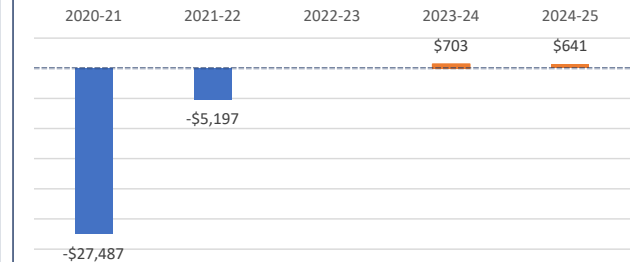
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 4

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

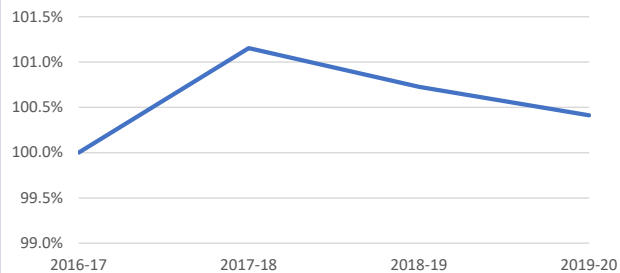
Definition

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.

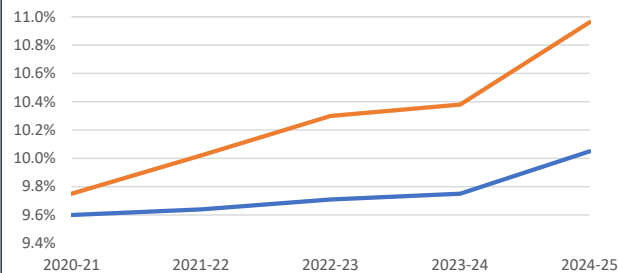
Data Source

University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)

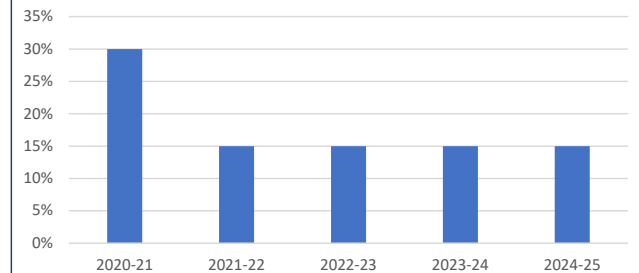
Historical Values



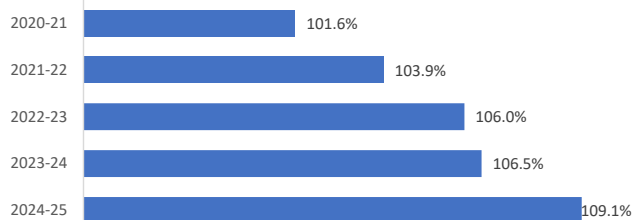
Performance Target to Actual



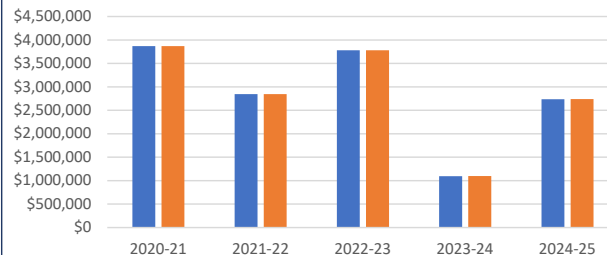
Metric Weighting



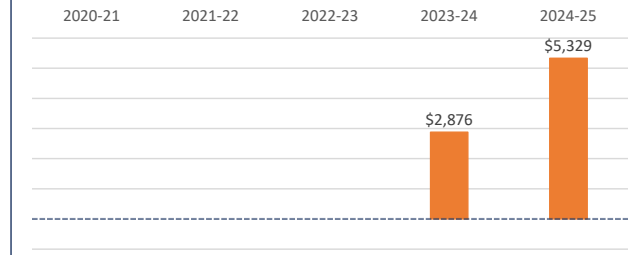
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 5

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

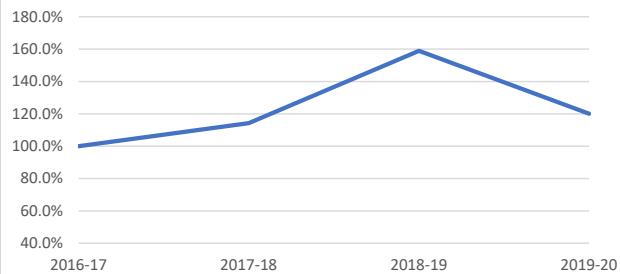
Definition

The number of assessment-based student work-related placements in Durham/Northumberland Region.

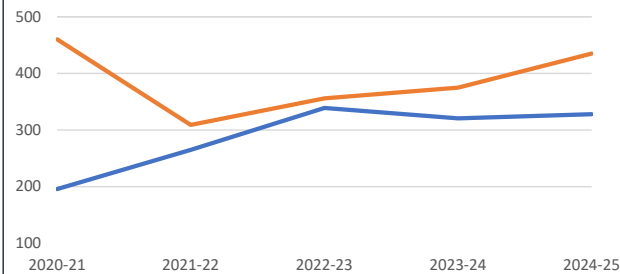
Data Source

Institutional Experiential Learning Database

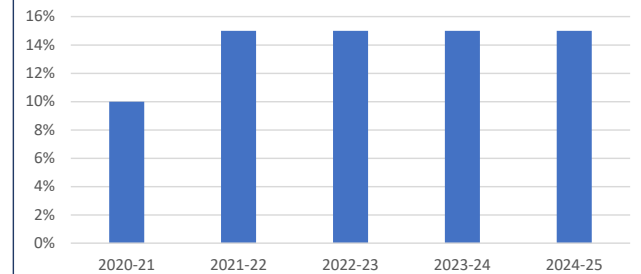
Historical Values



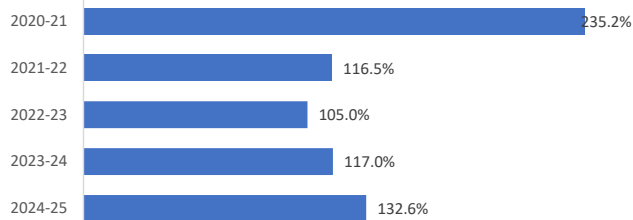
Performance Target to Actual



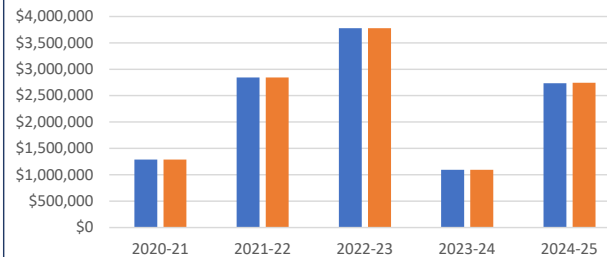
Metric Weighting



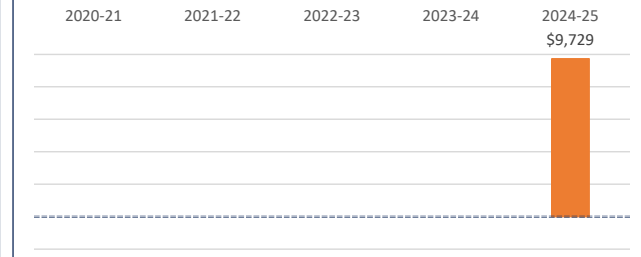
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 6

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

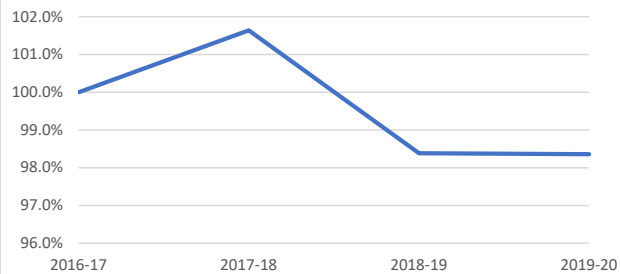
Definition

Amount of funding received by university from federal research granting agencies and proportion of total Tri-Agency funding received by Ontario universities.

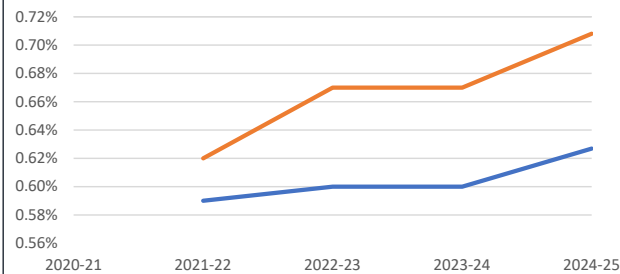
Data Source

Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)

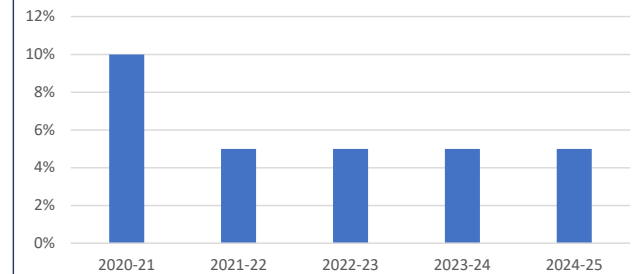
Historical Values



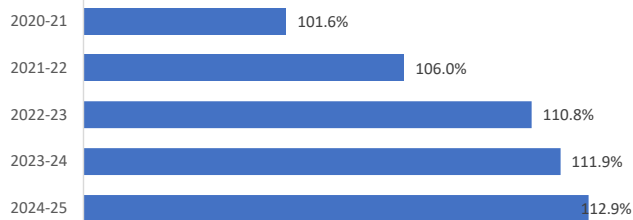
Performance Target to Actual



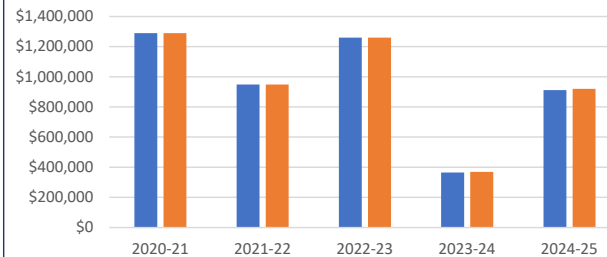
Metric Weighting



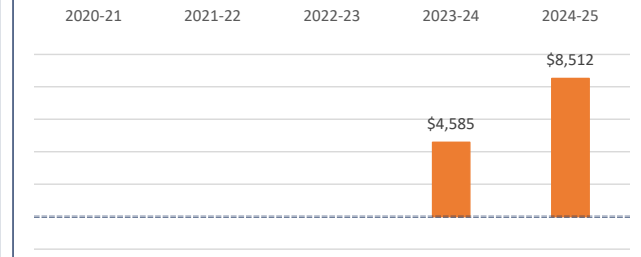
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 7

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

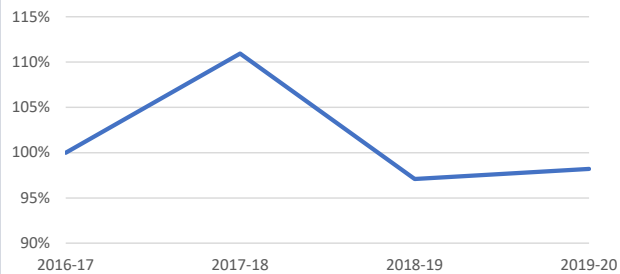
Definition

Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).

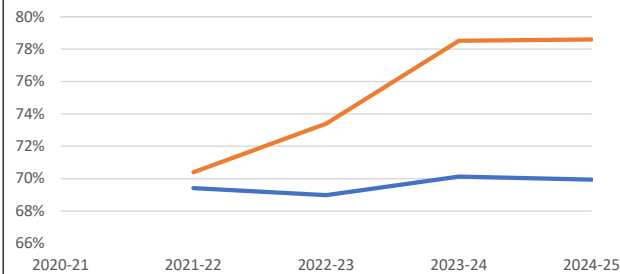
Data Source

Institutional data

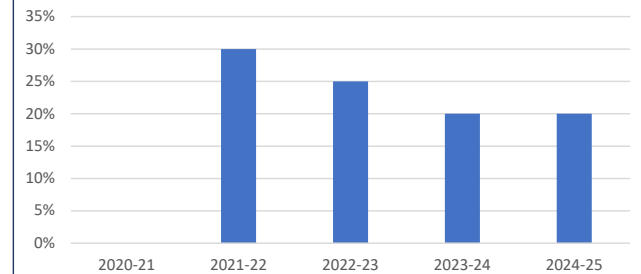
Historical Values



Performance Target to Actual



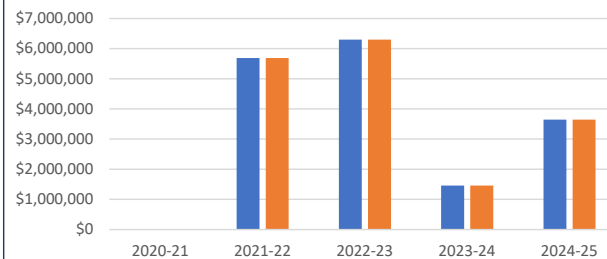
Metric Weighting



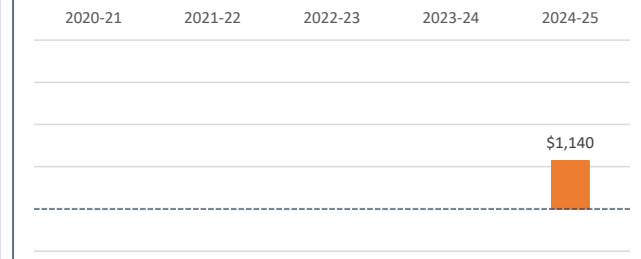
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 8

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

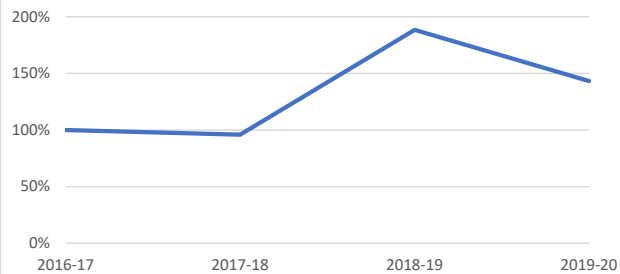
Definition

Total research revenue attracted from private sector and not-for-profit sources

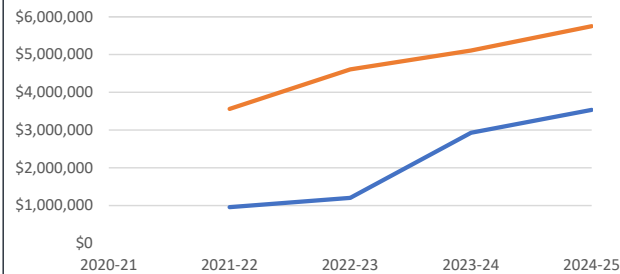
Data Source

Council of Ontario Finance Officers (COFO)

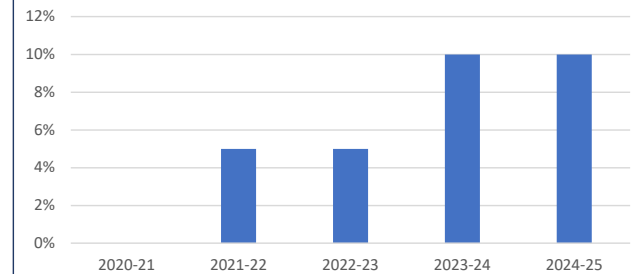
Historical Values



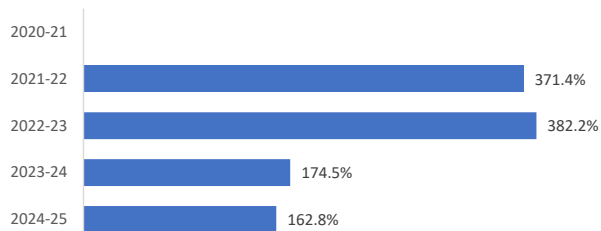
Performance Target to Actual



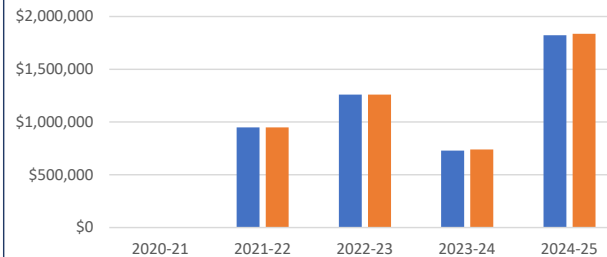
Metric Weighting



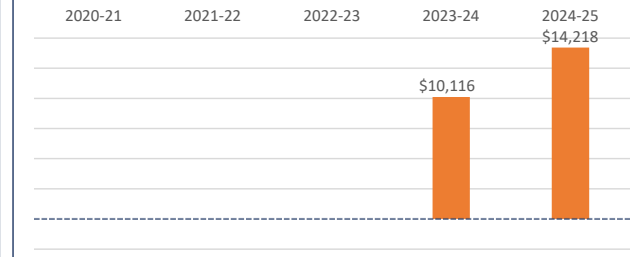
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 9

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

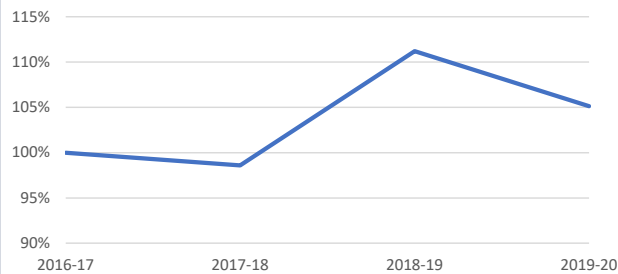
Definition

Median employment earnings of university graduates, two years after graduation.

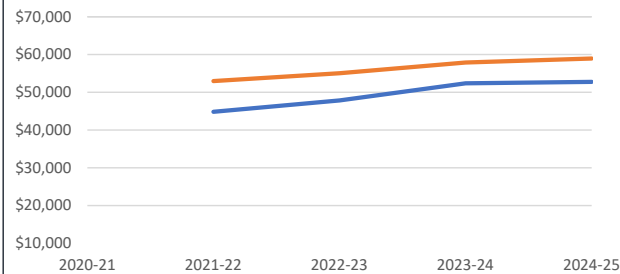
Data Source

Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada

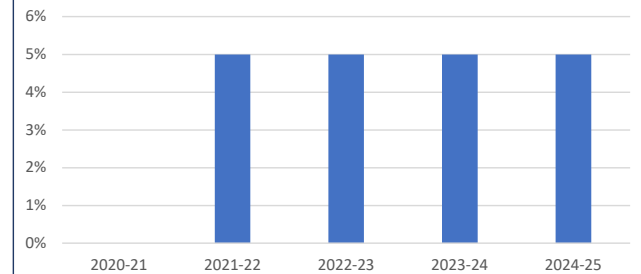
Historical Values



Performance Target to Actual



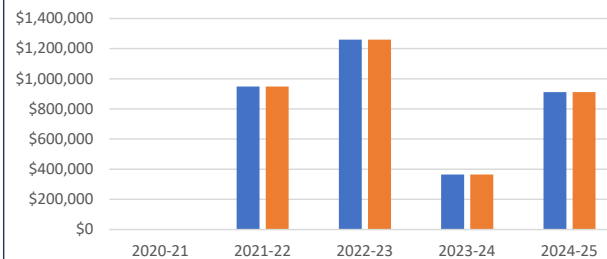
Metric Weighting



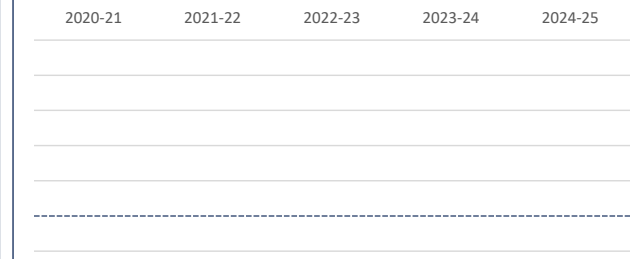
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 10

| | |
|---|---|
| Graduate Employment Rate in a Related Field | Institutional Strength/Focus |
| Graduation Rate | Community/Local Impact of Student Enrolment |
| Economic Impact (Institution-specific) | Research Funding and Capacity: Federal Tri-Agency Funding Secured |
| Experiential Learning | Research Revenue Attracted from Private Sources |
| Graduate Employment Earnings | Skills & Competencies (Institution-specific) |

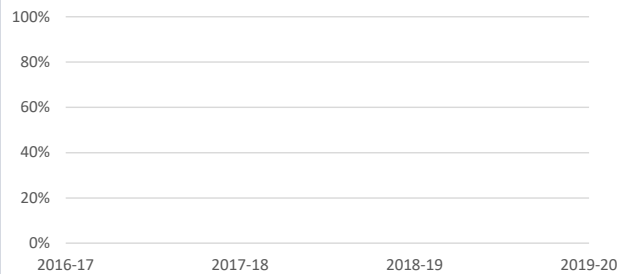
Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs who consider the skills they developed to be, “Quite a bit” or “Very much” attributed to their university program.

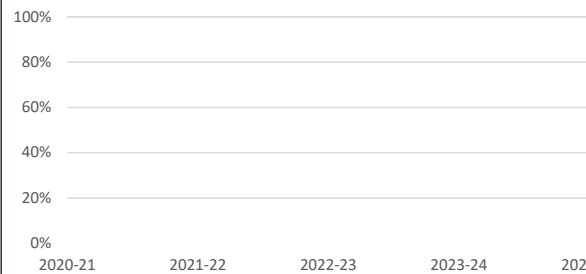
Data Source

2023 NSSE Q18 (Senior Year Students) for SMA3 Yr4, Internal Graduation Survey Q1 for SMA3 Yr5

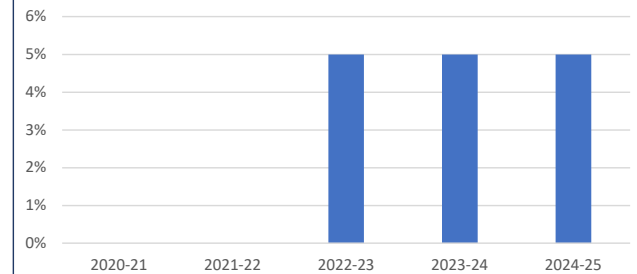
Historical Values



Performance Target to Actual



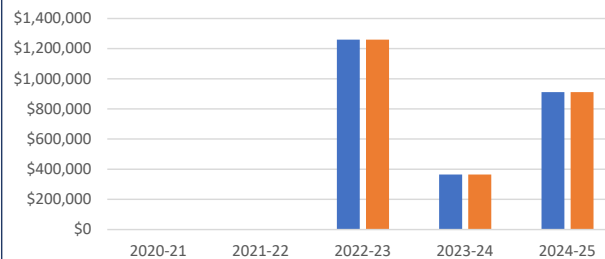
Metric Weighting



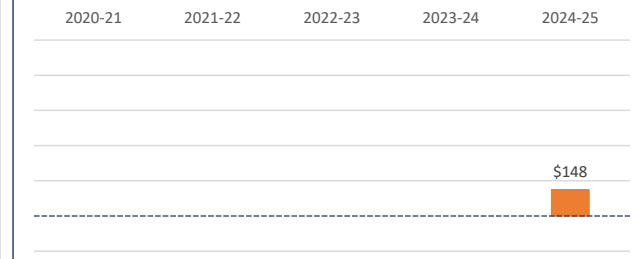
Achievement



Notional and Actual Allocation



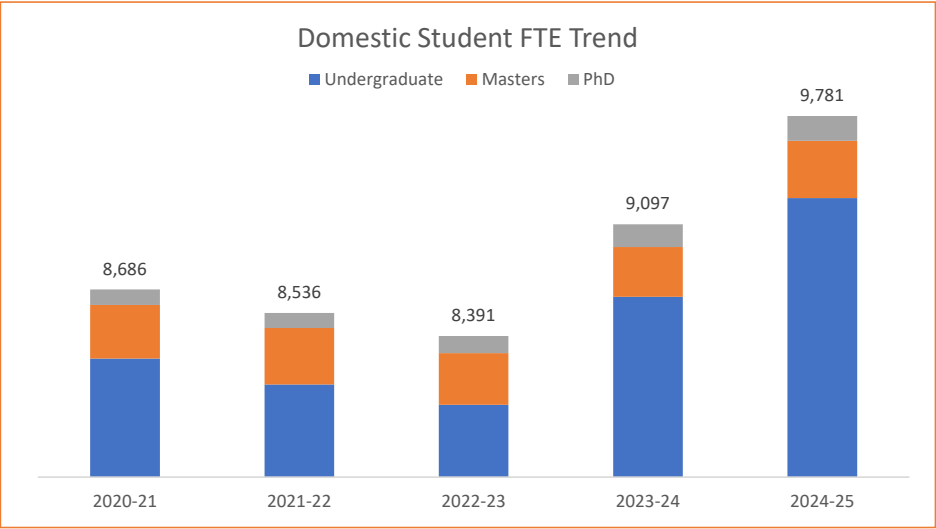
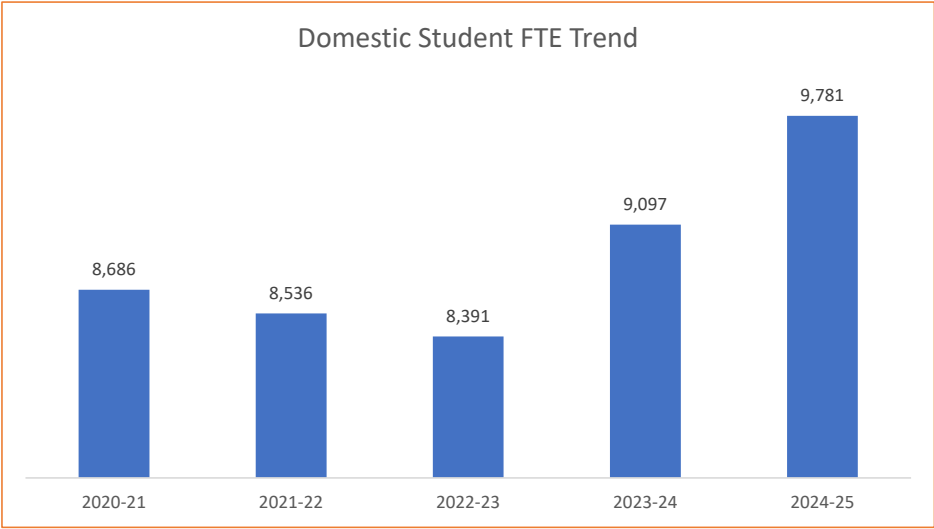
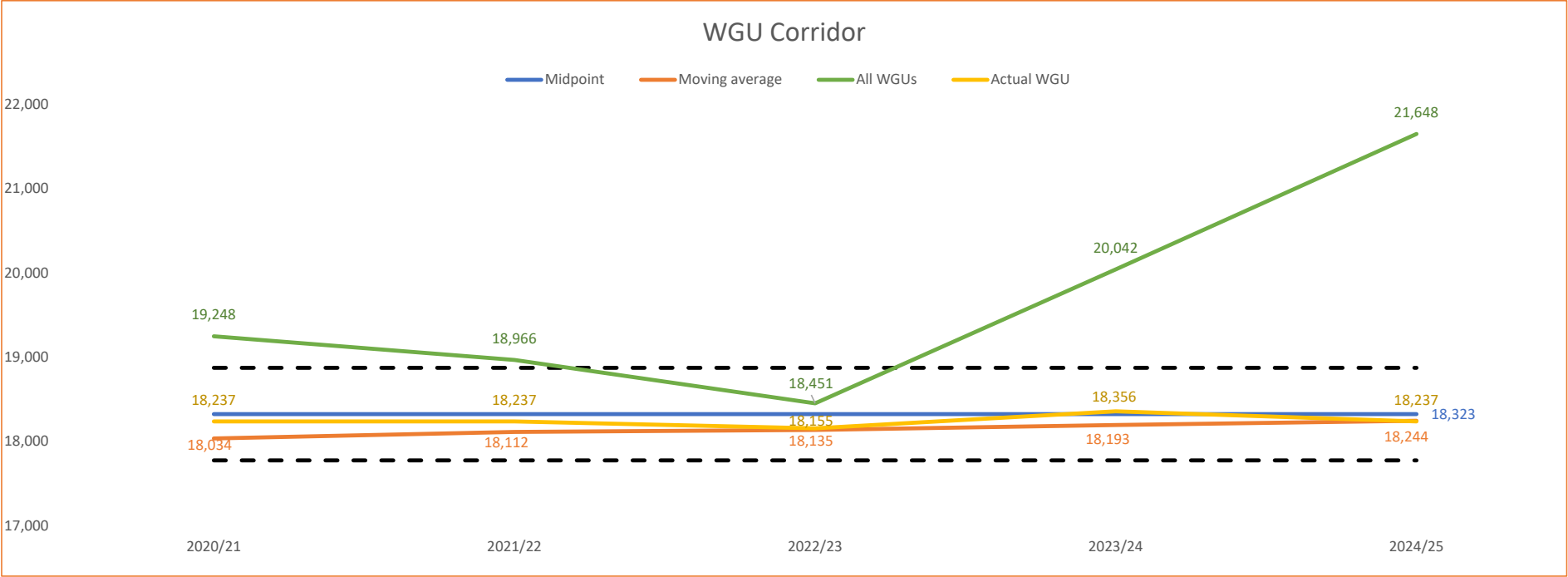
Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward
 (Metrics 10: Skills & Competencies metric began in Fall 2022, as such there is no data prior to this year to report.)

Data not appearing indicates full allocation achieved

MCURES Enroment Based - Corridor Funding



2025-2030 Strategic Mandate Agreement (SMA4) - Update

SMA4 Process and Timeline Update

Fall 2024:

- ✓ Bi-lateral meeting with MCURES
- ✓ Stage 1 materials provided by MCURES

January 2025:

- ✓ Stage 1:
 - ✓ SMA4 Workbook data collection and metric setting
 - ✓ Draft Agreement & Workbooks submitted to MCURES

February & March 2025

- ✓ Technical clarifications and updates from MCURES following feedback from bi-lateral meetings
- ✓ Stage 2 materials provided by MCURES

April & May 2025

- ✓ Stage 2:
 - ✓ Data validation of SMA4 Workbooks and 2025-26 Metric weighting
 - ✓ Revisions/updates to SMA4 Agreement
- ✓ Updated SMA4 Agreement and Workbook submitted to MCURES

June 2025

- SMA4 Agreement and Workbook to be signed by both MCURES and Ontario Tech
- Posting of SMA4 Agreement on MCURES and Institutional websites

SMA4 Enrolment Corridor Funding Adjustments

Corridor Ceiling:

- The ceiling will remain at 3% above the corridor midpoint and will be held constant throughout the SMA4 cycle.

Corridor Floor:

- The corridor floor for SMA4 Year 1 (2025-26) will be lowered by institution's historical 5-year average STEM enrolment (2019-20 to 2023-24), lagged by one year
- In SMA4 Year 2 (2026-27), the corridor floor will be lowered by an updated rolling average of STEM enrolment (2020-21 to 2024-25) provided the institution submits a domestic enrolment target and meets this target.
- The corridor floor will revert to the SMA3 level in SMA4 Year 3 (2027-28) to Year 5 (2029-30).

| Ontario Tech | SMA3 | SMA4 | | | | |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| Corridor Ceiling | 18,872.88 | 19,054.77 | 19,054.77 | 19,054.77 | 19,054.77 | 19,054.77 |
| Corridor Midpoint | 18,323.18 | 18,499.78 | 18,499.78 | 18,499.78 | 18,499.78 | 18,499.78 |
| Corridor Floor | 17,773.48 | 6,271.09 | TBD | 17,773.48 | 17,773.48 | 17,773.48 |

MCURES will review the corridor and performance-based funding model prior to SMA4 Year 3 (2027-28) which may result in changes to the corridor midpoint level in 2027-28. If no changes are communicated as part of that review, the corridor midpoint, ceiling and floor will be extended through to 2029-30 as outlined above.

SMA4 Performance Metrics

| MCURES Priority Area | Metric | Definition | Changes from SMA3 | 2025-26 Metric Weighting |
|-------------------------------|---|---|--|--------------------------|
| Skills and Job Outcomes | Graduate Employment Rate in a Related Field | % of graduates employed full-time in jobs related to skills acquired in their program of study, two years after graduation. | Domestic graduates only | 5% |
| | Graduation Rate | % of new, full-time UG students who graduated from the institution within 7 years. | Use of OEN number in Yr 2 | 5% |
| | Graduate Employment Earnings | Median employment earnings of graduates using tax file data provided by Statistics Canada, two years after graduation. | Domestic graduates only | 10% |
| | Experiential Learning | % of students who had experiential/ work-integrated learning opportunities as part of their program of study. | Domestic students only | 20% |
| Economic and Community Impact | Community/Local Impact of Enrolment | Share of enrolment in population of the city (cities)/ town(s) in which the institution is located. | Domestic students only | 10% |
| | Institutional Strength/Focus | Share of enrolment in an institutions self-identified program area(s) of strength in the total institutional enrolment. | Domestic students only | 15% |
| | Investment and Innovation: Research Revenue Attracted from Private Sources | Total research revenue attracted from private sector and not-for-profit sources | Previous name: Research Revenue Attracted from Private Sources | 20% |
| | Institution-Specific: Number of Experiential Learning Placements in Durham/ Northumberland Region | The number of student experiential learning related placements placed in Durham/ Northumberland Region | Previous name: Economic Impact (Institutional-specific) | 15% |



SMA4 – Changes to MCURES Funding Model

Shifting from Enrolment Based to Performance Based Funding:

- The ministry will keep performance-based funding at 25% of total operating funding for the first two years of SMA4.
- The ministry plans to increase performance-based funding by 5% each year starting in Year 3, reaching 40% in Year 5, pending a broader funding review ahead of Year 3.
- The total amount of performance-based funding at risk is 5% of the total performance-based grant due to the Stop-Loss Mechanism, which caps metric losses at 5%.

| | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|-----------|-----------|-------------|-------------|-------------|
| % of Performance-Based Funded | 25% | 25% | 30% | 35% | 40% |
| Ontario Tech Funding Amount | \$18.29M | \$18.29M | \$21.94M | \$25.60M | \$29.56M |
| Performance-Based Funding at Risk | \$914,282 | \$914,282 | \$1,097,138 | \$1,279,994 | \$1,462,851 |

SMA4 Accountability Reporting:

- For the duration of SMA4, 5% of an institution's total operating grant will be linked to accountabilities.
- If any one element of the accountability requirements is not met, 5% of total operating funding will be deducted.
- The deduction will operate on a slip-year such that if accountabilities are not met in 2025-26, for example, the funding reduction will take place in 2026-27.

| | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Accountability Funding at Risk | \$3.66M | \$3.66M | \$3.66M | \$3.66M | \$3.66M |

BOARD REPORT

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
☐
☒

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Eric Agius, Chair Strategy & Planning Committee

FROM: 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:

- 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
- June 12, 2025: SRP shared with the Board's Strategy & Planning Committee
- June 26, 2025: SRP shared with the Board of Governors

INFORMATION ITEM

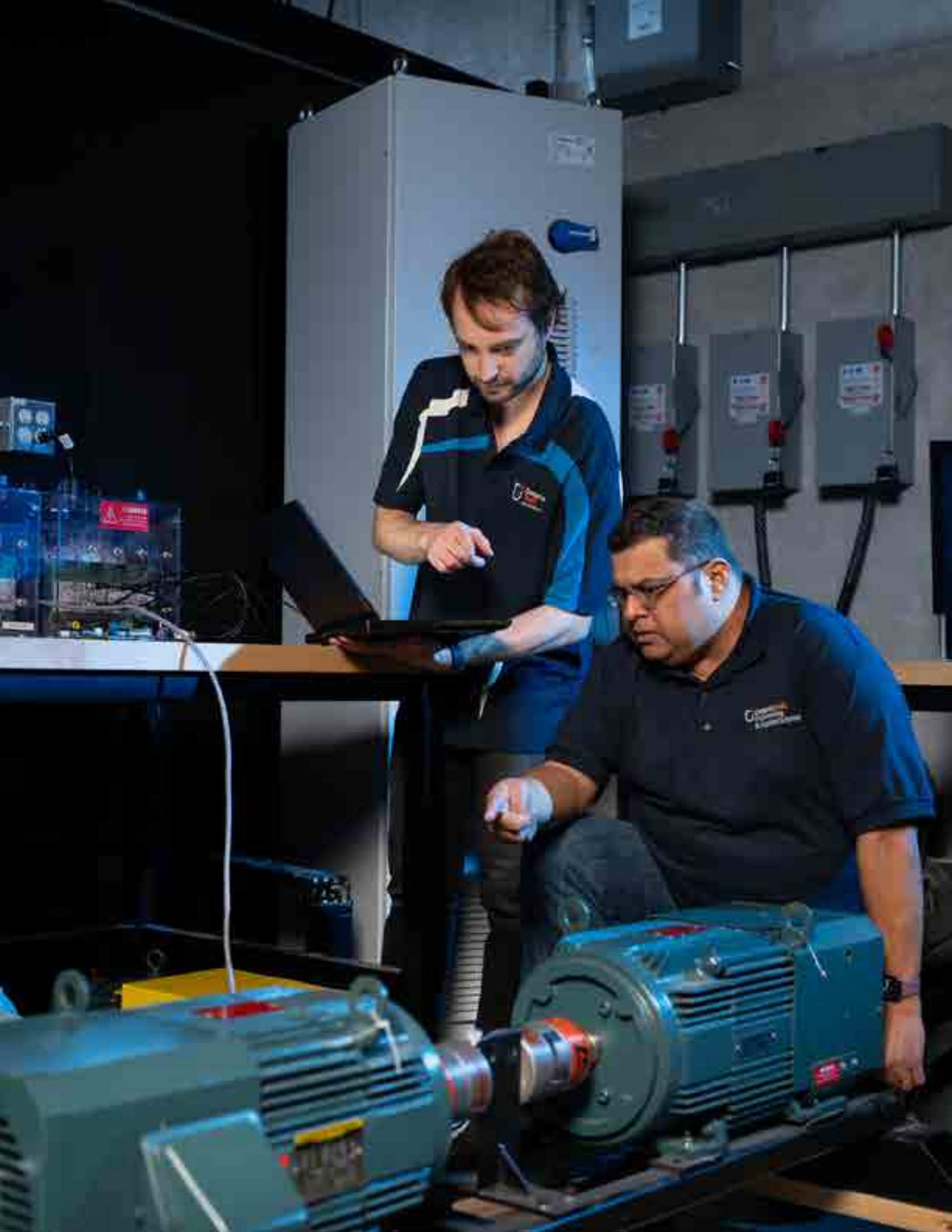
Attached is the formatted draft of the new plan. Photos and fonts remain to be finalized.



ADVANCING INCLUSIVE RESEARCH EXCELLENCE

Strategic Research Plan 2025-2030





ADVANCING INCLUSIVE RESEARCH EXCELLENCE

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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



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.

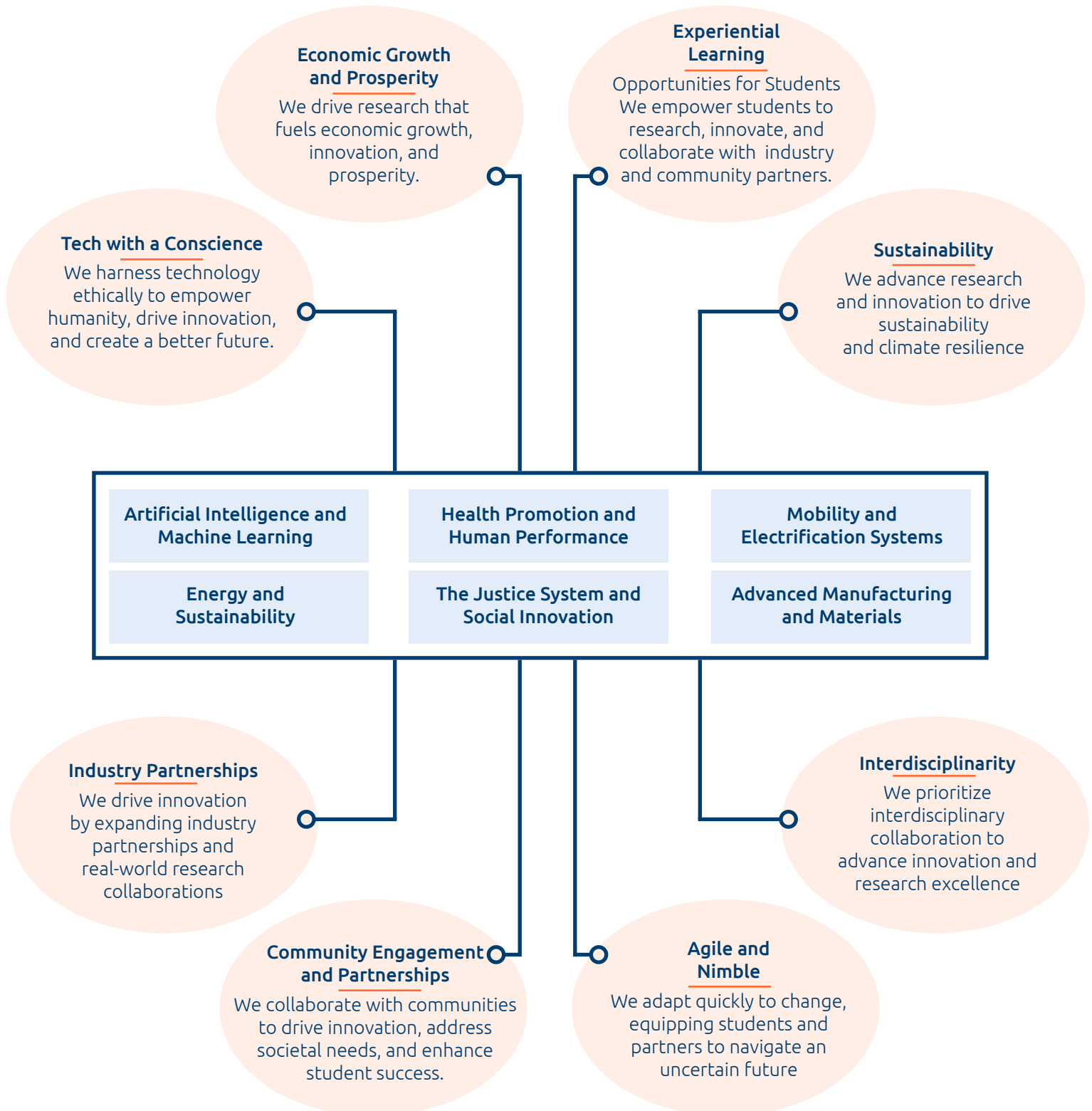
CURRENT STRENGTHS IN BASIC AND APPLIED RESEARCH

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 Manufacturers 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.



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 | Sustainability | 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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BOARD OF GOVERNORS' 137th REGULAR MEETING

Minutes of the Public Session of the Meeting of April 17, 2025

12:01 p.m. to 1:15 p.m.

Videoconference

GOVERNORS IN ATTENDANCE:

Laura Elliott, Board Chair
Eric Agius, Vice-Chair and Chair of Strategy & Planning Committee
Nolan Bederman
Frank Carnevale
Mitch Frazer, Chancellor
Neeraj Grotra
Matthew Mackenzie
Peter Marchut
Laura Money
Steven Murphy, President and Vice-Chancellor
Mike Rencheck
Hannah Scott
Gaurav Singh, Chair of Governance, Nominations & Human Resources
Dwight Thompson
Susanna Zagar

REGRETS:

Ahmad Barari
Carla Carmichael, Chair of Audit & Finance Committee
Lisa McBride
Kim Slade
Emily Whetung-MacInnes

BOARD SECRETARY:

Nicola Crow, University Secretary

STAFF:

Kirstie Ayotte, *Assistant University Secretary*
James Barnett, *Vice-President, Advancement*
Jamie Bruno, *Vice-President, People and Transformation*
Krista Hester, *Chief of Staff*
Les Jacobs, *Vice-President Research and Innovation*
Lori Livingston, *Provost and Vice-President, Academic*
Jennifer MacInnis, *General Counsel*
Brad MacIsaac, *Vice-President, Administration*
Joe Stokes, *University Registrar, AVP International & Interim Dean SGPS*
Sarah Thrush, *Associate Vice-President, Planning and Strategic Analysis*

GUESTS:

Asifa Aamir
Amin Ibrahim
Chelsea Bauer
Steven Downing
Ella Doppelhamer
Mikael Eklund
Karla Emeno
Karla Gomez
Erin Houston
Tanya Karam-Zanders
Kimberley McCartney
Joanne Nickle
Zeid Rehman
Shannon Thornton
Tega Ubor
Shannon Vettor

1. Call to Order

The Chair called the Public session of the Board of Governors Meeting to order at 12:01 p.m. and read aloud the Land Acknowledgement.

2. Agenda

Upon a motion duly made by G. Singh and seconded by M. Rencheck, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

None declared.

4. Chair's Remarks and Introductions

The Chair began by reminding Board members of some meeting protocols, acknowledging that today's meeting was the first meeting that was being held via Zoom and that Public session attendees were welcomed though were noted unable to participate or engage in the meeting.

She continued with a special welcome to this year's Board of Governors Award recipient, Ella Doppelhamer and promoted the upcoming Chancellor's Challenge on September 20, 2025, encouraging Board participation.

She closed by expressing her best wishes to students during their final exams, and gratitude to faculty, staff and administrators for a successful academic year.

5. President's Report

S. Murphy welcomed attendees and echoed the Chair's appreciation for the hard work of faculty, staff and students as exams concluded. He highlighted recent accomplishments. These included the winner of the Three Minute Thesis competition, Salma Bafagih, a Master of Health Sciences candidate who will be advancing to the provincial level; the recent celebration of the annual Excellence in Teaching Awards, which recognizes impactful instruction; and, the many accomplishments of the University's student athletes who are excelling both academically and athletically.

5.1 Board of Governors Award Recipient

The President introduced and extended his congratulations to this year's Board of Governors Award Recipient, Ella Doppelhamer, a second-year Forensic Psychology student from L'Original, Ontario, who is also pursuing a minor in Criminology. He noted that in addition to her academic achievements, she supports students through her work at the Ontario Tech Career Centre and is an active member of the University community.

Ella Doppelhamer expressed her gratitude to the Board of Governors for the award and their continued support of students. She shared her journey from a small town in Ontario to Ontario Tech, highlighting her passion for forensic psychology and her desire to make a difference. Despite initial challenges, including moving away from home and overcoming a language barrier, she found a welcoming community and meaningful opportunities, particularly through her work at the Career Centre. She emphasized how the award not only eased financial stress for her but also boosted her confidence and sense of belonging. She concluded by thanking the Board for their belief in students and the significant impact their support has had on her academic and personal growth.

Board members extended their congratulations to Ella and offered their best wishes for continued success in her academic journey.

6. Academic Council Report

The Chair invited D. Thompson to present the Academic Council Report.

D. Thompson presented the Academic Council report to the Board for February and March 2025, and emphasized the Council's key role in overseeing academic matters at Ontario Tech and advising the Board on related decisions.

He noted that no new program proposals were brought forward this time; however, degrees were conferred for the Winter 2025 term. Significant curriculum and program updates were highlighted, including several major program modifications and minor program adjustments. He noted that these changes reflect faculty's commitment to academic excellence, innovation, and program development. He also highlighted the inclusion of the Final Assessment Reports and Implementation Plans through the Institutional Quality Assurance Process, which included the Master of Information Technology and Security program from the Graduate Studies Committee.

D. Thompson also advised that additional updates had been provided to Academic Council, such as student recruitment and success, the SMA4 agreement, senior academic administrative searches, and the University's budget. Governors were encouraged to explore the linked materials for a deeper understanding of the University's academic direction and progress.

7. Audit and Finance Committee (A&F) Report

The Chair invited S. Zagar to present the April 10, 2025 Audit & Finance Committee (A&F) Report.

7.1 2025-2028 Budget Approval* (M)

S. Zagar presented the recommended budget. She highlighted the need to adapt to unpredictable government policies and enrollment-driven revenue as the primary revenue stream. There has been a significant shift in Ontario university budgeting practices and allocation methodologies over the past decade, making government funding much less predictable than in the past.

She outlined the associated enrollment plan, which considers increased competition for domestic students and restrictions on international students. The plan incorporates enrollment growth strategies to explore non-traditional programs, hybrid learning, and co-op opportunities which help address space limitations and program capacity constraints that may arise from enrollment growth.

She noted that the budget, prepared on a modified cash basis, reflects ongoing financial pressures with tuition the primary revenue source as grants decline, and on the expense side labour-related costs (i.e., faculty, staff) are the largest expense category.

S. Zagar also advised that the reality of the fiscal landscape means that the University is facing a structural deficit in that costs are rising faster than revenue. To address this, she emphasized that efficiency and differentiated growth remain key priorities, with this continued focus supported by an external review.

She explained that the University will need to remain flexible and strategic for financial and academic stability with the University's ongoing priority to maintain academic quality amid growth and limited hiring. She also noted that to balance the budget, \$5 million in capital improvements are delayed.

In looking ahead, S. Zagar concluded that the University will focus on diversifying revenue streams, supporting strategic enrollment growth, improving operational efficiency, building financial reserves, investing in technology, strengthening partnerships, and increased advocacy for public funding and program innovation.

B. MacIsaac highlighted the shift in the budget, driven by changes in tuition policies and grant limitations. He emphasized a conservative approach to enrollment growth and reiterated that tuition remains the primary source of revenue. Despite this, he pointed out the ongoing structural deficit. He stressed the need for investments in

labour and student experience, with a focus on managing enrollment to offset rising costs and ensuring long-term financial stability through efficient resource use and sustained growth.

He continued by outlining several future scenarios, noting the risk of a significant deficit if current practices and enrollment projections persist. He stressed the importance of improving efficiencies and expanding enrollment to avoid financial instability. He highlighted a recent third-party audit which confirmed operations are currently efficient with recommendations for ongoing growth to better leverage institutional capacity and support long-term program sustainability. He also emphasized the need to build reserves for future maintenance costs and to address risks associated with maintaining quality under financial constraints.

A question was raised about whether the University's reserves for deferred maintenance include the Blackstone/Enbridge sustainability plan. In response, B. MacIsaac advised that some reserve funds exist, though they do not currently account for that specific sustainability plan that went to the Strategy and Planning Committee last year which had proposed upfront investment rather than a phased in approach to match our government facility renewal grant funding.

In response to concerns about rising faculty-to-student ratios and increased workloads, B. MacIsaac clarified that these ratios are used as planning indicators rather than measures of teaching quality. He noted that while efforts had previously been made to improve ratios, current financial constraints will limit progress. L. Livingston acknowledged that increasing ratios are likely inevitable but emphasized the University's commitment to maintaining teaching quality by expanding support for faculty, including teaching assistants and resources from the Teaching and Learning Centre. S. Thrush added that these ratios do not capture the full picture, as they do not reflect the mix of tenure-stream, teaching, and sessional faculty. She noted that the University's ratios may appear higher due to this composition and that future reporting may better differentiate between full-time and part-time faculty to support more informed planning.

A question was raised regarding whether the University evaluates programs based on financial performance and if there are sunset clauses for underperforming ones. B. MacIsaac confirmed that a detailed program-level evaluation model, combining financial and qualitative data, will be presented to the Board and Academic Council in June. This is just a formulaic model to highlight which programs may need to be reviewed but a more qualitative review is required as some programs may not have any additional costs and therefore no savings if discontinued. L. Livingston added that program data are closely monitored annually, and decisions around closures are complex.

L. Livingston responded to a question regarding the potential to share faculty and resources with other universities to maintain quality and increase efficiency. She advised that the idea has been discussed by the Ontario Council of Academic Vice-Presidents (OCAV). In comparison to other Ontario Universities, Ontario Tech

currently has very few low-enrollment programs that would require such an approach.

A question was asked about how to interpret the donations line in the budget, given it seemed inconsistent with capital campaign goals. B. MacIsaac clarified that the donations shown reflect only funds used to support the operating budget, like scholarships. The budget does not include restricted funds such as the \$17 million expected for research or \$12 million for future endowments as these are tracked separately.

B. MacIsaac responded to a question about the target reserve, explaining that in 2019, he recommended setting aside \$4-5 million annually for capital repairs and strategic initiatives. However, due to new buildings and rising costs, he now suggests a target of \$8 million per year. He noted that the budget is set conservatively, with hopes for surplus funds from higher enrollment and savings, as evidenced by a projected surplus in the region of \$6 million this year.

B. MacIsaac confirmed that the international student cap now applies to postgraduate and PhD levels and S. Thrush added that in the first year, the cap applied to undergraduates, but in the second year, it has been extended to both undergraduate and graduate students, limiting the opportunity to use this as leverage.

The Chair acknowledged the work involved in presenting such a challenging and difficult budget.

Upon a motion duly made by F. Carnevale and seconded by S. Zagar, and pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors approves the 2025-2026 budget and approval in principle of the budgetary projections for the next two years.

7.2 MCU Efficiency and Accountability Fund Report* (D)¹

S. Zagar presented the MCU funded Efficiency & Accountability Review Final Report, prepared by KPMG that was also presented to the Audit & Finance Committee on April 10, 2025. She noted that the Report's recommendations are supported in general by the University's leadership. She noted that the recommendations will be formalized into an implementation plan, set to be presented in June.

She advised that the goal of the Review was to identify opportunities to strengthen the University's financial position while supporting its strategic priorities. The Review highlighted opportunities that could provide a positive return on investment within five years, although the Report acknowledged the ongoing challenge of managing a largely fixed cost base amid stagnant revenues.

¹ MCU Efficiency and Accountability Fund Review – Final Report, March 31, 2025 is a confidential report and is not available for disclosure without the express written consent of KPMG and Ontario Tech University.

The Report also noted that despite the proposed changes, the University is projected to operate at a deficit over the next five years unless further adjustments are made, a trend consistent with other Ontario institutions.

S. Zagar reported that among the Review's five focus areas, academic programming was identified as having the greatest potential for financial impact. Recommendations included boosting enrollment, restructuring courses for more flexible intakes, reviewing prerequisites to improve retention, and assessing course and section sizes. A process was also suggested to determine the financial and/or strategic sustainability of programs.

In terms of revenue generation, while the University has already taken innovative steps, S. Zagar noted the Review identified further opportunities, including expanding continuing education, growing international partnerships, making better use of campus assets, and streamlining advancement efforts to enhance fundraising.

For governance and administrative services, the review identified limited opportunities for improvement, such as reducing manual processes in areas like payroll and scheduling, centralizing onboarding and offboarding.

7.3 Annual Risk Report* (U)

S. Zagar presented the Annual Risk Report, providing key updates on the University's risk management efforts. Since implementing six recognized risk management measures in 2017, the University has consistently met these measures. She noted that the number of identified risks has increased from 240 to 294, reflecting improved detection and many of these risks are similar across various units. In addition, new risks related to mental health and privacy are now added.

She advised that the Report also noted that 18 mitigation strategies have transitioned into proactive controls; and, significant risks and their corresponding mitigation strategies were grouped into thematic areas such as academic, technology, student experience, and financial sustainability. She added that this categorization helps focus attention on urgent areas and guides decision-making. Emerging risks, including the adoption of AI and global trends, were highlighted in the Report, though overall risks in this regard have decreased slightly due to a more predictable environment.

S. Zagar noted that the University has developed Key Risk Indicators (KRIs) to better quantify and forecast risks. Going forward, the plan is to expand these KRIs to improve project governance and address interconnected risks. She advised that during the ensuing discussion at the April 10th Audit & Finance Committee Meeting, it was noted that some assessments change quickly as resources are applied to mitigation plans. She further noted that when deciding whether a change is needed, management relies on input from risk owners and risk leads to ensure the information is qualified before adjusting the status of risks.

B. MacIsaac acknowledged the valuable contributions of Capstone students for implementing metrics and Power BI within the risk management framework and

expressed gratitude for the students' help preparing the Report. He also noted looking forward to future co-op student involvement.

A Member expressed concern that risk assessments, including those done by Research Ethic Boards (REB), may be limiting innovation and student experience. B. MacIsaac acknowledged the negative connotation of "risk" and emphasized the importance of embracing risk for progress and innovation. He also clarified that the REB operates independently from the Risk Management team and noted that the issue of limited innovation would be reviewed further to ensure the University fosters a balanced approach to risk-taking.

8. Governance, Nominations and Human Resources (GNHR) Report

The Chair invited G. Singh to present the March 20, 2025 Governance, Nominations & Human Resources (GNHR) Report.

G. Singh noted that the main item to report on was the review of the Annual Board Practices Assessment, which is included in the Consent Agenda today. He also reminded members that the Assessment will be circulated in the next week or two. He noted that its purpose is to evaluate overall Board effectiveness, including the Board's structure, its meetings, as well as individual involvement.

The Chair strongly encouraged Members to participate fully in the Annual Board Practices Assessment, as the feedback is highly valuable for informing future governance practice improvements.

9. Strategy and Planning (S&P) Report

The Chair invited E. Agius to present the April 3, 2025 Strategy & Planning (S&P) Report.

9.1 Information Technology Update* (U)

E. Agius provided an update on the University's ongoing digital strategy. He noted that the reporting launched in 2022 focuses on technology-enabled learning and diversified program offerings. He outlined progress in moving away from shared IT systems with Durham College to establish greater digital independence and alignment with the University's strategic priorities. While some shared services remain in place for efficiency, key developments include the implementation of a new Enterprise Resource Planning system and a strong institutional focus on AI integration.

He emphasized that the University's digital infrastructure has shifted from a support function to a strategic partner in shaping the University's digital ecosystem. He reported that the Committee heard about the key outcomes achieved so far, including improved technology infrastructure, better support for faculty and students, more flexible program delivery, and enhanced classroom experiences. These advancements are helping to position the University as a leader in technology-driven education.

In response to a question regarding how the University plans to use AI in the coming years, B. MacIsaac explained that some pilot projects are underway, including using Microsoft Copilot. The University has also issued a Request for Proposal (RFP) to explore broader academic and student success applications.

9.2 Research and Innovation* (U)

E. Agius provided an update on Research and Innovation at the University, highlighting significant progress and success in securing research funding.

He noted that the University is on track to achieve its highest-ever funding levels this year, including receiving its two largest research grants to date. Despite a slight decline in the number of applications, research grant outcomes have been strong.

The National Science and Engineering Research Council (NSERC) remains the largest source of funding, underscoring the University's strong emphasis on STEM research. He highlighted that these achievements are also reflected in the University's performance in rankings such as the Times Higher Education.

L. Jacobs noted that following the April 3rd report to S&P, the University received a substantial increase in research funding, which confirmed earlier projections and confirmed the highest funding levels to date.

9.3 Strategic Research Plan* (D)

E. Agius provided a progress report on the development of the University's new Strategic Research Plan, to be finalized in June. He advised that priorities include AI and its applications, clean energy and climate change resilience, health promotion and equity, and social innovation, with a focus on strengthening industry partnerships and funding opportunities. He noted that S&P members also discussed expanding non-STEM revenue, such as leveraging academic output through policy research and textbooks.

L. Jacobs explained that the Strategic Research Plan consists of three main components: a description of the University's existing research strengths; a set of strategic priorities designed to build those strengths; and a unique set of strategic attributes that reflect Ontario Tech's identity, such as industry and community partnerships, interdisciplinarity, and tech with a conscience. He noted that these attributes serve as guiding principles to ensure all priorities align with the University's distinct vision and help differentiate Ontario Tech in the research landscape.

A Member expressed appreciation for the research team's work, emphasizing that research is one of the University's greatest strengths. They offered praise to L. Jacobs and his team and shared enthusiasm for the continued development of the Strategic Research Plan.

10. Consent Agenda: (M)

10.1 Minutes of Public Session of Board Meeting of February 20, 2025* (M)

10.2 Minutes of Public Session of A&F Meeting of February 13, 2025* (I)

- 10.3 Minutes of Public Session of GNHR Meeting of January 30, 2025* (I)
- 10.4 Minutes of Public Session of S&P Meeting of February 6, 2025* (I)
- 10.5 Board Practices Assessment* (I)
- 10.6 Board of Governors Meeting Dates 2025-2026 and 2026-2027* (I)
- 10.7 Endowment Disbursement* (M)
- 10.8 Credit Rating Update* (I)
- 10.9 Ancillary Fees Update* (I)
- 10.10 Annual Compliance Report* (I)

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2.

11. Adjournment

There being no other business, and upon a motion duly made by L. Money, the Public session of the Board of Governors meeting adjourned at 1:15 p.m.

Nicola Crow, University Secretary

BOARD OF GOVERNORS

Audit & Finance Committee (A&F)

Minutes of the Public Session of the Meeting of April 10, 2025 2:01 p.m. to 3:58 p.m. [Videoconference](#)

- Present:** Carla Carmichael (Chair), Susanna Zagar (Vice-Chair), Nolan Bederman, Laura Elliott, Laura Money, Steven Murphy
- Staff:** Kirstie Ayotte, Nicola Crow, Jacquelyn Dupuis, Krista Hester, Lori Livingston, Jennifer MacInnis, Brad MacIsaac, Sarah Thrush
- Guests:** Chelsea Bauer, Libby Duckworth, Mikael Eklund, Cristina Morrone, Channen Tan

1. Call to Order

The Chair called the Public session of the A&F meeting to order at 2:01 p.m. and read aloud the Land Acknowledgment.

2. Agenda (M)

Upon a motion duly made by L. Elliott and seconded by S. Murphy, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

None noted

4. Chair's Remarks

The Chair began by reminding Committee members of some meeting protocols, and Public session attendees were welcomed though were noted unable to participate or engage in the meeting.

She continued by reminding Board members of the upcoming annual Board Practices Assessment and Skills Matrix, which will be due by May 9, 2025. She emphasized that these tools are essential as part of governance best practices and for identifying competency gaps to guide future Board recruitment. She highlighted increasing financial pressures across the post-secondary sector and stressed the importance of

maintaining financial sustainability as a key strategic priority in today's complex and evolving environment.

5. President's Remarks

As the semester comes to a close, the President expressed his appreciation to faculty, staff, and students for their hard work and dedication throughout another successful term. He shared news that Salma Bafagih, a Master of Health Science candidate, placed first in Ontario Tech's Three Minute Thesis competition for her research on food literacy among Canadian adults, and will represent the University at the provincial competition in May. The President also highlighted the recent Excellence in Teaching Awards, extending congratulations to all nominees and recipients for their meaningful contributions to student learning. In addition, the President celebrated several significant achievements in athletics, including the Men's Soccer team winning its first Ontario University Athletics (OUA) soccer championship and the Women's Lacrosse team earning its first medal. These milestones reflect the growing success of the athletics program and the important role it plays in strengthening campus pride and community spirit.

The Chair congratulated the University on the success of its sports teams, noting the challenge of recruiting talented athletes and acknowledged the growing student body and improved forecasts compared to other universities, which are as a result of the excellent University community and the programs offered.

6. Finance

6.1 2025-2028 Budget Approval* (M)

B. MacIsaac advised that the presentation will focus on key aspects of the University's 2025-26 budget. This year's budget is recommended in the context of focusing on adapting to unpredictable government policies and enrollment-driven revenue. This is a shift in Ontario university budgeting practices over the past decade from a more predictable model based on enrollment.

S. Thrush noted that the University's enrollment plan focuses on both undergraduate and graduate programs, considering existing student retention and anticipated intake numbers. While aiming to meet its enrollment targets, the plan acknowledges risks such as increased competition for domestic students and the impact of federal and provincial policies on international student growth. She noted that projections for international student enrollment are expected to flatten or decrease due to enrollment caps.

S. Thrush presented several potential scenarios that were considered to address policy changes and shifts in enrollment trends. These included strategies for attracting non-traditional students to support growth. She highlighted that the University continues to refine its approach and is adjusting for realistic assumptions and potential risks within the evolving landscape of higher education.

B. MacIsaac explained that the University prepares its budget on a modified cash basis to better reflect annual income and expenditures, which differs from the year-end financial statements that account for amortization and investment gains. He advised that tuition is the primary revenue source as government grants have declined substantially over time. On the expense side labour related costs (faculty, staff) are the largest expense category.

B. MacIsaac noted that revenue has increased, largely due to higher undergraduate domestic and graduate international enrollment. However, he noted that growing competition for international and domestic students, alongside government-imposed caps, present future challenges.

He explained that the budget is structured into specific categories, such as ancillary fees that are designated to specific functions such as health services, ensuring funds are used appropriately and transparently. In response to declining government grants, the University has made strategic investments in student services, academic support, and financial aid, which reflect a commitment to student success.

Looking ahead, he advised that the University plans to continue refining its approach in managing enrollment and expenses, with the aim to balance growth with maintaining quality and long-term financial sustainability.

In response to a question regarding space limitations and program capacities while managing the student enrollment growth that is needed, B. MacIsaac advised that the University is exploring alternative solutions such as hybrid learning, non-traditional programs and co-op opportunities to accommodate future growth without overwhelming existing resources.

B. MacIsaac continued by noting that the University is facing a structural deficit, as contractual expenses are outpacing modest revenue growth. While tuition and government grants have seen slight increases, they are not keeping up with rising costs. To maintain a balanced budget, efficiency is a key focus along with the

continued priority of differential growth, recognizing that traditional business models are no longer sufficient for fiscal sustainability. As part of this, the University is exploring alternative approaches, including program innovation, increased advocacy for public funding, and selective revenue opportunities that offer clear returns. B. MacIsaac advised that an external review confirmed that the University is already operating efficiently, reinforcing the need for data-driven planning. Moving forward, the University will need to remain flexible and strategic to maintain financial and academic stability.

B. MacIsaac discussed the University's capital investment planning, noting the need for increased short-term to long-term spending on infrastructure repairs and academic equipment upgrades due to aging facilities. He noted that investments in IT are also underway, including a major system overhaul scheduled for completion by 2026 and after training and implementation in 2027. He noted that commercial services are expected to generate a modest surplus to fund future equipment replacements.

He highlighted that reserves are largely committed to existing obligations, with a need to plan for growing future maintenance needs. He noted that a key priority is setting aside funds for operating reserves. To this end, the 2021 paper on reserves is being updated for presentation in the future to the Committee.

Within this budgetary context, B. MacIsaac noted there are risks in ensuring the maintenance of academic quality amid rising enrollment and limited hiring. Efforts to improve efficiency through technology and AI are being prioritized to help staff free up time for more strategic initiatives which will help ensure continued student success.

L. Livingston emphasized the precarious state of post-secondary funding in Ontario, noting that uncertainty surrounding revenues and costs makes long-term planning difficult. Tuition remains frozen, government grants are tied to performance metrics, and international student caps have intensified competition for domestic students. Inflation, tariffs, and unexpected facility issues add further risk. She noted that to navigate this uncertainty, the University must prioritize growing enrollment, diversifying revenue streams, improving efficiency, investing in technology, increasing program innovation and advocacy for public funding, strengthening partnerships and building reserves.

A question was asked about recent procurement restrictions on U.S. products, particularly affecting capital and software purchases. B. MacIsaac noted that 2% of the University's budget went to U.S. products, which could result in a potential

estimated risk of up to \$1.5 million if tariffs and procurement limitations were to escalate. He assured the Committee that the University is closely monitoring the situation, and existing contracts, such as with U.S software vendors, are not currently affected by the policy changes.

A question was also raised about how the University addresses low-enrollment programs, and the decisions made regarding them. L. Livingston explained that the University has paused admissions for three such programs. She added that one of the programs had been listed in error on the Ontario University Application Centre, and the other two were newer programs with limited marketing exposure. The pause allows time to refine and revitalize the offerings, to enhance their potential for future success. She noted that the University will continue to monitor applications closely so as to better understand student interests and needs.

In a discussion regarding the University's finances, a Committee member asked about deferred maintenance costs and how the University's capital expenditure is compared to others. B. MacIsaac explained that the University's spending is in line with sector benchmarks, though slightly lower, and that more detailed information would be provided at the upcoming Board of Governors meeting.

A member then enquired about staffing levels, particularly the balance between fixed and variable staffing costs. B. MacIsaac confirmed that the University uses various models to manage staffing, though acknowledged that administrative support is harder to predict and highlighted ongoing work with KPMG and industry groups to refine these models.

Regarding additional questions on the obligation to present a balanced budget due to the terms of the University's debenture, B. MacIsaac acknowledged the necessity of balancing the budget, and emphasized difficult decisions had been made in preparing this year's budget, such as delaying \$5 million in capital improvements. He added that the University needs to better communicate these trade-offs to the Ministry, especially as they impact long-term sustainability. Members agreed and stressed the importance of framing financial decisions in terms of future risks.

In closing, B. MacIsaac noted that all universities are dealing with financial pressures, and that the Government is pushing for efficiencies. S. Murphy added that while larger universities face deficits, their endowments help. He emphasized that the University is focused on high-demand programs, and working with the Government for a stable funding framework.

Upon a motion duly made by L. Elliott and seconded by N. Bederman, pursuant to the recommendation of management, that the Audit & Finance Committee recommends to the Board of Governors approval of the 2025-2026 budget and approval in principle of the budgetary projections for the next two years.

6.2 MCU Efficiency and Accountability Fund Report* (D)¹

B. MacIsaac confirmed that the Ministry funded an Efficiency and Accountability review to be undertaken by third-party. KPMG conducted the University's review. He noted that Leadership supports in general the review's recommendations, which will culminate in an implementation plan being presented to the Committee at its June meeting. He then introduced guest speakers from KPMG to report on their findings.

C. Tan explained that the review was intended to identify opportunities to strengthen the University's financial position while supporting its strategic priorities. He noted that the final report, which focuses on five key areas identified by the Ministry, aligns closely with preliminary findings previously shared with Leadership. The insights aim to highlight opportunities that offer a positive return on investment within five years.

He emphasized the ongoing challenge of managing a largely fixed cost base amid stagnant revenues and underscored the importance of increasing revenue through improved student retention, continuing education, and enhanced grant funding.

He advised that while efficiency gains were identified, the most significant opportunities lie in optimizing academic programming and expanding revenue, two themes echoed in this Meeting's budget discussions. Despite the proposed changes, the University is still projected to operate in a deficit over the next five years, which is consistent with trends across other Ontario institutions.

C. Morrone elaborated on the five areas of focus, ranked by financial impact, with academic programming offering the greatest potential. Recommendations included boosting enrollment, restructuring course offerings to allow more flexible intakes, reviewing prerequisites, assessing course and section sizes, optimizing faculty-to-student ratios, and ensuring a review process is in place to determine if programs are financially or strategically sustainable.

¹ MCU Efficiency and Accountability Fund Review – Final Report, March 31, 2025 is a confidential report and is not available for disclosure without the express written consent of KPMG and Ontario Tech University.

The second focus was revenue generation. While the University has already taken innovative steps, the review identified further potential through expanding continuing education, growing international partnerships, better use of campus assets, and streamlining advancement efforts to enhance fundraising.

The third area addressed governance and administrative services. Opportunities included reducing manual processes in areas such as payroll and scheduling, centralizing onboarding and offboarding, implementing automation, and exploring deeper integration with Durham College to improve service quality and reduce costs.

L. Duckworth presented the final two areas, facilities and procurement, which showed limited savings potential. She noted existing efficiency efforts and emphasized that remaining opportunities focus on process improvements and enhanced coordination with Durham College. Procurement gains were tied to stronger oversight and maximizing value for money. She concluded with a summary of the financial outlook, based on a five-year forecast where opportunities were grouped into tangible savings, revenue generation, and efficiency gains. While academic programming showed the most potential, many savings are intangible. Even with these measures, the University is projected to remain in deficit without further action.

6.3 2023-2024 University Financial Accountability Framework* (U)

B. MacIsaac presented the 2023-2024 University Financial Accountability Framework noting that the University recently received its second annual financial assessment from the Ministry, which continues to rate the University at a medium risk level, entirely due to its debenture. He noted that the Board of Governors had already received this information as part of the June 2024 Board report, and the table presented within the materials reflects that same data.

It was further noted that with the medium-risk rating, due to the government-backed debenture, affects the financial metrics despite presenting minimal real risk. If the debenture were excluded, the University's financial standing would be strong, and there would be no associated risk. B. MacIsaac noted that the University continues to confirm with the Ministry that the debenture is the cause of this rating, which has been acknowledged by the Ministry without issue.

7. Investment Oversight – Endowment Disbursement* (M)

B. MacIsaac noted that the University is carefully balancing the distribution of endowment funds to meet donor intentions while supporting students and preserving capital. He advised that to keep up with inflation, the value of funds needs to grow by

3-4%. After considering various economic scenarios and to preserve capital, it was determined that allocating \$900,000 this year is feasible, with the understanding that this allocation will not continue indefinitely.

Upon a motion duly made by S. Zagar and seconded by N. Bederman, the Audit & Finance Committee, hereby recommends that the Board of Governors approves the disbursement of up to \$900,000 from the University's endowed fund and unrestricted expendable sources for distribution by Financial Aid in 2025-26.

8. Compliance and Policy

8.1 Annual Risk Report* (U)

J. Dupuis presented the 2025 Annual Risk Management Report. At the outset she outlined the evolution of the University's Risk Management since 2014, when a unified approach was established. She reported that key developments since that time include: the creation of a comprehensive Risk Register in 2017, the designation of risk owners at the manager or director level, and the expansion of risk registers, all of which have helped increase participation and awareness.

She added that by 2023, risk bulletins strengthened communication and integrated risk management into campus culture. In 2024, the University addressed barriers such as unclear terminology and integration issues by grouping risks into thematic buckets. This enabled better communication and alignment with strategic priorities. She noted that the University now uses six recognized measures to evaluate its risk management and has met them consistently since 2017. She advised that the number of identified risks has increased from 240 to 294, reflecting improved detection. Additionally, new risks, such as mental health and privacy, were added; and 18 mitigation strategies have transitioned into proactive controls. She noted that the rise in identified risk drivers reflects better detection of social, political, technological, and economic factors.

J. Dupuis explained that the Report uses a strategic synthesis approach, highlighting significant risks and mitigation strategies, grouped into thematic buckets such as academic technology, student experience, and financial sustainability. There are also strategies used to guide decision-making by focusing attention on urgent areas.

She also reported on emerging risks, including AI adoption and global trends, with the risks slightly decreasing due to a more predictable environment. She noted that the University has now developed Key Risk Indicators (KRIs) to better quantify and forecast risks and going forward, the University will expand KRIs to help improve

project governance and address interconnected risks.

She concluded by noting the ongoing evolution of the risk management process, emphasizing improvements in leadership, data management, and a reduction in unexpected challenges, and expressed satisfaction with the progress made.

In response to the Committee's comments on the Report, J. Dupuis added that some assessments change quickly as resources are applied to mitigation plans and when deciding whether a change is needed, the management team relies on input from the risk owner and lead, ensuring the information is qualified before adjusting the status of risks.

9. Consent Agenda (M):

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2.

- 9.1 Minutes of Public Session of A&F Meeting of February 13, 2025* (M)
- 9.2 Credit Rating Update* (I)
- 9.3 Ancillary Fees Update* (I)
- 9.4 Annual Compliance Report* (I)

10. Adjournment (M)

There being no other business, and upon a motion duly made by S. Zagar, the Public session of the A&F meeting adjourned at 3:58 p.m.

BOARD OF GOVERNORS

Governance, Nominations & Human Resources Committee (GNHR)

Minutes of the Public Session of the Meeting of March 20, 2025 2:00 p.m. to 2:15 p.m. [Videoconference](#)

Present: Gaurav Singh (Chair), Frank Carnevale (Vice-Chair), Laura Elliott, Neeraj Grotra, Steven Murphy, Dwight Thompson

Regrets: Mitch Frazer, Kim Slade

Staff: Kirstie Ayotte (Secretary), Jamie Bruno, Nicola Crow, Krista Hester, Jennifer MacInnis, Lori Livingston, Beth Partlow, Sarah Thrush

Guests: Chelsea Bauer, Mikael Eklund

1. Call to Order

The Chair called the Public session of the GNHR meeting to order at 2:00 p.m. and read aloud the Land Acknowledgement.

2. Agenda

Upon a motion duly made by F. Carnevale and seconded by N. Grotra, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

There was none.

4. Chair's Remarks

The Chair began by reminding Committee members of some meeting protocols. Public session attendees were welcomed and informed that they were unable to participate or engage in the meeting.

5. President's Remarks

The President welcomed attendees and highlighted the upcoming Ontario Tech University and Durham College "Campus Clash" Basketball Fundraiser. He also congratulated the men's Basketball team on their recent valiant efforts to reach the National Championships.

The President noted that the post-secondary sector is facing significant challenges, including declining public trust in the value of a university education, rising costs, and increasing numbers of graduates needing additional training to secure employment. In response, he stated that Ontario Tech is actively engaging with faculty and departments to identify solutions and has prioritized three key strategies: developing

unique programs for both traditional and lifelong learners, creating a more flexible and efficient business model, and enhancing graduate job readiness. The University is focused on building stronger industry connections, offering adaptable learning formats, and emphasizing practical, job-ready skills such as communication, teamwork, and real-world application. These efforts aim to make Ontario Tech less dependent on government funding and more responsive to the needs of students and employers alike.

A Member asked if there were statistics on non-university courses students take and employer demand for specific skills. The President responded that sector-wide trends show university graduates pursuing college programs for more hands-on training, but detailed institution-specific data is lacking. Informal evidence suggests students seek practical skills, such as engineering graduates looking to gain auto shop experience, but finer insights into course and employer needs are not available.

6. Governance

6.1 Board Practices Assessment 2024-2025 (D)

N. Crow presented the Annual Board Practices Assessment to the Committee for discussion, and feedback was requested on strategies to ensure Board participation. She noted that given the significant revisions in 2023-2024, this year's assessment will remain unchanged to allow for comparative data collection and that it would be distributed via OnBoard in the two weeks leading up to May 9, 2025. Results will be shared at the May 29 meeting to help identify opportunities for development and board education.

A Member emphasized the importance of this descriptive feedback process and suggested that Committee Chairs remind members about participation in upcoming meetings.

7. Consent Agenda (M)

- 7.1 Minutes of the Public Session of the Meeting of January 30, 2025* (M)
- 7.2 Board of Governors Meeting Dates: 2025-2026; 2026-2027* (I)

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2.

9. Adjournment

There being no other business, and upon a motion duly made by F. Carnevale, the Public session of the GNHR meeting adjourned at 2:15 p.m.

Kirstie Ayotte, Assistant University Secretary

BOARD OF GOVERNORS

Strategy & Planning Committee (S&P)

Minutes of the Public Session of the Meeting of April 3, 2025 1:00 p.m. to 2:12 p.m. Hybrid

- Present:** Eric Agius (Chair), Lisa McBride (Vice-Chair), Laura Elliott, Emily Whetung-MacInnes, Matthew Mackenzie, Peter Marchut, Steven Murphy, Michael Rencheck, Hannah Scott
- Regrets:** Ahmad Barari, Mitch Frazer
- Staff:** Kirstie Ayotte, Nicola Crow, Lee Hays, Krista Hester, Les Jacobs, Lori Livingston, Brad MacIsaac, Ade Oyemade
- Guests:** Mikael Eklund, Chelsea Bauer, Dwight Thompson (guest Governor)

1. Call to Order

The Chair called the Public session of the S&P meeting to order at 1:00 p.m. and read aloud the Land Acknowledgment.

2. Agenda (M)

A member requested that item 8.1 be removed from the Consent Agenda for discussion.

Upon a motion duly made by P. Marchut and seconded by H. Scott, the Agenda was approved as amended.

3. Conflict of Interest Declaration

None noted

4. Chair's Remarks

The Chair began by reminding Committee members of some meeting protocols, and Public session attendees were welcomed though were noted unable to participate or engage in the meeting.

He reminded Board members to complete the upcoming Annual Board Practices Assessment and Skills Matrix, which will be distributed the week of April 27 and due

by May 9, 2025. He emphasized the importance of full participation, noting that these tools support governance best practices, board recruitment and professional development. He also expressed sincere appreciation to President Murphy, and all involved in organizing an excellent Board Advance session, and commended Dr. Lenga and Dr. Cooper for their thoughtful and engaging presentations.

5. President's Remarks

The President thanked faculty, staff, and students for their dedication throughout the academic year and announced Ontario Tech's leadership in the next phase of Project Arrow 2.0, following the success of Canada's first zero-emission concept vehicle. He noted that the University has secured \$11 million in new federal and provincial funding, with faculty and students set to collaborate with industry partners to integrate advanced technologies such as 3D-printed carbon components and AI systems—further solidifying the University's role in sustainable transportation innovation.

He also highlighted key campus achievements, including the winner of Ontario Tech's Three Minute Thesis (3MT) competition – a Master of Health Science student whose research focuses on literacy predictors to support healthier dietary choices. They will go on to represent the University at the provincial 3MT competition in May.

Congratulations were also extended to the Celebrate Teaching Award nominees and recipients, recognizing excellence in teaching across the University. The President also celebrated the accomplishments of student-athletes during a year of notable firsts, including the men's soccer team competing nationally and the women's lacrosse team earning their first medal. He underscored the important role of athletics in fostering community spirit and pride in the University.

6. Strategy

6.1 Strategic Conversation: Annual Digital Strategy Update* (D)

L. Livingston advised that in 2022, the University began reporting annually on its digital strategy, focusing on how technology was helping to diversify our offerings by embracing technology-enabled learning platforms and other digital utilities (e.g. wayfinding). As the Institution has grown, it has become clear that Ontario Tech needs to move away from a shared platform with Durham College to control its own digital future. She acknowledged the efforts of staff during this transition and emphasized the importance of AI integration as a key forward facing priority for the University.

B. MacIsaac reminded members that the University uses the Integrated Academic-Research Plan (IARP), updated annually by the Provost, with enabling plans like the digital strategy supporting key priorities. The goal is to advance technology to help achieve the President's and Provost's objectives.

A. Oyemade highlighted that the University has made significant strides in evolving its digital strategy, transitioning from a support team to a key strategic partner in shaping a comprehensive digital ecosystem across the Institution. She noted that the University has focused on enhancing its technological infrastructure, improving systems to support both faculty and students, and ensuring that advancements align with broader strategic goals.

She advised that efforts have been made to increase flexibility in program offerings and create opportunities for continuous learning, using cloud-based systems and integrating emerging technologies such as AI. She noted that as part of these changes, there has been a focused effort to improve the student experience, including enhancing classroom technology and streamlining administrative systems to better support admissions and other processes. With these transformations, the University is positioning itself as a leader in technology-driven education, committed to fostering student success and preparing graduates for the competitive job market.

In response to a question regarding vendors, B. MacIsaac advised that a high percentage of purchases are directed toward Ontario based suppliers. He noted that efforts are ongoing to explore more Canadian options, though challenges remain in terms of availability and system capabilities. A. Oyemade emphasized that data hosting is within Canada.

A question was raised about the University's separation from Durham College's IT systems. A. Oyemade clarified that while some services, such as networking, privacy and security, and IT support to shared spaces, like the Athletic Centre and Library, will remain integrated for efficiency, the University is pursuing greater independence in areas like the Enterprise Resource Planning (ERP) system. This decision is driven by risk considerations and differing strategic goals, particularly the University's focus on AI integration, leading to a need to separate from Durham College in some system areas.

A question was also raised about the University's data sharing protocols with external partners, like Lakeridge Health. A. Oyemade explained that the University has established a robust data governance framework. This includes having data stewards in departments such as HR, student and Finance to ensure that there are proper vetting processes as part of any data sharing. Before sharing sensitive information, such as student data, it must be approved by relevant departments, ensuring compliance with Canadian regulations. These protocols ensure that data is managed securely and responsibly, especially when it is shared with external partners.

6.2 Research & Innovation* (U)

L. Jacobs provided an update on Research & Innovation at the University. He advised that the University's research funding is progressing well, with recent gains helping to maintain momentum from last year. He shared progress reports on federal funding from the Canadian Institute for Health Research, the Social Sciences and Humanities Research Council (SSHRC), and the National Science and Engineering Research Council (NSERC), the latter of which remains the largest contributor thus reflecting the University's strong focus on STEM research. He noted that provincial funding has seen a decline, though efforts with organizations like the Ontario Centre of Innovation have helped mitigate the drop.

He also shared that foundation funding has also seen notable success, including some significant contributions. He highlighted that overall, this year, the University is on track for its highest funding levels, with a strong showing in research grants despite a slight decrease in applications. He added that this included the two highest grants ever received. Additionally, he advised that the University continues to build and maintain valuable research partnerships, with many multi-year collaborations in progress.

L. Jacobs noted that the University's research success is also reflected in university rankings, such as the Times Higher Education rankings. The Committee congratulated L. Jacobs and the Research and Innovation team.

7. Planning

7.1 Strategic Research Plan* (D)

L. Jacobs shared that the University is finalizing its strategic research priorities after six months of internal and stakeholder consultations. He highlighted a "pull" approach, where the University listens to partners and incorporates their input into the research process. The key priorities include AI and its applications, clean energy and climate change resilience, health promotion and equity, autonomous systems, community well-being and social innovation, entrepreneurship and business analytics, and materials and advanced manufacturing. He also emphasized the incorporation of attributes within the Plan like economic growth, sustainability, and an interdisciplinary approach. He advised that the consultation process is open for the Committee's feedback and that the Strategic Research Plan is designed to strengthen the University's engagement with industry partners, funding organizations, and other institutions.

A discussion raised concerns about Canada's economic challenges, particularly in

infrastructure, energy, and community well-being, suggesting that the University could play a more active role in addressing these issues. In response, it was acknowledged that areas like infrastructure and certain engineering disciplines are not currently emphasized in the University's focus. There was agreement that these gaps should be explored in the University's strategic plan to contribute more effectively to development.

A thorough discussion took place regarding potential non-STEM revenue streams, particularly in the Social Sciences. It was suggested that the University explore ways to leverage its policy research, textbooks, and other academic outputs, drawing inspiration from successful models used by other institutions. This sparked conversation on how to promote and monetize the intellectual work already produced, with the goal of increasing both visibility and revenue. There was strong support for integrating these opportunities into the broader strategic vision, recognizing their potential value to both the University and the community.

8. Consent Agenda* (M)

***Consent Agenda item pulled for discussion as noted in item #2**

8.1 Minutes of Public Session of Meeting of February 6, 2025* (M)

A member advised that during the February 6, 2025 meeting, there was discussion about changing the name of the Board Retreat to Board Advance, but did not recall that there was a consensus, as noted in the minutes, to change the wording. The member advised that it was their view the minutes did not fully reflect the conversation.

Through discussion, it was noted that at the February 6, 2025 meeting most members approved the change, with some wanting to reconsider alternatives. The Chair confirmed that the minutes would be amended if the Committee supported the change to replace "consensus" with "the majority position".

Upon a motion duly made by L. Elliott and seconded by M. Mackenzie, the Minutes of the Public Session of the Meeting of February 6, 2025 were approved as amended.

9. Adjournment (M)

There being no other business, and upon a motion duly made by M. Rencheck, the Public session of the S&P meeting adjourned at 2:12 p.m.

Kirstie Ayotte, Assistant University Secretary



BOARD OF GOVERNORS
AUDIT & FINANCE COMMITTEE

2024-2025 Annual Board Report

Status Legend: Green = completed; Orange = underway; Red = not started

| Key Accomplishments based on workplan | Highlights for Future Planning/In Progress |
|---|--|
| <ul style="list-style-type: none"> Quarterly financial reporting enabled ongoing assessment of opportunities & risks Received reports/updates on Internal Audit, AGO's Value for Money Audit (VMA) Recommended disbursement of up to \$900,000 from Endowment Funds for 25-26 awards distribution Oversight of MCU EAF Review & Implementation Plan Recommended for approval 25-26 Budget & approval in principle of 2 year budgetary projections as part of multi-year planning Undertook policy deliberations and associated approval recommendations Continued oversight of Risk Management Framework (including AI & its risk considerations), & compliance obligations Oversight of MCU Directives compliance Focused Strategic Conversations | <ul style="list-style-type: none"> Continued oversight of University's budget and multi-year fiscal planning Continued oversight of the investment of the University's endowment fund Continued oversight of Risk Management Framework, compliance and insurance programs Providing oversight on AI & its risk considerations as University adopts AI technologies across the Institution Providing oversight to MCU EAF Review Implementation Plan Receiving reports/updates on AGO VMA and Internal Audits Continued oversight of privacy and policy frameworks Fulfilling any obligations under the Policy Framework for deliberation and policy approval recommendation to the Board |

| <u>Meeting</u> | <u>Agenda Item</u> | <u>Status</u> |
|--------------------------|---|----------------------|
| November 21, 2024 | <ul style="list-style-type: none"> Strategic discussion: ESG and Responsible Investing Governance A&F Work Plan review | |

ST = Sarah Thrush, JM = Jennifer MacInnis, LL = Lori Livingston, BM = Brad MacIsaac, SM = Steven Murphy, NC = Nicola Crow

| | | |
|--------------------------|--|--|
| | <ul style="list-style-type: none"> • A&F Terms of Reference review • <i>In camera</i> with General Counsel Audit <ul style="list-style-type: none"> • Audit Engagement Plan • AGO General Value for Money Audit Update Finance <ul style="list-style-type: none"> • Second quarter financial reports • 25-26 Budget Assumptions • Campus Master Plan - Residence Term Sheets Compliance & Policy <ul style="list-style-type: none"> • Risk Management update • Annual review of signing authorities of university bank accounts • Annual Statement of Investment Policies • Semi-Annual President and Board of Governors Expenses • Responsible Investing Procedures • Internal Audit Update • MCU EAF Proposal • Risk Management Policy | |
| February 13, 2025 | <ul style="list-style-type: none"> • Strategic discussion: University Budget & Efficiency Measures Finance <ul style="list-style-type: none"> • Third quarter financial reports • 2025-26 Tuition & Ancillary Fees approval Endowment Investment <ul style="list-style-type: none"> • Semi-Annual Investment Report • Semi-Annual Report from Investment Manager Governance <ul style="list-style-type: none"> • Revised A&F Terms of Reference Compliance & Policy | |

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|-----------------------|--|--|
| | <ul style="list-style-type: none"> • Interim Risk Management update • MCU Directives Update • Policy update: Procurement of Goods & Services Procedure | |
| April 10, 2025 | Governance: <ul style="list-style-type: none"> • <i>In camera</i> with General Counsel Finance <ul style="list-style-type: none"> • 2025-26 Budget Approval - Includes long-term financial planning • Credit rating update • Endowment disbursement report & approval • 2023-24 Financial Accountability Framework – Annual Report • Ancillary Fees Update Compliance & Policy <ul style="list-style-type: none"> • Annual Risk Management Report • Annual Compliance Report • MCU EAF Report | |
| June 19, 2025 | Governance <ul style="list-style-type: none"> • Annual A&F Report • 2025-26 A&F Workplan Audit <ul style="list-style-type: none"> • Draft audited financial statements (including internally restricted funds) • Audit Findings Report Finance <ul style="list-style-type: none"> • Fourth quarter financial reports • President's and Board of Governors' Expenses • Budget Allocation Model Endowment Investment <ul style="list-style-type: none"> • Semi-Annual Investment Manager Report • Semi-Annual Investment Report | |

| | | |
|--|--|--|
| | Compliance & Policy <ul style="list-style-type: none">• Annual Internal Audit Services Report and Plan• Annual Policy Report• Annual Privacy Report• Annual Safe Disclosure Report (financial)• Risk Management Update• MCU Efficiency and Accountability Review Implementation Plan• External Auditors for Non-Audit Services• Fighting Against Forced Labour and Child Labour in Supply Chains Annual Report• Policy Update: Research Related Policy and Terms of Reference• MCU Directive Update• University Lottery Licence | |
|--|--|--|



BOARD OF GOVERNORS
GOVERNANCE, NOMINATIONS & HUMAN RESOURCES COMMITTEE

2024-2025 Annual Board Report

Status Legend: Green = completed; Orange = underway; Red = not started

| Key Accomplishments based on workplan | Highlights for Future Planning/In Progress |
|---|--|
| <ul style="list-style-type: none"> • 4 external governors appointed • 3 internal governors elected • Board Leadership/Succession Planning and Board/Committee Composition reviewed/updated • Board Skills Matrix administered and updated to reflect current Board competencies • Board/Committee Practices Assessment Results informed Committee Workplan and Board PD plans • Oversight of HR and Labour Relations • Governance oversight • Focused Strategic Conversations including Committee Assignments + Balance; Building Capacity in our Workforce | <ul style="list-style-type: none"> • Board Governance Policy/Instrument review • Ongoing governance practices oversight and identifying enhancements • Board Leadership/Succession Planning for 26-27 • Board Skills Matrix administered earlier in the year to better inform any Board recruitment strategy • Board PD & Education enhancements including orientation, and governance education resources • 24-25 Board/Committee Practices Assessment Results continuing to inform GNHR governance oversight • Continued oversight of HR and Labour Relations |

| Meeting | Agenda Item | Status |
|------------------|--|--------|
| October 24, 2024 | Governance <ul style="list-style-type: none"> • GNHR Work Plan review • GNHR Terms of Reference review • Board PD for 2024-2025 • Executive Committee Work Plan • Strategic Conversation: Committee Assignments + Balance • Revised 24-25 Board Schedule | |

JB = Jamie Bruno, JM = Jennifer MacInnis, LL = Lori Livingston, SM = Steven Murphy,
AS = Andrew Sunstrum, KH = Krista Hester. NC = Nicola Crow

| | | |
|-------------------------|---|--|
| | <ul style="list-style-type: none"> • S&P appointment Human Resources <ul style="list-style-type: none"> • Labour Relations update • Human Resources update | |
| January 30, 2025 | Governance <ul style="list-style-type: none"> • Board Schedule 2025/2026 and 2026/2027 • Revised 24-25 Board Schedule • 23-24 Annual Human Rights Report • Governance Update – ONCA Compliance • Confirmation of A&F Terms of Reference Revisions Nominations <ul style="list-style-type: none"> • 2025-2026 Board Chair • Governor appointment • Elections – Review of Process and Key Dates Human Resources <ul style="list-style-type: none"> • Strategic Conversation: Building Capacity in our Workforce • Human Resources update • Labour Relations update | |
| March 20, 2025 | Governance <ul style="list-style-type: none"> • Annual Skills Matrix Review • Annual Board & Committee Practices Assessment • Governance Update • 25-26/26-27 Board/Committee Meeting Date Schedule Nominations <ul style="list-style-type: none"> • Board of Governors Leadership & Succession Planning <ul style="list-style-type: none"> - Includes naming Committee Vice-Chairs where vacant/if ready • Election Results: Results will track to May GNHR if elected positions not acclaimed. • Board/Committee composition for 2025-2026 Human Resources <ul style="list-style-type: none"> • Strategic Conversation: University Compensation | |

| | | |
|---------------|---|--|
| | <ul style="list-style-type: none"> • Human Resources update • Labour Relations update | |
| June 13, 2025 | <p>Governance</p> <ul style="list-style-type: none"> • Strategic Conversation: Governance Looking Ahead • GNHR Annual Board Report • Board Attendance Report • Annual Board & Committee Practices Assessment Results • Annual Skills Matrix Results • 25-26 GNHR Work Plan <p>Compliance</p> <ul style="list-style-type: none"> • Safe Disclosures Report (non-financial) <p>Nominations</p> <ul style="list-style-type: none"> • Board Composition for 2025/2026 • Committee Appointments • Elections Results • New Governor Appointments • Governor Appointed to Academic Council 2025/2026 • Board of Governors Leadership and Succession Planning <ul style="list-style-type: none"> - Includes naming Committee Vice-Chairs where vacant • Board Secretary Appointment <p>Human Resources</p> <ul style="list-style-type: none"> • Human Resources update • Labour Relations update • Pension Plan Annual Report • Annual Workplace Violence Report | |



**BOARD OF GOVERNORS
STRATEGY & PLANNING COMMITTEE**

2024-2025 Annual Board Report

Status Legend: Green = completed; Orange = underway; Red = not started

| Key Accomplishments based on workplan | Highlights for Future Planning/In Progress |
|--|--|
| <ul style="list-style-type: none">• Oversight of the Tech with a Conscience Campaign• 2024-2025 Board Advance planning• Oversight of IARP• Consultation on new Strategic Research Plan• Enrollment Plan and International Student Strategy oversight• Focused Strategic Conversations including the Campus Master Plan & Annual Digital Strategy Report | <ul style="list-style-type: none">• Oversight of Enrollment and International Student Strategy• Consultation on/oversight of Campus Master Plan update• October 9, 2025 Board Advance• Continued oversight of Tech with a Conscience Campaign• IARP performance against targets oversight• SMA4 performance metrics oversight• Asset Management Plan oversight• Sustainability Plan oversight |

| <u>Meeting</u> | <u>Agenda item</u> | <u>Status</u> |
|--------------------------|--|----------------------|
| November 14, 2024 | Governance <ul style="list-style-type: none">• S&P Work Plan review• S&P Terms of Reference review Advancement <ul style="list-style-type: none">• Advancement and Alumni Update Strategy <ul style="list-style-type: none">• Strategic Discussion: Strategic Enrollment Management | |

| | | |
|-------------------------|---|--|
| | Planning¹ <ul style="list-style-type: none"> • Board retreat discussion • Integrated Academic-Research Plan Timelines and Milestones • Enrolment Update <ul style="list-style-type: none"> ➤ Includes multi-year plan that will go into the fiscal blueprint Significant Project Oversight <ul style="list-style-type: none"> • Campus Master Plan | |
| February 6, 2025 | Advancement <ul style="list-style-type: none"> • Advancement and Alumni Update Strategy <ul style="list-style-type: none"> • Strategic discussion: Campus Master Plan • Student Recruitment including International Strategy Update Planning <ul style="list-style-type: none"> • Student Success • Board retreat planning Significant Project Oversight <ul style="list-style-type: none"> • No applicable projects | |
| April 3, 2025 | Advancement <ul style="list-style-type: none"> • Advancement and Alumni Update Strategy <ul style="list-style-type: none"> • Strategic Conversation: Annual Digital Strategy Update • Research & Innovation Planning <ul style="list-style-type: none"> • Strategic Research Plan Significant Project Oversight <ul style="list-style-type: none"> • No applicable projects | |
| June 12, 2025 | Governance <ul style="list-style-type: none"> • S&P Annual Board Report | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • 25-26 S&P Workplan <p>Advancement</p> <ul style="list-style-type: none"> • Advancement and Alumni Update • Annual Asset Review and Reconfirmation • Philanthropic Naming <p>Strategy</p> <ul style="list-style-type: none"> • Strategic Discussion: None • Integrated Academic-Research Plan Annual Report • Institutional Metrics/SMA3 Metrics Annual Report – Year 5 • SMA4 update • Annual Programs update: QA Process and Programs; Continuous Learning • International Student Annual Update <p>Planning</p> <ul style="list-style-type: none"> • Strategic Research Plan • Asset Management Plan (Annual) • Sustainability Plan (Annual) • Board Advance Follow-up/Planning <p>Significant Project Oversight</p> <ul style="list-style-type: none"> • No applicable Projects | |
|--|---|--|

BOARD REPORT

SESSION:**Public**☒**Non-Public**☐**ACTION REQUESTED:****Decision**☒**Discussion/Direction
Information**☐☐**TO:****Board of Governors****DATE:****June 26, 2025****PRESENTED BY:** **Carla Carmichael, Chair Audit & Finance Committee****FROM:****Brad MacIsaac, Vice President Administration****SUBJECT:****2025-26 Ancillary Fees Update**

BACKGROUND/CONTEXT:

On February 20, 2025 the Board of Governors approved the ancillary fees as presented by the Audit & Finance Committee (A&F). Since that time, the Nursing program has been working with a book provider to secure discounted pricing with direct technology access that needs to be paid upfront.

In 2024, all nursing students purchased the complete bundle of required textbooks which is proven by the fact that all completed the online assessments.

By moving this to a bundled purchase we not only are able to provide direct online access to the required books for the duration of the program, it also saves the students from having to source the books. Further, the bundle which will be sold at \$965 saves the students about 35%.

This request has gone through a special meeting of the Ancillary Fee Committee and has received their approval.

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Audit & Finance Committee the Board of Governors hereby approves the additional nursing program fee for 2025-26.

BOARD REPORT

SESSION:Public ☒**ACTION REQUESTED:**Decision ☐
Discussion/Direction ☐
Information ☒Financial Impact ☐ Yes ☒ NoIncluded in Budget ☒ Yes ☐ No**TO:** Board of Governors**DATE:** June 26, 2025**FROM:** Niall O'Halloran, Manager Policy & Privacy**SLT LEAD:** Jennifer MacInnis, General Counsel**SUBJECT:** Annual Access to Information and Privacy Report 2024

COMMITTEE MANDATE:

- The Audit & Finance Committee is responsible for overseeing legislative compliance. This oversight includes receiving regular reports from management on compliance and regulatory matters.
- The Access to Information and Privacy unit within the Office of the General Counsel has oversight of the University's obligations under the *Freedom of Information and Protection of Privacy Act* (FIPPA), the *Personal Health Information Protection Act* (PHIPA), and other legislation.

BACKGROUND/CONTEXT & RATIONALE:

The Access to Information and Privacy unit supports functional areas throughout the university in complying with applicable privacy legislation and is responsible for Access to Information process and reporting. The unit's operations support the university's key pillar of "Tech with a Conscience" by ensuring that innovative educational technology is consistent with the university's ethical and legal obligations to respect privacy. The purpose of the Annual Report is to confirm we are meeting our compliance obligations under FIPPA and PHIPA, to provide information on changes to legislation that affect the university and to support continuous improvement.

SUPPORTING REFERENCE MATERIALS:

- Access to Information and Privacy Report 2024



Access to Information and Privacy Report

May 5, 2025

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PART I – OVERVIEW

Ontario Tech University is committed to ensuring that its privacy practices align with legal and regulatory requirements and maintaining the trust of its community and stakeholders. This report provides an update on the Privacy Office's ongoing activities and progress in supporting the University's compliance with the *Freedom of Information and Protection of Privacy Act* ("FIPPA"), the *Personal Health Information Protection Act* ("PHIPA") and other relevant privacy legislation. It also highlights the Privacy Office's efforts to address new legislative amendments and emerging privacy challenges.

The Privacy Office oversees the implementation and administration of access to information and protection of privacy in the University through the management of access requests and privacy-related incidents, the undertaking of privacy impact assessments (PIAs), and the provision of training and guidance on privacy and other privacy-related matters.

This report covers the 2024 calendar year and is intended to keep the Board and the University community informed about the status of privacy compliance activities at the University.

PART II - STATUS UPDATE

A. Amendments to the *Freedom of Information and Protection of Privacy Act*

The Government of Ontario introduced Bill 194, the *Strengthening Cyber Security and Building Trust in the Public Sector Act, 2024* (the "Act") on May 13, 2024 to respond to the rapidly evolving digital and technological landscape. The bill proposed amendments to FIPPA and the introduction of a new statute — the *Enhancing Digital Security and Trust Act, 2024* ("EDSTA") — which would establish regulation-making authorities in the areas of cyber security, artificial intelligence ("AI"), and digital technology affecting children that would apply to public sector entities including the University.

Passed by the legislature on November 25, 2024 the Act amends several provisions of FIPPA.

Key changes include:

- **Mandatory Privacy Breach Reporting:** The Act introduces new obligations for public bodies to report certain privacy breaches to the Information and Privacy Commissioner of Ontario (the "IPC") promptly.

- Privacy Impact Assessments (PIAs): The Act mandates the completion of PIAs for projects that may affect privacy.
- Whistleblower Protection: Enhanced protections for individuals who report privacy violations.
- Information Sharing: Strengthened frameworks for sharing information between privacy commissioners across Canadian jurisdictions.

Provisions of the Act relating to the investigative powers of the IPC, information sharing between the privacy commissioners of Canadian jurisdictions, and to whistleblower protection came into force on January 7, 2025. The most significant amendments, including the requirements for mandatory reporting of privacy breaches and the completion of PIAs, will come into force on July 1, 2025.

In preparation for these legislative changes, Ontario Tech's Manager of Privacy and Policy is serving as the chair of the Council of Ontario Universities ("COU") Bill 194 working group that was established to ensure a common approach to the legislation, including sharing of PIA best practices, templates and guidance between universities.

The Privacy Office has reviewed and updated its existing PIA templates to ensure compliance. Additionally, the Privacy Office is working on a strategy to build capacity for distributing the completion of low risk PIAs by units to allow Privacy Office staff to concentrate on high risk and more complex PIAs.

B. Privacy Impact Assessments (PIAs) and Future Capacity

In light of the new legislative requirements and the increased reliance on automation, the Privacy Office expects a substantial rise in the number of PIAs in the coming years. The number of PIAs completed annually has increased from an average of 6 per year between 2020-2022 to an average of 19 PIAs over the last two years.

In anticipation of this trend, the Privacy Office is building a strategy to delegate the completion of low-risk PIAs to individual units within the University, enabling the Privacy Office staff to focus on higher-risk or more complex assessments. This will include creating simplified questionnaires and a set of universal common requirements that will serve as administrative and technical safeguards for low-risk projects with potential impacts to privacy.

The University has also allocated an additional .5 FTE to the Privacy Office staffing in the form of an Access and Privacy Officer position which is currently being advertised and is expected to be filled by the Spring.

C. Privacy Breaches and Response Strategy

With the introduction of new privacy breach obligations, the Privacy Office has reviewed and formalized its processes for investigating and responding to potential privacy breaches. The Privacy Office is building on work already undertaken to assess the risk to affected individuals and notify individuals where there is a real risk of significant harm. This practice has improved the efficiency of Privacy Office operations, as well as limiting impact on the peace of mind of affected individuals by avoiding notification where there is no real risk to privacy. The Privacy Office is creating an internal framework aligned with the privacy breach reporting protocols in jurisdictions where similar requirements have been in place for several years.

The Privacy Office's response strategy includes:

- **Investigation and Resolution:** A step-by-step process for investigating breaches, assessing the risk of harm to affected individuals, and notification to affected individuals and to the IPC where required by FIPPA.
- **Training:** Ongoing education for University staff and departments to recognize and respond to privacy breaches effectively.

D. Guidance on the Use of AI

In line with the University's commitment to the responsible use of technology, the Privacy Office is developing guidance and evaluation criteria to assess AI systems through a privacy lens. We are working in tandem with IT Services, the Teaching and Learning Centre, Risk Management and Compliance, and respective Senior Leaders to support the University's AI strategy. This includes:

- Developing an AI supplement for PIAs used to assess risks specific to the use of AI systems and guided by the federal government's AI assessment processes.
- Reminding the University community about existing policies and practices related to acquiring and implementing new technology, including AI systems.
- Ensuring that AI systems align with privacy obligations under FIPPA.
- Mitigating risks related to the collection, use and storage of personal data by AI systems.
- Evaluating potential impacts to privacy before deploying AI technologies within University operations.

This initiative aligns with the University's strategic direction of "Tech with a Conscience", ensuring that technology development prioritizes the protection of individuals' privacy rights.

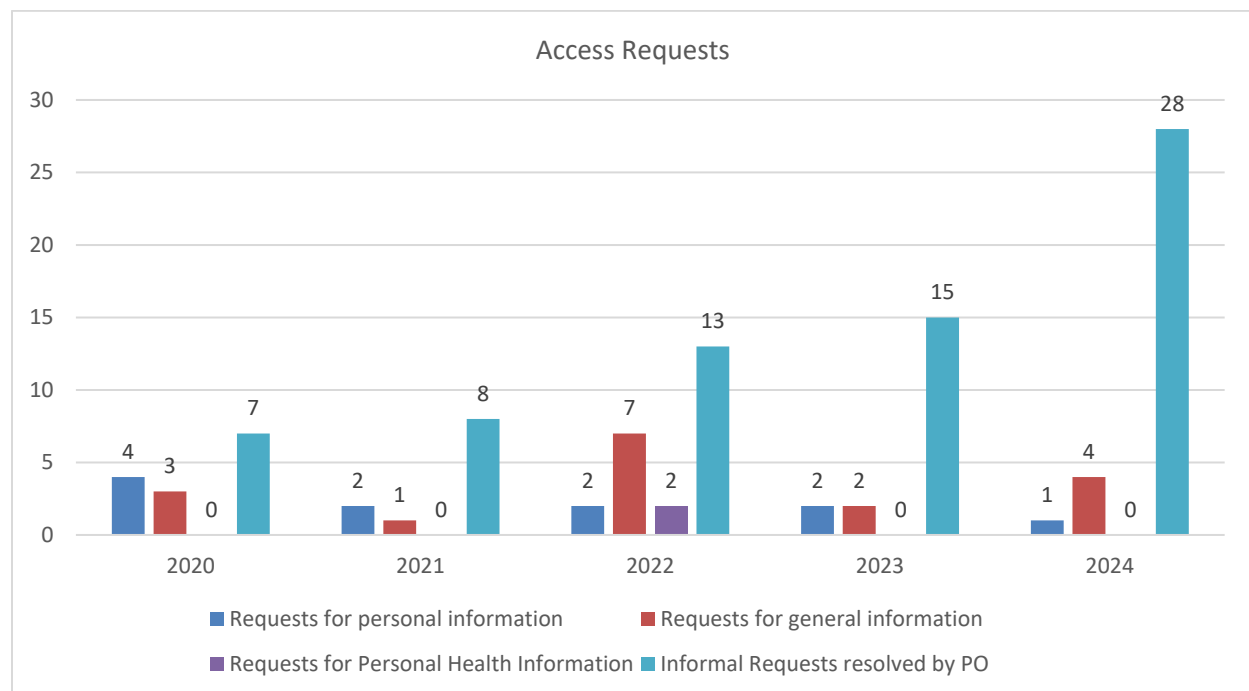
PART III – ANNUAL STATISTICAL REPORTING

Each year, Ontario Tech University submits statistical reports to the IPC regarding its compliance with FIPPA and PHIPA. These reports include the number of access to information requests and the outcomes of those requests.

A. Access Requests

Ontario Tech University processes various types of access requests under FIPPA and PHIPA. These requests are handled in accordance with the relevant legislation, ensuring that the University remains compliant with privacy regulations while providing access to information.

Below is a summary of the key categories of requests and activities related to privacy compliance over the past five years.



Requests for Personal Information: Requests for individuals' own personal information held by the University have remained relatively low over the past five years, as the Privacy Office has worked to resolve these requests informally.

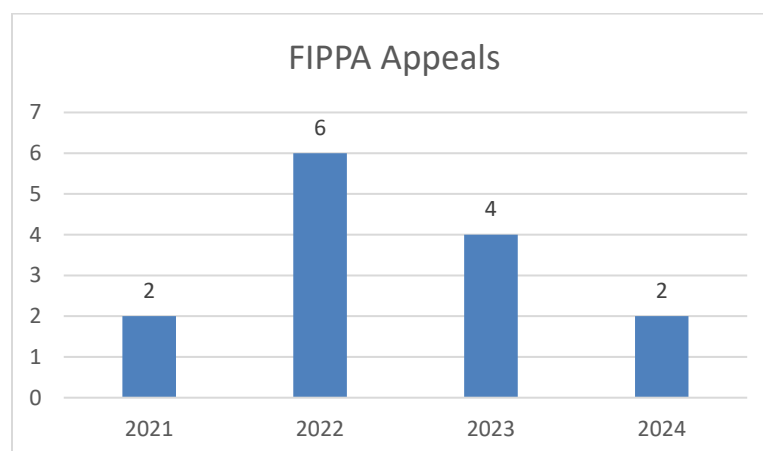
Requests for Personal Health Information: Personal health information requests pertain to accessing personal health records held by the University in relation to the University's health services. The number of these requests received by the University remains low year after year.

Requests for General Information: General information requests, which refer to non-personal University data, have varied more significantly over the past five years. While generally the total remains low, there can be spikes in requests depending on matters arising at the University at a given time. These spikes have the potential to affect operations due to lengthy searches by unit staff. In the 2022 spike, the Privacy Office was able to apply exclusions present in FIPPA to avoid the need for an extensive search. This approach resulted in a hearing before the IPC, which upheld the University's decision. The impact on operations of the 2024 spike was mitigated by working extensively with the requester to 1) limit and clarify the scope of the search, and 2) to ensure the fair calculation of fees based upon an estimate of the time a search would require.

Informal Requests Resolved by the Privacy Office: The Privacy Office has, over the past several years, been working to redirect requests to an informal process, where possible. This has included providing training to key units on how to resolve these requests. Informal resolution is beneficial in terms of increased efficiency for unit staff conducting searches, and for the Privacy Office reviewing records for release. Another key benefit is reduced exposure to the possibility of an appeal. The Privacy Office has had a notable rise in the number of requests resolved informally this year, the majority of which have come from students.

B. FIPPA Appeals

In the instance where individuals or third parties challenge the University's response to an access request, they do so through the filing of a FIPPA Appeal. Over the past five years, the number of appeals has fluctuated in line with the number of FIPPA access requests completed.

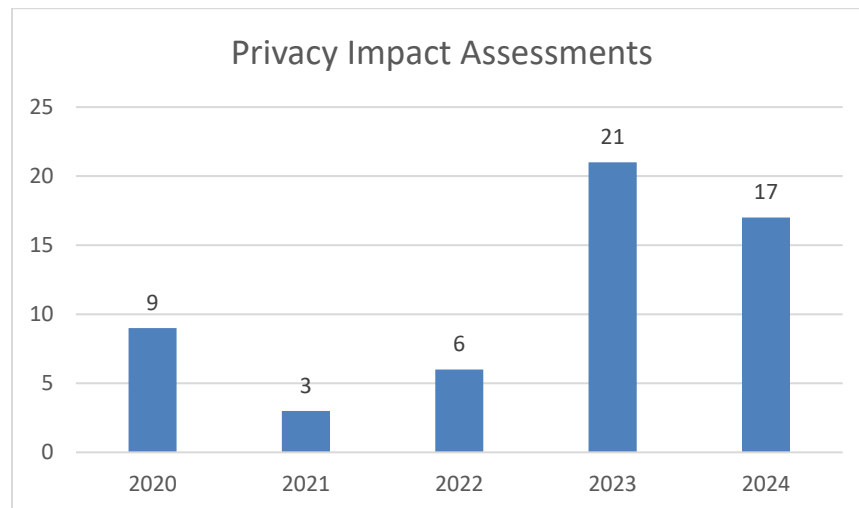


In 2024, the University's two outstanding appeals were resolved. One was withdrawn by the appellant. In the other, the University was the subject of an IPC Order (PO-4555) that upheld the

University's decision in its totality. The decision was based on the University's denial of a FIPPA request for research records. The request was denied through the application of an exclusion pertaining to research records and is important for protecting academic freedom and the independence of the University's faculty members.

C. Privacy Impact Assessments

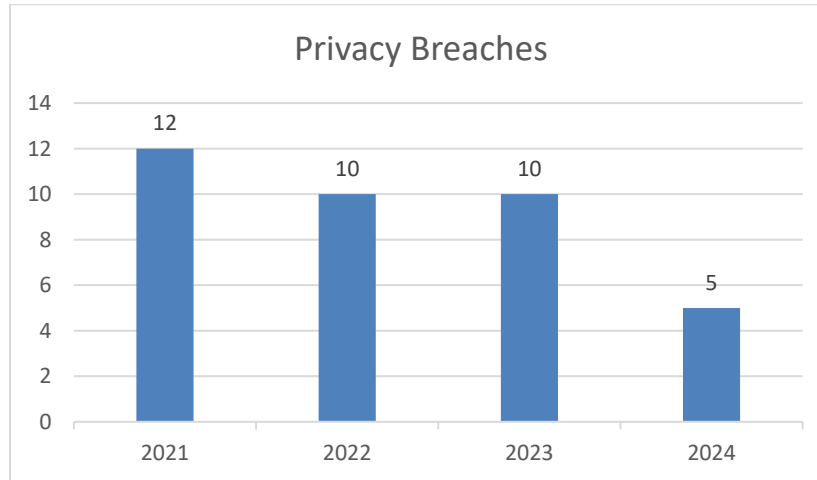
The Privacy Office completes a PIA on new technology projects or when there is a significant change to an existing system. This support allows the University to adopt new technologies and practices that enhance efficiency and support the student experience without compromising privacy or risking non-compliance.



The number of PIAs completed annually has increased from an average of 6 per year between 2020-2022 to an average of 19 PIAs over the last two years. This increase reflects the Privacy Office's commitment to support the integration of new educational technology in partnership with the Teaching and Learning Centre and Continuous Learning. These technologies advance innovative learning and provide for more job-ready graduates. The Privacy Office is also engaged in support of enterprise technologies identified in the University's IT Digital Strategy and Roadmap which aim to enhance administrative efficiency and modernize ways of working.

D. Privacy Breaches Investigated

The Privacy Office tracks and investigates privacy breaches to ensure compliance with privacy laws and safeguard personal information. Lessons learned from these investigations are essential to maintaining the privacy and security of personal data at the University, and the fluctuating numbers highlight the ongoing need for vigilance in managing privacy risks.



Over the past five years, the number of privacy breaches investigated at the University has seen a decrease from a peak in 2021, likely attributed to improved training and privacy measures, increased awareness and better operational procedures.

CONCLUSION

The Privacy Office continues to play a crucial role in supporting Ontario Tech University's privacy compliance efforts, ensuring the institution remains transparent and accountable in its handling of personal information. The introduction of new legislative requirements and the increase in automation necessitates ongoing adaptation of the Privacy Office's processes, particularly with respect to PIAs and privacy breach responses. We remain committed to advancing privacy practices, fostering a privacy-conscious campus and meeting our legal obligations.

BOARD REPORT

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
☐
☒

TO: Board of Governors

DATE: June 26, 2025

FROM: Niall O'Halloran, Manager, Privacy & Policy
Nicola Crow, University Secretary

SUBJECT: Annual Policy Update

BOARD/COMMITTEE MANDATE:

- The Audit & Finance Committee is responsible for overseeing compliance and risk management, and other internal systems and control functions at the University.
- This oversight includes receiving regular reports from management on policy development and approvals at the University, in accordance with the Policy Framework. Policies are a key compliance tool.

BACKGROUND/CONTEXT & RATIONALE:

- The purpose of this report is to update the Committee and Board on the ongoing policy development activities taking place throughout the University. These initiatives are being supported by the Office of the General Counsel.
- The University's Policy Framework was first approved in November 2014. The implementation of the Policy Framework has been a change management project. Efforts to educate the community on consultation, review and approval processes, as well as on the importance of policies for efficiency and communication across the university have been successful thus far.

Policy Update

- From June 1, 2024 to May 31, 2025 a total of 4 new and 11 amended policy instruments have been approved in accordance with the Policy Framework, down from 18 new or amended instruments last year.
- Development of new policies was focused on mandates by the Ontario government, including student mental health, student housing, and anti-racism.

- The table below tracks support of policy instrument development support provided by the Office of the General Counsel over the past five years.

TABLE 1: Overall Policy Support 2020-21 to 2024-25

| Year | Drafting | Recommendations | Advice |
|----------------|-----------------|------------------------|---------------|
| 2020-21 | 21 | 11 | 25 |
| 2021-22 | 18 | 16 | 25 |
| 2022-23 | 6 | 12 | 19 |
| 2023-24 | 24 | 7 | 9 |
| 2024-25 | 9 | 5 | 11 |

TABLE 2: Policy Support by Unit June 1, 2024 to May 31, 2025

| Unit | Drafting | Recommendations | Advice |
|-------------------------------|-----------------|------------------------|---------------|
| General Counsel | 2 | | |
| Research Services | | 2 | 2 |
| Finance/Administration | 4 | 2 | 1 |
| Graduate Studies | | | 1 |
| Registrar's Office | | | 7 |
| Provost's Office | 3 | 1 | |

SUPPORTING DOCUMENTS:

- Schedule A List of Policy Instrument approvals

Schedule A – List of Policy Instrument Approvals

1. Program Nomenclature Directives (June 18, 2024 (USC) June 25, 2024 (GSC))
2. Student Sexual Violence Policy and Procedures (June 28, 2024)
3. Undergraduate Advanced Standing and Transfer Credit Procedures (October 31, 2024)
4. Risk Management Policy (November 28, 2024)
5. Guidelines – Anti-Hate/Anti-Racism (January 30, 2025) *
6. Student Mental Health Policy (January 30, 2025) *
7. Supportive Leave Procedure (January 30, 2025) *
8. Student Housing Policy (February 10, 2025) *
9. Procurement of Goods and Services Procedures (February 13, 2025)
10. Special Considerations Procedures - Undergraduate and Professional Admissions (February 18, 2025)
11. Undergraduate and Professional Admissions Procedures (February 18, 2025)
12. Special Considerations Policy - Undergraduate and Professional Admissions (March 25, 2025)
13. Policy on Auditing an Undergraduate and Graduate Course (March 25, 2025)
14. Procedures for Auditing an Undergraduate and Graduate Course (March 25, 2025)
15. Registration and Course Selection Policy (March 25, 2025)

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☒
Discussion/Direction ☐
Information ☐

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Carla Carmichael, Chair Audit & Finance Committee

FROM: Brad MacIsaac, Vice President Administration

SUBJECT: Fight Against Forced Labour and Child Labour in Supply Chains

BOARD/COMMITTEE MANDATE:

The Audit & Finance Committee is responsible for overseeing the University's compliance with regulatory, financial, and operational control requirements.

KEY CONSIDERATIONS:

- Pursuant to the *Fighting Against Forced Labour and Child Labour in Supply Chains Act* ("the Act"), the Annual Compliance Report has been finalized and submitted in accordance with the statutory reporting requirements, on or before May 31, 2025
- The Report is presented to the Board for the purposes of the approval's endorsement

MOTION:

That pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors hereby endorses the approval of the 2024-2025 Fight Against Forced Labour and Child Labour in Supply Chains Annual Report, as presented.

BACKGROUND/CONTEXT & RATIONALE:

As required by the Act, management provides an annual compliance report to the Board. This report outlines the University's due diligence measures, risk assessment activities, and mitigation strategies to prevent and address the risks of forced labour and child labour within its supply chains.

Over the past year, the University has advanced its compliance efforts under the Act through the following key initiatives:

- ✓ *Supplier Review Completed:* The full supplier list was compiled and reviewed. No indicators of risk were identified through this initial assessment.
- ✓ *Ethical Sourcing Attestations Implemented:* A formal requirement was introduced for all new suppliers to confirm their adherence to ethical sourcing standards. A documented process is

now in place to obtain written attestations affirming that neither the supplier nor its supply chains engage in or support forced or child labour.

- ✓ *Procurement Policy Enhancements:* The University revised its procurement policies and procedures to explicitly address the risks of forced and child labour. Ethical sourcing requirements are now embedded throughout the procurement lifecycle to ensure consistency and accountability.
- ✓ *Sector Collaboration and Engagement:* The University participated in collaborative industry working groups aimed at strengthening institutional responses to forced and child labour risks within global supply chains.

NEXT STEPS:

- Seeking the Board of Governor's endorsement

SUPPORTING DOCUMENTATION:

2024-2025 Annual Report Fighting Against Forced Labour and Child Labour in Supply Chains



Fight Against Forced Labour and Child Labour in Supply Chains

April 2024 – March 2025 Annual Report



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About this Report

This report is prepared pursuant to the Fighting Against Forced Labour and Child Labour in Supply Chains Act (the “Act”) (in effect since January 1, 2024). It sets out the commitment, renewed annually, by the University of Ontario Institute of Technology (“Ontario Tech University”) targeted by the legislation to prevent modern slavery, child labour, forced labour, and human trafficking in all activities and relationships with partners.

About Us

Ontario Tech University is a forward-thinking institution, committed to embracing and shaping the future. The university is dedicated to upholding compliance through integrity, ethical behavior, and good governance. The university values integrity by promoting equity, fairness, kindness, and ethics. Encouraging innovation and striving for excellence can shape Ontario Tech University’s approach to sourcing goods and services. Furthermore, the university’s commitment to social change can impact procurement practices by seeking suppliers that adhere to ethical and sustainable standards. Integrating ethical considerations into its procurement processes contributes to the fight against forced labour and child labour.

Steps Taken to Prevent and Reduce Risks

Over the last fiscal year, Ontario Tech University has made progress in advancing its efforts to prevent and reduce the risks of forced and child labour within its operation and supply chains. Our activities included the following key initiatives:

- We compiled a comprehensive list of all suppliers from whom we directly purchase goods outside of Canada and conducted a review for potential risks related to forced and child labour. No risks were identified through this review.
- A formal requirement has been instituted for all new suppliers to confirm their commitment to ethical sourcing practices, with a particular emphasis on the prevention of forced and child labour. A process has been established to obtain written attestations from these suppliers, affirming that neither they nor their supply chains engage in or support such practices.
- The university actively engaged with industry peers, including other post-secondary institutions and relevant industry associations, to exchange best practices, participate in ethical sourcing initiatives, and contribute to collaborative working groups focused on addressing forced and child labour within global supply chains.
- Procurement Policies and Procedures were revised to explicitly address the risks associated with forced and child labour. Ethical sourcing requirements have been systematically integrated into all stages of the procurement lifecycle, from supplier evaluation and selection through to contract management, to promote responsible purchasing practices and uphold the highest ethical standards.

Structure, Activities and Supply Chains

Ontario Tech University is a corporation without share capital, composed of the members of its Board of Governors. The university has established policies, processes, and governance structures to ensure its effective operation, enabling it to fulfill its mandate and achieve its institutional objectives.

As part of the broader public sector, Ontario Tech University adheres to the Broader Public Sector Procurement Directive. To support various operational needs, the university import goods into Canada from international suppliers. These imports include laboratory equipment such as specialized instruments, chemicals, and supplies to support our science and research departments. We also procure technology and electronics, including computers, software, and audio-visual equipment from global manufacturers to facilitate administrative functions, enhance classrooms learning environments, and support student services. In addition, we source maintenance supplies, equipment parts, and facilities management materials internationally to maintain the proper functioning and upkeep of our campus buildings and grounds. These imports are essential to maintaining the high standards of education, research and services provided to our students, faculty and staff.

The university's Campus Store primarily sells apparel and sundry supplies sourced from Canadian vendors and distributors. A very small percentage of textbooks are purchased directly from independent US publishers that do have no Canadian distributor due to their small size.

Policies and Due Diligence Processes

At Ontario Tech University we have comprehensive policies and due diligence processes in relation to forced labour and child labour. The following policies and procedures at the university include:

- **Procurement of Goods and Services Policy**
 - The university aspires to maintain the highest ethical, legal, environmental, managerial and professional standards in the management of resources that have been entrusted to it as a publicly funded institution. These standards can only be achieved in an environment that promotes and supports sound fiscal management and accountability, risk minimization, long-term sustainability, and social responsibility. To this end, the Procurement of Goods and Services policy is designed to define and guide in the management and control of financial expenditures in an open, fair, and transparent manner and in accordance with the broader regulatory requirements.
- **Procurement of Goods and Services Procedures**
 - The purpose of these procedures is to complement the Procurement of Goods and Services Policy by serving to define and guide individuals in fulfilling their responsibilities and obligations throughout each phase of the procurement process. These procedures are consistent with the Broader Public Sector Procurement Directive, Supply Chain Code of Ethics, Canadian Free Trade Agreement, Canada-European Union Comprehensive Economic and Trade Agreement, and have been developed to ensure that all goods and services are acquired by the university through a process that is open, fair and transparent.
- **Procurement Policy: Supply Chain Code of Ethics**
 - The purpose of the University's Supply Chain Code of Ethics is to define acceptable behaviours and standards that should be common for everyone involved with supply chain activities, such as planning, purchasing, contracting, logistics and payment. The code is not meant to supersede other university value statements or policies but rather to supplement them with supply chain-specific standards of practice.
- **Policy on Responsible Conduct of Research and Scholarship**
 - The purpose of this policy and its related procedure is to set out the standards, requirements and responsibilities that apply to the responsible conduct of research and scholarship at the university.

- **Respectful Campus Policy**
 - The Respectful Campus Policy outlines the university's commitment to promote and sustain a respectful and inclusive campus in accordance with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, and the Occupational Health and Safety Act. The purpose of the policy is to ensure the campus community is familiar with their various rights, roles, responsibilities, and obligations as they relate to preventing and responding to all forms of harassment and discrimination.
- **Ethical Conduct Policy**
 - The purpose of this policy is to promote standards of ethical conduct that advance integrity and accountability, and support the university's mission, vision and values.
- **Safe Disclosure Policy**
 - The university is committed to ethics, integrity, and compliance in all its activities. The purpose of this policy is to set out the principles for Good Faith disclosure of Improper Activity and to describe the university's response to concerns from such disclosures. The policy reflects the university's commitment to accountability and ethical conduct and supports the ability of university members to disclose concerns in good faith, without fear of reprisal. This policy is intended to address only disclosures that cannot be addressed under other policies or procedures that govern the subject matter of the disclosure.
- **Safe Disclosure Procedures**
 - The purpose of these procedures is to establish the processes for making and reviewing and/or investigating a Good Faith Disclosure under the Safe Disclosure Policy.

We remained committed to enhancing our policies and due diligence processes related forced and child labour. In support of this commitment, the university:

- We updated the university's procurement policies and procedures to specifically identify the Act and the corresponding obligations of university procurers to address by elimination, the risks of forced and child labour within the supply chain.
- Ethical sourcing requirements were embedded throughout the procurement process, from supplier evaluation and selection to contract management, to ensure that all purchasing practices support responsible and ethical standards.
- Revised the Procurement Policy & Procedure to require validation of suppliers outside Canada for compliance with forced and child labour standards. The definition of "child" reflected both legal definitions and the minimum age for employment as defined by each supplier's country of operation.
- Updated the supplier onboarding process to mandate self-attestation from all international suppliers, confirming that their supply chain did not engage in, or support forced and child labour.
- Amended purchase order terms and competitive tendering documents to explicitly state that suppliers and subcontractors must not engage in or support child labour or any form of forced labour, including indentured, bonded, or involuntary prison labour.

Steps Taken to Assess and Manage Risk

In 2025, we undertook an analysis of our operations and procurement practices particularly with respect to international imports and concluded that we have no supply chain risks with respect to forced labour or child labour particularly taken into account our de minimis (0.65%) import activity in fiscal year 2024-2025 and the sectors which these imports are coming from.

Remediation Measures

As the university has not identified any forced labour or child labour in its supply chain, we have not taken any measures to remediate any forced labour or child labour or to remediate any loss of income to vulnerable families resulting from measures taken to eliminate the use of forced labour or child labour in our activities or supply chains.

Training

The university provides all legislatively required training to its employees as well as additional training on procurement and business ethics as applicable to the unit.

Assessing Effectiveness

To assess the effectiveness of its policies and procedures regarding forced labour and child labour, Ontario Tech University implemented measures to establish a schedule for periodic reviews or audits of its practices. These reviews ensured ongoing compliance and helped identify opportunities for improvement. The university also worked closely with suppliers to evaluate the effectiveness of their efforts in addressing forced labour and child labour. This included monitoring supplier performance indicators related to labour practices and collaborating on improvement initiatives.

Ontario Tech University assessed its effectiveness in preventing forced and child labour by:

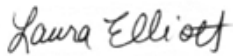
- Developed and incorporated standardized language into public tendering documents to ensure alignment with Canada's Bill S-211. All proponents are now required to confirm compliance with the legislation, outline measures taken to mitigate risks of forced and child labour and disclose any known incidents within their operations or supply chains.
- Contract language was formalized to require suppliers to comply with all applicable laws and international standards prohibiting forced and child labour. Suppliers must implement monitoring systems, report violations, and accept the university's right to audit. Breaches may result in financial penalties or contract termination.
- The university reviewed import records to identify potential risk areas. No issues were found. All new suppliers from outside Canada are now required to provide attestations affirming they do not engage in, or support forced or child labour in any part of their supply chain.
- Continued use of vendors from the Ontario Education Collaborative Marketplace (OECM) and the Ministry of Government and Consumer Services (MGCS) was encouraged. These suppliers have embedded supply chain due diligence processes, offering additional assurance of ethical sourcing compliance.

Approval and Attestation

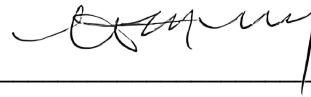
This report has been approved in accordance with the provisions of section 11(4)(a) of the Act by the Board of Governors of Ontario Tech University for the fiscal year ending March 31st, 2025.

In accordance with the requirements of the Act, and in particular section 11 thereof, I attest that I have reviewed the information contained in the report for the entity list above. Based on my knowledge, and having exercised reasonable diligence, I attest that the information in the report is true, accurate and complete in all material respects for the purposes of the Act, for the reporting year listed above.

I have the authority to bind the University of Ontario Institute of Technology.



Laura Elliott
Board of Governors Chair
May 23, 2025



Steven Murphy
President and Vice-Chancellor
May 23, 2025

2024-2025 Board/Committee Practices Assessment Results Summary

Presented to: Governance, Nominations & Human Resources
Committee (GNHR)

Presented by: Nicola Crow, University Secretary

Date: June 13, 2025

Results and Key Themes

- The Board understands major challenges facing the University (23-24/24-25: very positive)
- There is an effective committee structure (23-24/24-25: very positive)
- Discussions are respectful (23-24/24-25: very positive)
- Management is prepared for Board meetings (23-24/24-25: very positive)
- The Board has effective committee chairs (23-24/24-25: very positive)
- Board members read the materials ahead of Board meetings (23-24/24-25: very positive)
- Overall, results see increased positivity from 23-24

Board's Most Significant Achievement

- Strategic objectives aligned to optimize success
- Advancement of risk management approach
- Board's early engagement on AI governance
- Ongoing strategies promoting diverse Board membership
- Supporting leadership on strong budget/fiscal management to advance the path forward
- Support of strategies to enable less reliance on government funding
- Advancement progress (e.g. campaign launch)
- Maintaining appropriate governance level

Most Important Thing Board Could Do to Improve Effectiveness

- Reduce volume & be more issue/outcome focused in materials/agenda items
- Increase strategic discussion opportunities & enhance engagement strategies for fulsome discussion
- Ongoing support to leadership in advancing strategic directions/differential growth strategy success
- Continue to explore enhancements to Board orientation, representation, good governance practice
- Increase Board social opportunities
- Continue to stay focused on governance & strategy

Comments on Board/Committee Structure

- Board is well managed, excellent communication
- Strong, supportive Board leadership
- Positive experiences
- Members' respective expertise and perspectives are valued
- More strategic discussion time at Board/Committees focusing on strategic priorities
- Improve access to governance resources

Comments on Board/Committee Structure

- Optimize Board education to maintain/promote good governance practices & enable Governor role fulfilment
- Continue to explore opportunities to enhance engagement of the Board/all Members to increase diversity of perspectives/sense of belonging and connectedness with Board/University

BOARD REPORT

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
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☒

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Jamie Bruno, Vice President, People and Transformation

SUBJECT: 2024 DCP Pension Governance Compliance Report

BOARD/COMMITTEE MANDATE:

As part of GNHR's oversight of the University's human resources policies, strategies and plans, the Senior Administration (Pension & Benefits) Sub-Committee (SASC) provides the GNHR Committee with an annual report on compliance with respect to the University of Ontario Institute of Technology Pension Plan Governance Structure and Pension Plan Processes.

BACKGROUND/CONTEXT & RATIONALE:

Ontario Tech University is the sole sponsor of the University's pension plan. The pension plan is a member-investment directed defined contribution pension plan (DCPP) registered with the Financial Services Regulatory Services and the Canada Revenue Agency, and governed by the *Pension Benefits Act (Ontario)* and the *Income Tax Act, Canada*, respectively.

The SASC exercises overall responsibility for the proper administration of the DCP, and administration and investment of the fund. SASC's responsibilities are carried out by three members of senior management:

- Vice-President, People and Transformation
- Vice-President, Administration
- General Counsel

The SASC is also responsible for reporting to GNHR and certifying that all aspects of the *University of Ontario Institute of Technology Pension Plan Governance Structure and Pension Plan Processes* have been met.

With respect to the year January 1 – December 31, 2024, SASC certifies that the responsibilities and processes set out in the accompanying report have been fulfilled and completed, unless indicated in yellow

SUPPORTING REFERENCE MATERIALS:

- 2024 Annual Pension Plan Governance Report

BOARD OF GOVERNORS

As the guiding mind of the University of Ontario Institute of Technology (Ontario Tech University), the Board is the legal plan administrator and, as such, has general oversight responsibility for the administration of the Plan and the administration and investment of the Fund. The Board has established a governance system for the Plan and Fund, which delegates most of the functions relating to the Plan to the Senior Leadership Team (SLT). The Board plays an oversight role vis-à-vis the Plan, with its main responsibilities being to receive and consider reports from the Governance, Nominations & Human Resources Committee and the Audit & Finance Committee (to which the SLT reports) and to approve Plan design changes recommended by the Governance, Nominations & Human Resources Committee. The Board also appoints the auditor for the Plan and receives reports on risk management issues from the Audit & Finance Committee. The Board may also receive submissions from the Pension & Benefits Committee if that Committee feels that it is necessary to bring a matter directly to the Board's attention.

Board of Governors Checklist January 1, 2024 to December 31, 2024

| No. | Item | Completion Date ¹ | Action Required/ Taken/Comments |
|-----|---|------------------------------|------------------------------------|
| 1. | Establishes and updates the governance system for the Plan on the recommendation of the Governance, Nominations & Human Resources Committee | November 2013 | As required |
| 2. | Approves design changes to the Plan ¹ on the recommendation of the Governance, Nominations & Human Resources | 2024/25 | |
| 3. | Appoints the Plan auditor | 2024 N/A | None |
| 4. | Receives annual report from the Governance, Nominations & Human Resources Committee | 2024 N/A | None |
| 5. | Receives and considers reports from the Audit Committee | 2024 – N/A | None |
| 6. | May receive submissions directly from the Pension & Benefits Committee | 2024 N/A | None |

Green-completed

Yellow-in progress

Red-outstanding

GOVERNANCE, NOMINATIONS & HUMAN RESOURCES COMMITTEE

The Governance, Nominations & Human Resources Committee exercises an oversight role with respect to the SLT, a committee of senior management to which is assigned responsibility for most administrator and employer functions relating to the Plan, including all day-to-day operational matters. The Committee's main function is to receive and consider reports from the SLT/SASC with respect to the administration of the Plan and the administration and investment of the Fund, as well as with respect to certain employer-related matters including the budget for the Plan. The Governance, Nominations & Human Resources Committee is also responsible for ensuring that the Board receives appropriate reporting on pension-related matters and makes recommendations to the Board on Plan design changes. The Governance, Nominations & Human Resources Committee may receive submissions from the Pension & Benefits Committee if that Committee feels that it is necessary to bring a matter directly to the Committee's attention.

Governance, Nominations & Human Resources Committee Checklist

January 1, 2024 to December 31, 2024

| No. | Item | Completion Date | Action Required/ Taken/Comments |
|-----|---|-----------------|--|
| 1. | Receives and considers reports from SLT/SASC on matters relating to the administration and governance of the Plan and Fund | December 2024 | At least annually unaudited Pension Financial Statements; Pension Audit results (only when there are material changes to the plan and an audit is requested to be performed by SASC) & #2 below SIPP |
| 2. | Receives and considers reports from SLT*/SASC on investment options offered under the Plan | 2024 - N/A | None |
| 3. | Receives and considers reports from the SLT/SASC on employer-related matters, including the operational budget for the Plan | 2024 - N/A | |
| 4. | May receive submissions directly from the Pension & Benefits Committee | None | |
| 5. | Considers Plan design changes and makes recommendations to the Board. | 2024 | Necessary amendments completed. |
| 6. | Ensures that the appropriate reporting on pension-related matters is made to the Board. | 2024 | Ongoing |
| 7. | Make changes to the Accountability Tool | 2024 - N/A | |

Green-completed

Yellow-in progress

Red-outstanding

AUDIT & FINANCE COMMITTEE

The Audit Committee has been assigned certain risk management functions and oversees the Plan audit. In carrying out its functions, it works with the SASC and particularly the VP, Administration.

Audit Board of Governors Checklist

January 1, 2024 to December 31, 2024

| & Finance Committee No. | Item | Completion Date | Action Required/ Taken/Comments |
|-------------------------|---|-----------------|---|
| 1. | Performs risk management functions in relation to the Plan and Fund as part of its ERM responsibilities | April 2025 | Annual risk report reviewed In accordance with the Committee's normal practices |
| 2. | Oversees pension audit as part of the audit of University of Ontario Institute of Technology (Ontario Tech University) pension plan | N/A | On February 11, 2022, the Ontario Pension Act was amended and the audit requirement for defined contribution plans removed. The University is required to file unaudited financial statements with the Financial Services Regulatory Authority of Ontario ("FSRA") within 6 months of the plan's fiscal year-end. SASC has agreed to have an audit performed, should there be material changes to the plan. |
| 3. | Receives reports from SLT/SASC/VP, Administration on audit and risk management matters | November | Done |
| 4. | Reports to the Board on risk management and audit issues | November | None |

Green-completed

Yellow-in progress

Red-outstanding

SENIOR LEADERSHIP TEAM (SLT)

The SLT is responsible for high level oversight of the sponsor, administration and investment functions. The SLT carries out its functions through a sub-committee, the SASC. As such, the SLT, as a committee of the whole, serves mainly as a resource for SASC (i.e., as a sounding board and/or to get input on issues which could have an impact on the University as a whole), receives reports and recommendations from the SASC, and ensures that appropriate reporting is made to the Governance, Nominations & Human Resources and Audit Committees of the Board. Finally, the SLT may receive submissions from the Pension & Benefits Committee if that Committee feels that it is necessary to bring a matter directly to the SLT's attention.

SLT Checklist

January 1, 2024 to December 31, 2024

| No. | Item | Completion Date | Action Required/ Taken/Comments |
|-----|--|-----------------|--|
| 1. | Receives reports from SASC | Ongoing | SLT meetings held weekly updates provided as required |
| 2. | Considers Plan design changes and makes recommendations to the Governance, Nominations & Human Resources Committee | July 2024 | Amendments to the Plan Text including NU & OPSEU increase to 7.5% ER and OPSEU AVC increase to 5%. |
| 3. | Ensures that appropriate reporting is made to the Governance, Nominations & Human Resources Committee | Ongoing | SLT meetings held weekly updates provided as required |
| 4. | May receive submissions directly from the Pension & Benefits Committee | 2024 - N/A | None |

Green-completed
Yellow-in progress
Red-outstanding

Senior Administration Sub-Committee (SASC)

The SASC exercises overall responsibility for the proper administration of the Plan and administration and investment of the Fund as well as certain employer-related responsibilities.

SASC's responsibilities are carried out by three members of senior management, the VP, People and Transformation (VPPT), the VP, Administration and the General Counsel (GC). The main responsibility for the Plan and Fund lies with the VPPT and P&B Staff report to him/her.

One of the main responsibilities of SASC is to oversee the activities of P&B Staff, which has primary responsibility for the day-to-day operations of the Plan. SASC ensures that the appropriate policies for the governance of the Plan and Fund are in place, appoints service providers, executes service contracts, and approves Plan amendments, deals with any material regulatory issues and reports to the SLT, the Governance, and Nominations & Human Resources as necessary or required.

Another key responsibility of SASC is to participate in meetings of the Pension & Benefits Committee and to serve as a liaison between the Pension & Benefits Committee and the SLT.

As a sub-committee of SLT, SASC (or a member thereof) is responsible for reporting is to the Governance, Nominations & Human Resources and Audit Committees of the Board.

SASC Checklist January 1, 2024 to December 31, 2024

| No. | Item | Party Responsible | Completion Date | Action Required/ Taken/Comments |
|-----|---|-----------------------------------|--|---|
| 1. | Reviewing and approving the completed checklists/reports of P&B Staff | VPPT | May 2025 | SASC approved and forwarded to GNHR. |
| 2. | Approving and executing Plan amendments and signing any related regulatory filings. | VPPT/GC ¹ or delegate | 2024 - N/A | |
| 3. | Approving and signing all annual regulatory filings | VPPT /GC ¹ or delegate | December August December | Annual Information Return (AIR) – reviewed & filed with FSRA Form 7- Contribution Summary-reviewed and filed with Sun Life (custodian) Financial Statements filed with FSRA |

| No. | Item | Party Responsible | Completion Date | Action Required/ Taken/Comments |
|-----|---|----------------------------------|-----------------|--|
| 4. | Approves, reviews and amends SIPP | VPPT/ GC, VP, Administration | 2024 - N/A | No amendments required |
| 5. | Selecting third party service providers and negotiating and executing contracts. | VPPT /VP, Administration | 2024 - N/A | None |
| 6. | Liaising with the Audit Committee in connection with the Plan audit; reviewing, approving and signing financial statements. | VP, Administration/VPPT | December | Approved & signed |
| 7. | (a) Chairing the Pension & Benefits Committee and preparing the agenda | VPPT (or delegate) | March & October | Preparation of Agenda Approval of Minutes |
| | (b) Attending the Pension & Benefits Committee | VP, Administration (or delegate) | March & October | Year End & Semi-Annual Pension Investment Performance meeting and discussions. |
| 8. | Receiving and reviewing reports from P&B Staff regarding the performance of third party service providers | VPPT or delegate | March & October | Mercer Canada Investment Reports |
| | | | May 2024 | Sun Life |
| 9. | Establishing service standards/benchmarks based on recommendations from P & B Staff | VPPT or delegate | March & October | Meetings with SASC as required. Mercer provides investment benchmarks and conducts annual and semi-annual investment performance analysis. |

| No. | Item | Party Responsible | Completion Date | Action Required/ Taken/Comments |
|-----|---|-------------------|--|--|
| 10. | Receiving and reviewing reports from P&B Staff regarding investment performance (and or having in-person meetings with provider(s) and consultants) | VPPT or delegate | March & October | Quarterly Rates of Return/Pension statements provided to all pension plan members with economic outlooks in written & video format. Investment performance posted to HR Pension website and available on Plan member website at SLF. Bi-annual meetings with Mercer (Pension Investment consultant) and subsequent attendance at P & B Committee |
| 11. | Receiving and reviewing member communication and education initiatives | VPPT or delegate | <p>March and November</p> <p>March and November</p> <p>Ongoing</p> | <p>Your Health & Wealth & Living your retirement plan (Sun Life).</p> <p>Individual Consultation Sessions</p> <p>HR Pension Website Resources</p> |
| 12. | Reviewing and approving the annual expense budget | VPPT/GC | April | In accordance with normal practice |

| No. | Item | Party Responsible | Completion Date | Action Required/ Taken/Comments |
|-----|--|--------------------------------------|---|---|
| 13. | Considering and approving P&B Staff's recommendations with respect to Plan design changes; initiating recommendations with respect to Plan design changes as required. | VPPT/VP, Administration | 2024 - N/A | None |
| 14. | Considering and approving P&B Staff's recommendations with respect to development of new policies and changes to existing policies; initiating policy development as required. | VPPT, GC, VP, Administration | 2024 - N/A | |
| 15. | Dealing with material regulatory issues. | VPPT/GC | 2024 - N/A | None |
| 16. | Working with the Audit Committee to address risk management issues | VPPT/GC ¹ | 2024 N/A | None |
| 17. | Overseeing governance review using Canadian Association of Pension Supervisor Authorities (CAPSA) governance tool | VP, Administration/VPPT ⁴ | Ongoing and annual review May | SASC meetings SASC Compliance Certification |
| 18. | Preparing and delivering report(s) to the a) SLT b) Governance, Nominations & Human Resources Committee | GC/ VPPT ⁴ | Ongoing Meetings with P & B Staff May a) Weekly December | Updates provided by P & B Staff to VPPT and SASC SASC Committee Meeting Reporting as required Pension Financial Statements |

| No. | Item | Party Responsible | Completion Date | Action Required/ Taken/Comments |
|-----|--|----------------------------|-----------------|--|
| | c) Audit Committee | | December | Pension Financial Statements |
| | d) Board | | December | Pension Financial Statements |
| 19. | Ensuring that the Accountability Tool is completed on an annual basis and maintaining a record of the completed Checklists | VPPT/GC/VP, Administration | May 2024 | SASC annual review and compliance certification to the Board |

Green- completed, **Yellow-**in progress, **Red-**outstanding

1. GC plays an advisory role on an as needs basis.
2. GC and VP, Administration play an advisory role on an as needed basis.
3. VPPT plays an advisory role on an as needs basis
4. VPPT plays an advisory role on an as needs basis

Pension & Benefits (P & B) Committee

The Pension & Benefits Committee serves in an advisory capacity with respect to the Plan. The composition of the P&B Committee and other procedural matters are set out in the P&B Committee Terms of Reference, a copy of which is attached to this Accountability Tool.

The mandate of the P&B Committee includes oversight with respect to the administration, communication, and investment management of the Plan. This includes the ability to make recommendations to SASC to amend and interpret the provisions of the Plan as well as to make recommendations to SASC with respect to the specific matters identified in the P&B Committee Terms of Reference.

P&B Committee Checklist

January 1, 2024 to December 31, 2024

| No. | Item | Party Responsible | Completion Date | Action Required/ Taken/Comments |
|-----|--|-----------------------------|--------------------------------------|--|
| 1. | Developing Agenda | VPPT /VP, Administration | March & October | Review of previous minutes and bringing forward any actions completed and provide updates |
| 2. | Transmitting Notice and Agenda | VPPT /VP, Administration | March & October | Agenda and any accompanying materials reviewed prior to P & B committee meeting |
| 3. | P&B Committee Meeting | VPPT /VP, Administration | March & October | Done |
| 4. | Distributing Minutes | Secretary | March & October | Done |
| 5. | Completing Action Items from P&B Committee Meeting | VPPT (or delegate) | N/A November 2024 2024 | Provide Mercer's Reports to new members. Annually, contact members to remind them to review elections, update beneficiaries and review investments. In addition, contact inactive members to provide options for transferring funds out. Reviewed 2024 updated CAPSA guidelines with Mercer. Recommendations included: update processes to ensure best practices, review fund performance, update SIPP and restate the plan text. Overall, we are in compliance. |
| 6. | Maintaining minutes of meetings | Secretary | March & October | Done |

Green-completed
Yellow-in progress
Red-outstanding

PENSION & BENEFIT (P&B) STAFF

P&B Staff is responsible for managing the day-to-day operations of the Plan and Fund. Many of the responsibilities in the P&B Staff Checklist may be carried out by third party service providers and in that case P&B Staff's role is primarily one of co-ordination, monitoring and supervision.

P&B Staff is responsible on an ongoing basis for enrolling Plan members, maintaining historical records of individual members, sending each member an annual statement, calculating and processing retirement, termination, marital breakdown and death payments, and responding to questions from members and former members, ensuring contributions are remitted to the custodian, reviewing monthly pension payments from the fund, making recommendations to the VP, People and Transformation (VPPT) with respect to service providers, recommending service standards/benchmarks to the VPPT, monitoring accuracy and timeliness of major services/investment options against established performance standards, explaining and providing written explanations to members about the Plan provision and members' rights and obligations with respect to the Plan, promoting awareness of the Plan and its provisions among the members and beneficiaries, providing member education programs, assisting the VPPT and GC in the negotiation of contracts with third party service providers, ensuring that expenses relating to the operation of the Plan are paid within the budget established by the VPPT and VP, Administration, and ensuring that the Plan is administered in accordance with applicable legislation and all filed documents, including interpreting the Plan document as necessary. P&B Staff also ensures that the Accountability Tool is completed on an annual basis and provided to the VPPT and for maintaining appropriate records.

The attached checklists are intended to assist P&B Staff in carrying out the foregoing responsibilities to form the basis of P&B Staff's report to the VPPT. They consist of an administrative checklist, a regulatory compliance checklist, a key document checklist, and a service provider checklist and accompanying evaluation forms.

P & B STAFF ADMINISTRATIVE CHECKLIST

January 1, 2024 to December 31, 2024

| No. | Item | Prepared By | Completion Date | Action Required/ Taken/Comments |
|-----|--|--------------------------|-----------------|--|
| 1. | Certified copies of all documents that create and support Plan amendments made during the year | Pension & Benefits Staff | July 2024 | Amendments to the Plan Text including NU & OPSEU increase to 7.5% ER and OPSEU AVC increase to 5%. |

| No. | Item | Prepared By | Completion Date | Action Required/ Taken/Comments |
|-----|--|--|---|---|
| 2. | Information with respect to the remittance of employer contributions to the custodian or reallocation of assets within the Fund. | Payroll and verified by HR P & B Staff | <p>Full time -2024 January to December- Monthly</p> <p>Less than Full time or Limited Term-2024 January to December Bi-Weekly</p> | <p>Each pay cycle monthly or bi-weekly, as the case may be, payroll deductions are processed by payroll and verified by P & B Staff</p> <p>Cumulative amounts are monitored to ensure CRA limits do not exceed the maximum permitted under the Income Tax Act 2024 maximum \$32,490</p> |
| 3. | Reports and returns filed with the Financial Services Regulatory Authority of Ontario and Canada Revenue Agency ("CRA"). | | <p>December</p> <p>October</p> <p>December</p> | <p>Annual Information Return – filed with FSRA</p> <p>Form 7- Contribution Summary Form reported & filed to Sun Life (SLF)</p> <p>Audited Financial Statements filed with FSRA</p> |
| 4. | Summaries of Pension Adjustments ("PAs"). | Payroll | January 2024 | 2024 Pension Adjustments year-end checked no issues as confirmed by payroll & SLF |
| 5. | Summaries of Pension Adjustment Reversals ("PARs") | N/A | N/A | Applicable to defined benefits plan only. N/A for the University's defined contribution plan. |
| 6. | Annual Information Return | Pension & Benefits Staff | December | Done |
| 7. | Form 7, Summary of Contributions/Revised Summary of Contributions | Pension & Benefits Staff | October | Done |
| 8. | Financial Statements | KPMG and Ontario Tech University | December | Done |
| 9. | Copy of SIPP as either confirmed or amended by VPPT | Mercer Investment Consulting Firm | N/A | No longer required |

| No. | Item | Prepared By | Completion Date | Action Required/ Taken/Comments |
|-----|---|----------------------|--|---|
| 10. | Reports on monitoring of investment options | Mercer | February | 2024 DCPD Annual Investment Monitoring & Plan Governance Review @ December 31, 2024 |
| | | | October | Semi-annual Investment Monitoring Review @ September 2024 |
| | | Sun Life | Monthly & Year End annual reporting | Year End April 2025 |
| 11. | Information with respect to the monitoring of Plan expenses | Fees paid by members | Reported quarterly on Member pension statements each quarter | Pension Plan statements available online quarterly and mailed to member's home address in January (yearend statement). Former members with assets on deposit also receive same. |
| 12. | Information with respect to the monitoring of fees charges to members | Sun Life | Reported on Member statements each quarterly | |

| No. | Item | Prepared By | Completion Date | Action Required/ Taken/Comments |
|-----|--|--------------------------------------|---|--|
| 13. | Information with respect to the enrolment of new members | Ontario Tech University & Sun Life | 1 st day of hire for full time continuing employees (FTE) or; Less than full time or limited term employees (LTEs) when criteria attained Meeting with each eligible pension plan member for enrolment and information session | All FTEs eligible to join on the date of hire (mandatory) Eligibility (voluntary) for less than full time or LTEs employees 24 months of consecutive employment with the University having attained either: a) 700 hours in each of the 2 years or; b) 35% YMPE in each of the previous 2 years* Prior to or on date of hire for FTEs. For LTEs upon meeting eligibility criteria. |
| 14. | Information with respect to the termination and death benefit payments made from the Fund. | Ontario Tech University and Sun Life | Terminations as occurring | Termination reports received monthly & Plan member statement issued annually and targeted communications to reiterate termination options available. |
| 15. | Information with respect to marriage breakdowns | Sun Life | Ongoing | 3 Cases submitted to SL in 2024 |
| 16. | Information with respect to numbers of member and active members | Sun Life | Monthly & at Plan Year (June 30) | Reports available at Sun Life Plan Sponsor website to access current statistics. Plan Year End reports provided directly by SLF for AIR, Form 7, Audit & Financial Statements. |

| No. | Item | Prepared By | Completion Date | Action Required/ Taken/Comments |
|-----|--|--------------------------------------|---|--|
| 17. | Information with respect to the annual statements provided to members, including sample statements. | Ontario Tech University & Sun Life | Ongoing | SLF –quarterly pension statements online at SLF member website. Annual mailing to home address. |
| 18. | Information with respect to the written explanations provided to the members about the Plan provisions and the members’ rights and obligations with respect to the Plan. | Ontario Tech University and Sun Life | <p>DCPP Member booklet</p> <p>July</p> <p>Ongoing</p> <p>Ongoing -Less than full time or limited term employees’ pension personal sign up virtual meeting date of eligibility</p> | <p>Updated upon ratification of OPSEU CA.</p> <p><u>DCPP Member Booklet & Retirement Income Options</u></p> <p><u>Pension & Benefits at a Glance</u> ; Non-Union Faculty; Staff –Non-Union; FA; OPSEU & Executive</p> <p>My Money Investment Guide, Sun Life on line retirement and financial literacy tools (risk assessment) and <u>University pension plan website</u></p> <p>Full time continuing Pension and Benefits Personal Sign Up virtual zoom meetings (prior to date of hire)</p> <p>Less than full time or limited term employees’ pension personal sign up virtual meeting date of eligibility</p> <p>Optional membership in the University’s pension plan as per Ontario pension legislation.</p> |

| No. | Item | Prepared By | Completion Date | Action Required/ Taken/Comments |
|-----|---|--------------------------------------|--|---|
| 19. | Information with respect to the educational or other information provided to Plan members about the Plan and financial planning for retirement. <i>(continued on next page)</i> | Ontario Tech University and Sun Life | <p>Ongoing</p> <p>May</p> <p>Ongoing</p> <p>October</p> <p>Ongoing</p> | <p>2024 Financial Wellness Webinars - monthly</p> <p>2024 Spring Session: "Staying the course" Webinar</p> <p>One on one sessions with Sun Life representative</p> <p>Targeted communication to members with GIC & GDIA amounts nearing \$100k, for enrolment in SLF Trust to afford protection against unlikely event of SLF default.</p> <p>Regular email campaigns including Financial Literacy (Nov), Beneficiary (April) and Target Group Date Funds (Oct/Nov) were completed.</p> <p>2024 Fall session: "5 Steps to boost your financial Wealth"</p> <p>One on one sessions with Sun Life representative</p> <p>Sun Life Max Review e-mail Financial Wellness campaign to all members to review pension portfolios (Financial Literacy Month)</p> <p>Quarterly investment Performance reports</p> |

| No. | Item | Prepared By | Completion Date | Action Required/ Taken/Comments |
|-----|---|----------------------------------|-----------------|------------------------------------|
| 20. | Information with respect to any regulatory or other administrative issues that arose during the year. | | N/A | None |
| 21. | Information with respect to member complaints | Sun Life | None | |
| 22. | Reports on retention of new service providers/copy of completed third party evaluations | | None | |
| 23. | Copies of any legal opinions obtained during the year. | | N/A | None |
| 24. | Copy of completed regulatory compliance checklist | Ontario Tech University | May | Pending approval |
| 25. | Report on the results of the reviews of and/or amendments to any Key Plan Documents | Ontario Tech University & Mercer | Ongoing | As required |

*YMPE (Year's Maximum Pensionable Earnings)/35% of YMPE

- 2023 YMPE \$66,600/\$31,560
- 2024 YMPE \$68,500/\$32,490

Green-completed
Yellow-in progress
Red-outstanding

P&B STAFF REGULATORY COMPLIANCE CHECKLIST

January 1, 2024 to December 31, 2024

P & B STAFF: REGULATORY COMPLIANCE CHECKLIST

This checklist is intended as a guide to the regulatory responsibilities of Ontario Tech University as the administrator of the University of Ontario Institute of Technology Pension Plan (the “Plan”), an Ontario registered pension plan.

For the purpose of this checklist the following abbreviations are used:

| | |
|--|----------|
| Pension Benefits Act (Ontario) | PBA |
| Regulations under the Pension Benefits Act (Ontario) | PBA Reg. |
| Federal Investment Regulations (i.e. sections 6, 7, 7.1 and 7.2 and Schedule III to the PBSA Regulation, 1985 (Canada) | FIR |
| Income Tax Act (Canada) | ITA |
| Regulations to the Income Tax Act | ITA Reg. |
| Financial Services Regulatory Authority | FSRA |
| Canada Revenue Agency | CRA |

P&B STAFF REGULATORY COMPLIANCE CHECKLIST

January 1, 2024 to December 31, 2024

| | Legislation | Time Limit (if any) | Person Responsible | Comments |
|--|---|--|---|--|
| (a) Filing of Plan Documents | | | | |
| <input type="checkbox"/> File certified copy of plan amendments with Superintendent along with Form 1.1. | PBA s.12(1), (2) | Within 60 days after the date on which the plan is amended. | P & B Staff | None |
| <input type="checkbox"/> File with Superintendent certified copies of each document that changes the documents that create and support the plan or pension fund (e.g. trust documents). File with CRA as appropriate. | PBA s.12(3) ITA Reg. 8512(2) | Within 60 days after the date on which the plan is amended. | AON Hewitt July 24, 2003 September 13, 2004 | Done UOIT (Ontario Tech University) DCPP FSRA – Plan registration CRA – Plan registration |
| <input type="checkbox"/> File explanation of amendment transmitted to members with Superintendent. | PBA s.26(3) Reg. 3(4) | Within 6 months after registration of the amendment. (If amendment is adverse (i.e. reduces benefits or rights on a go forward basis), Superintendent may require explanation to be provided prior to registration.) | P & B Staff | None |
| <input type="checkbox"/> If Superintendent dispenses with notice of the amendment required under s. 26(3) of the PBA, then must provide notice of amendment with next annual statement to members. | PBA s.26(4), 27 Reg. 39(2) | | P & B Staff | None |
| <input type="checkbox"/> File copy of notice of adverse amendment provided to members (if such notice was required) with Superintendent and certify details as to classes of persons who received notice, date when last such notice given and that notice was provided as required. | PBA s. 26(1) Reg. 3(3) | Within 30 days after the date on which the last of the notices was transferred. See under section (c) below regarding required disclosure of adverse amendments to members. | P & B Staff | None |
| <input type="checkbox"/> File certified copy of amendments with CRA along with form T920. | ITA 147.1(4) ITA Reg. 8512(2, (3) | Within 60 days after the date, the amendment is made. | P & B Staff | Amendments to the Plan Text including NU & OPSEU increase to 7.5% ER and OPSEU AVC |

P&B STAFF REGULATORY COMPLIANCE CHECKLIST
January 1, 2024 to December 31, 2024

| | Legislation | Time Limit (if any) | Person Responsible | Comments |
|--|---|--|----------------------------|--|
| | | | | increase to 5%. |
| | Legislation | Time Limit (if any) | Person Responsible | Comments |
| (b) Reporting Requirements | | | | |
| <input type="checkbox"/> File an annual information return. | PBA s.20(1) Reg. 18(1), (6), (7) Reg. 37 ITA Reg. 8409(1), (2) | 6 months after the plan's fiscal year end. December | P & B Staff | Completed -filed with FSRA |
| <input type="checkbox"/> File financial statements (including auditors' report as applicable) | Reg. 76 | N/A | Finance and P & B Staff | Plan audit to be conducted as needed, in line with major plan design changes Unaudited financial statements filed in December. |
| (c) Disclosure to Members | | | | |
| <input type="checkbox"/> Explain plan provisions to employees who will become eligible to join the plan. | PBA s. 25(2)(b) Reg. 38 | Date of Hire or date employee meets with part-time pension eligibility criteria | Payroll and P& B Staff | Full time continuing Pension and Benefits Sign Up meeting (prior to date of hire) Less than full time or limited term employees' pension sign up once eligibility criteria met and if member elects to join |

P&B STAFF REGULATORY COMPLIANCE CHECKLIST
January 1, 2024 to December 31, 2024

| | Legislation | Time Limit (if any) | Person Responsible | Comments |
|---|------------------------------------|--|--------------------|---|
| <input type="checkbox"/> Explain Plan provisions to persons who become eligible for plan membership upon becoming employed. | PBA s. 25(2)(c) Reg. 38 | <p>Within 60 days after employees, commence employment.</p> <p>Every eligible employee meets with P & B Staff for sign up</p> <p>Pension and Benefits Sign up meetings prior to date of hire for full time continuing employees.</p> <p>For less than full time employees - on or near the date in which the employee has met the required criteria to join the pension plan</p> | P & B Staff | <p>Eligibility for less than full time or Limited Term –Optional membership</p> <p>Employees 24 months of consecutive employment with the University having attained either:</p> <p>a) 700 hours in each of the 2 years or;</p> <p>b) 35% YMPE in each of the previous 2 years*</p> |
| <input type="checkbox"/> Provide notice and explanation of non-adverse amendments to affected members. | PBA s. 26(3) Reg. 39(1) | Within 60 days after provincial registration. | N/A | <p>Collective Agreements (FA, OPSEU) revised for new contribution rates.</p> <p>Communication sent to all impacted staff</p> |
| <input type="checkbox"/> Provide notice and explanation of adverse amendments to affected members if Superintendent requires. | PBA s.26(1), (2) Reg. 3(3), (4) | At least 45 days prior to registration of the amendment. | N/A | None |

P&B STAFF REGULATORY COMPLIANCE CHECKLIST
January 1, 2024 to December 31, 2024

| | Legislation | Time Limit (if any) | Person Responsible | Comments |
|--|--|--|-----------------------|--|
| <input type="checkbox"/> Provide annual statement of benefits as prescribed. | PBA s.27 Reg. 40(1), (2) | 6 months after the plan's fiscal year end. | Sun Life | Quarterly Pension Statements on line at mysunlife.ca Pension Statements mailed annually to home address in January following year end |
| <input type="checkbox"/> Make documents that create and support the pension plan and other prescribed information available for inspection by members and others as entitled. | PBA s. 29, 30 Reg. 45 | Within 30 days after receipt of written request. | P & B Staff | None |
| <input type="checkbox"/> Provide termination statement containing prescribed information for termination of employment in situations other than retirement or death. | PBA s. 28 Reg. 41(1), (2), 42 | Within 30 days after termination of employment or, where notice of termination is not provided to the administrator prior to the event, within 30 days after receipt of such notice. | Sun Life | Termination statements are issued in 2 weeks from date of departure from the University |
| <input type="checkbox"/> Where a plan member who is not entitled to a pension or deferred pension terminates employment in situations other than retirement or death, the administrator must pay any refund to which the member is entitled. | Reg. 42(3), (4) 42. revoked: O. Reg. 178/12, s. 40 | Within 60 days after termination or, where a member has an option for receiving a refund, within 60 days after receipt of a direction from the member. | Sun Life | Payments made within 30 days upon receipt of member's election to transfer assets out of the Ontario Tech DCP. |

P&B STAFF REGULATORY COMPLIANCE CHECKLIST
January 1, 2024 to December 31, 2024

| | Legislation | Time Limit (if any) | Person Responsible | Comments |
|---|------------------------|--|----------------------------|--|
| <input type="checkbox"/> Provide retirement statement and options for payment of pension. | PBA s.28 Reg. 44 | <p>At least 60 days prior to the member's normal retirement date or the date at which the member has indicated he or she intends to retire.</p> <p>If the administrator does not receive adequate notice of the intended retirement to comply with the 60 day time requirement, the administrator shall provide the required information within 30 days following receipt by the administrator of a completed application for commencement of the pension.</p> | <p>Sun Life</p> <p>N/A</p> | <p>Sun Life transfers the value of the member's pension account in accordance with the member's election within 30 days of the receipt of the member's direction to transfer to a retirement income option.</p> <p>Commencement of pension not directly paid from UOIT DCPN N/A</p> <p>Member direction required to SLF to transfer assets out of the Plan</p> |
| <input type="checkbox"/> Provide statement of benefits payable upon death to spouse, beneficiary or estate. | PBA s.28 Reg. 43(1) | Within 30 days after receipt of notice of death of member or former member. | Sun Life | None |
| <input type="checkbox"/> Comply with surviving spouse's election regarding pre-retirement benefits. | Reg. 43(3) | Within 60 days after receiving direction from spouse or same-sex partner. | Sun Life | None |

P&B STAFF REGULATORY COMPLIANCE CHECKLIST
January 1, 2024 to December 31, 2024

| | Legislation | Time Limit (if any) | Person Responsible | Comments |
|--|---|---|----------------------|---|
| <input type="checkbox"/> In cases of marital breakdown, calculate the value of the pension, as requested by the member and/or spouse using Superintendent of Financial Services approved forms throughout the process. | PBA s. 67.1 – 67.6 Ont. Reg. 287/11 (Family Matters) | Within 60 days of receiving a completed application | Sun Life | Completed by Sun Life |
| (d) Miscellaneous | | | | |
| <input type="checkbox"/> If benefit transfer request made within 60 days of termination of employment, pay in accordance with request. Must ensure that transfers to retirement savings arrangements or deferred life annuities will be administered as pensions or deferred pensions. | PBA s.42(1), (5), (6), (7) Reg. 20 | Within 60 days after request. | Sun Life | Processed upon receipt of completed termination option statement received from members by Sun Life. |
| <input type="checkbox"/> Ensure all contributions are paid when due. | PBA s.56(1) Reg. 4(4) Reg. 5(1) | Employer contributions in respect of normal costs: within 30 days after the month for which contributions are payable. | Payroll, P & B Staff | Contributions are invested by pay date. Contributions received before 2p.m. invested same day after 2p.m. next day |
| <input type="checkbox"/> Report to Superintendent if contributions are not made when they become due. | PBA s.56(2) Reg. 6.1 | Within 60 days after the day on which the contribution was due. | Sun Life | None reported |
| <input type="checkbox"/> Provide pension fund trustee with a summary of contributions required to be made. | PBA s.56.1(1) Reg. 6.2(1) | Within 90 days after the pension plan is established for the first fiscal year and within 60 days after the beginning of each subsequent fiscal year. | N/A | Applicable when a contribution is <u>not</u> remitted No delays to report |
| <input type="checkbox"/> Provide pension fund trustee with a revised summary of contributions required to be made. | Reg. 6.2(2) | Within 60 days after becoming aware of a change in contributions. | N/A | Applicable when contribution is <u>not</u> remitted No delays |

P&B STAFF REGULATORY COMPLIANCE CHECKLIST
January 1, 2024 to December 31, 2024

| | Legislation | Time Limit (if any) | Person Responsible | Comments |
|--|------------------|--|-----------------------|---|
| <input type="checkbox"/> Report Pension Adjustments to CRA in the appropriate matter | ITA Reg. 8401 | On or before the last day of February of the year following the end of the calendar year. | Payroll | Reported by payroll on the T4 prior to Federal tax deadline of each year |
| <input type="checkbox"/> Report Pension Adjustment Reversals to CRA | ITA Reg. 8402.01 | When the Termination occurs in the 1 st , 2 nd , 3 rd quarter of the calendar year, within 60 days after the last day of the quarter in which the termination occurs. When the termination occurs in the 4 th quarter, before February 1 of the following calendar year. | N/A | This applies to DB plans only and not the University's defined contribution pension plan. No action required |
| <input type="checkbox"/> Where there is a change in the name or address of person who is administrator or persons who constitute the body that is the administrator, inform the Minister of National Revenue in writing within 60 days after the change. | ITA 147.1(7)(c) | | N/A | |

Green-completed

Yellow-in progress

Red-outstanding

P&B STAFF: KEY PLAN DOCUMENT CHECKLIST*

This checklist is designed to ensure that a complete record of the key documents used in the administration of the Plan and the administration and investment of the Fund is maintained in an accessible manner and that reviews of the key documents are carried out at regular intervals to ensure they are updated to reflect current information and practices.

P&B STAFF: KEY PLAN DOCUMENT CHECKLIST

January 1, 2024 to December 31, 2024

| No. | Document | Last Review Date | Next Scheduled Review Date, if any | Review Completed By | Action Required/ Taken/Comments |
|-----|---|------------------|------------------------------------|---------------------|---|
| 1. | Plan text | | 2025 | SASC & P & B Staff | 2024 Amendments to plan text completed including NU & OPSEU increase to 7.5% ER and OPSEU AVC increase to 5%. |
| 2. | Custodial Agreement (under Group Annuity Contract) | November 2017 | 2022 | N/A | RFP conducted Sun Life appointed Effective April 1, 2018 |
| 3. | Record-keeping Agreement (Sun Life Service Fee Agreement) | November 2017 | 2022 | VPPT | RFP conducted Sun Life appointed Effective April 1, 2018 |
| 4. | Insurance Policy Sun Life Group Annuity Contract | November 2017 | 2022 | VPPT | RFP conducted Sun Life appointed Effective April 1, 2018 |
| 5. | Statement of Investment Policies and Procedures | September 2020 | As required | SASC P & B Staff | |
| 6. | Investment Consulting Agreement | December 2020 | 2026 | VPPT | Mercer Canada appointed effective January 1, 2021. Renewal period ends December 31, 2026. |

| No. | Document | Last Review Date | Next Scheduled Review Date, if any | Review Completed By | Action Required/ Taken/Comments |
|-----|--|--|--|----------------------|--|
| 7. | Governance Documentation (including Board resolution approving UOIT Pension Plan Governance Structure and Functions Chart and Accountability Tool) | January 2017 | TBD | SASC | SASC annual certification, review and approval of Governance Documentation |
| 8. | Employee Booklet | Completion date for revisions July 2024. | N/A | VPPT and P & B Staff | |
| 9. | Service Provider Benchmarks | November 2017 | Pension & Benefits Provider Pension Investment Consultant | SASC | TBD |

*Key documents is retained in Human Resources by P & B Staff

Green-completed
Yellow-in progress
Red-outstanding

P&B STAFF: THIRD PARTY SERVICE REVIEW

This checklist is designed to ensure that agents and advisors retained by the Plan are meeting the performance standards expected by the Plan administrator. This is a particularly critical component of the governance system in the case of agents of the Plan administrator. For PBA purposes, an agent is a service provider that is performing a function that the administrator would otherwise have to perform itself (e.g., a record keeper or investment manager) and therefore it is particularly important to ensure the agent is meeting the PBA fiduciary standard of care (as the Plan administrator will be liable if it does not). Advisors fall into a different category since they only give advice to the administrator who makes the ultimate decision on the matter as part of its functions. Nonetheless it is important for the ongoing operations of the Plan that advisors are evaluated to ensure that they are providing their services to the expected standards. Finally, the external auditor falls into its own category in that it is performing specific functions under the PBA. Nonetheless, again, it is important for the Plan administrator to be satisfied that the external is providing its services to the expected standards and to report any issues to the Audit Committee.

A review of the services provided by employees of the Plan administrator should also be undertaken. This review generally occurs as part of the normal course HR processes. Board and management committees should perform self-evaluations at specified intervals (this should be addressed in a governance policy) or from to time may wish to commission third party evaluations of their governance of the Plan.

P&B STAFF: THIRD PARTY SERVICE REVIEW January 1, 2024 to December 31, 2024

| No. | Item | Reviewed by | Completion Date | Action Required/ Taken/Comments |
|-----|--|---|--|--|
| 1. | Performance Review of Trustee/ Custodian | Mercer | November 2017 Effective April 1, 2018 | Market Review Sun Life Next review 2025 |
| 2. | Performance Review of Investment Manager, i.e., provider of investment platform for the Plan | P & B advisory committee VPPT | September 2017 Effective April 1, 2018 | Market Review Sun Life Next review 2025 |
| 3. | Performance Review of Record-Keeper | P & B advisory committee VPPT | September 2017 Effective April 1, 2018 | Market Review Sun Life Next review 2025 |
| 4. | Performance Review of Investment Consultant | VP, Administration, VPPT, P & B Staff | December 2020 Effective January 1, 2021 | Effective January 2021 Contract awarded to Mercer –next review 2026 |
| 5. | Performance Review of External Legal Counsel | N/A | N/A | None required |
| 6. | Performance Review of External Auditor | N/A | N/A | None required |

Green-completed

Yellow-in progress

Red-outstanding



**THE UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY DEFINED CONTRIBUTION
PENSION PLAN
GOVERNANCE COMPLIANCE CERTIFICATE**

The University of Ontario Institute of Technology (operating as Ontario Tech University) sponsors the University of Ontario Institute of Technology Pension Plan, Registration No. 1087808 (the "Plan"). The Plan is a member-investment directed defined contribution pension plan registered with the Financial Service Regulatory Authority Ontario and the Canada Revenue Agency governed by the Pension Benefits Act (Ontario) (the "PBA") and the Income Tax Act ("ITA"), Canada, respectively.

The Senior Administration (Pension & Benefits) Sub-Committee (SASC) exercises overall responsibility for the proper administration of the Plan and administration and investment of the Fund.

The SASC's responsibilities are carried out by three members of senior management, the VP, People and Transformation, the VP, Administration and the General Counsel. The main responsibility for the Plan and Fund lies with the President and the Pension & Benefits Staff which report to him/her.

The SASC (or member thereof) is responsible for reporting to the Governance, Nominations & Human Resources Committee of the Ontario Tech University Board of Governors and for certifying that all aspects of the Plan Governance Structure and the Plan Governance Processes have been met.

With respect to the Year January 1, 2024 to December 31, 2024 the SASC hereby certifies that the responsibilities and processes listed in the accompanying ten (10) Pension Governance Checklists have been fulfilled and completed unless indicated in yellow.

**Jamie
Bruno**

Digitally signed by Jamie Bruno
DN: cn=Jamie Bruno, o=Ontario
Tech University, ou=HR,
email=jamie.bruno@ontariotechu.ca,
c=CA
Date: 2025.05.28 13:08:02 -04'00'

**Jamie Bruno,
VP, People and Transformation**

DATED the ____ day of _____, 2025.

Brad MacIsaac

Digitally signed by Brad MacIsaac
DN: cn=Brad MacIsaac, o=Ontario Tech,
ou=VP Administration,
email=brad.macisaac@ontariotechu.ca,
c=CA
Date: 2025.05.30 05:46:44 -04'00'

Brad MacIsaac, VP Administration

DATED the 30 day of May, 2025.

**Jennifer
MacInnis**

Digitally signed by Jennifer
MacInnis
Date: 2025.06.05 10:09:58
-04'00'

Jennifer MacInnis, General Counsel

DATED the ____ day of _____, 2025

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

Financial Impact ☐ Yes ☒ No

Included in Budget ☐ Yes ☒ No

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Jamie Bruno, Vice President, People and Transformation

SUBJECT: Annual Policy Review Update: Policy Against Violence in the Workplace

BACKGROUND/CONTEXT & RATIONALE:

- Pursuant to section 13.3 of the Policy Against Workplace Violence, Human Resources is responsible for completing an annual review of both the Policy and related Procedures, with appropriate and requisite consultation with stakeholders and consideration of, among other things, collective agreements.
- As part of the annual review process, the University informed each of our joint health and safety committees of the exercise and invited feedback; neither committee returned with any suggestions for revisions to either the Policy or Procedures.
- The revisions recommended originated from Human Resources and are simply updates to expired or outdated language. These include:
 - In all sections, reference made to “Chief Work Transformation and Organization Culture Officer” will be replaced with “Vice President, People and Transformation”. This revision reflects the title change to the senior leader for this department.
 - Under the section titled “Related Policies, Procedures and Documents” in both the Policy and Procedures, the following instruments are no longer active or have been replaced, and will be removed:
 - Academic Staff Employment Policies
 - Policy to Prevent and Respond to Sexual Violence for Students
 - Procedures for Responding to Incidents of Sexual Violence
 - Under the same section in both the Policy and Procedures, the following instruments reflect the current catalogue of university policy and will be added:
 - Student Sexual Violence Policy and Procedures
 - Health and Safety Policy

- As assigned policy owner, the Vice President, People and Transformation affirms that the policy maintains appropriate and responsive measures to responsibly support the reporting and management of complaints.

IMPLICATIONS:

- The submission of this Policy Review to GNHR and to the Board allows the University to continue to support staff in a responsible and responsive manner when managing a complaint under the policy.

NEXT STEPS:

- The University will continue its work to administer the provisions of this policy, and to record and review relevant information that will inform the next annual review.

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: Board of Governors

DATE: June 26, 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, which was presented to the Strategy and Planning Committee on June 12, 2025, 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.

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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 | 3 |
| 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.

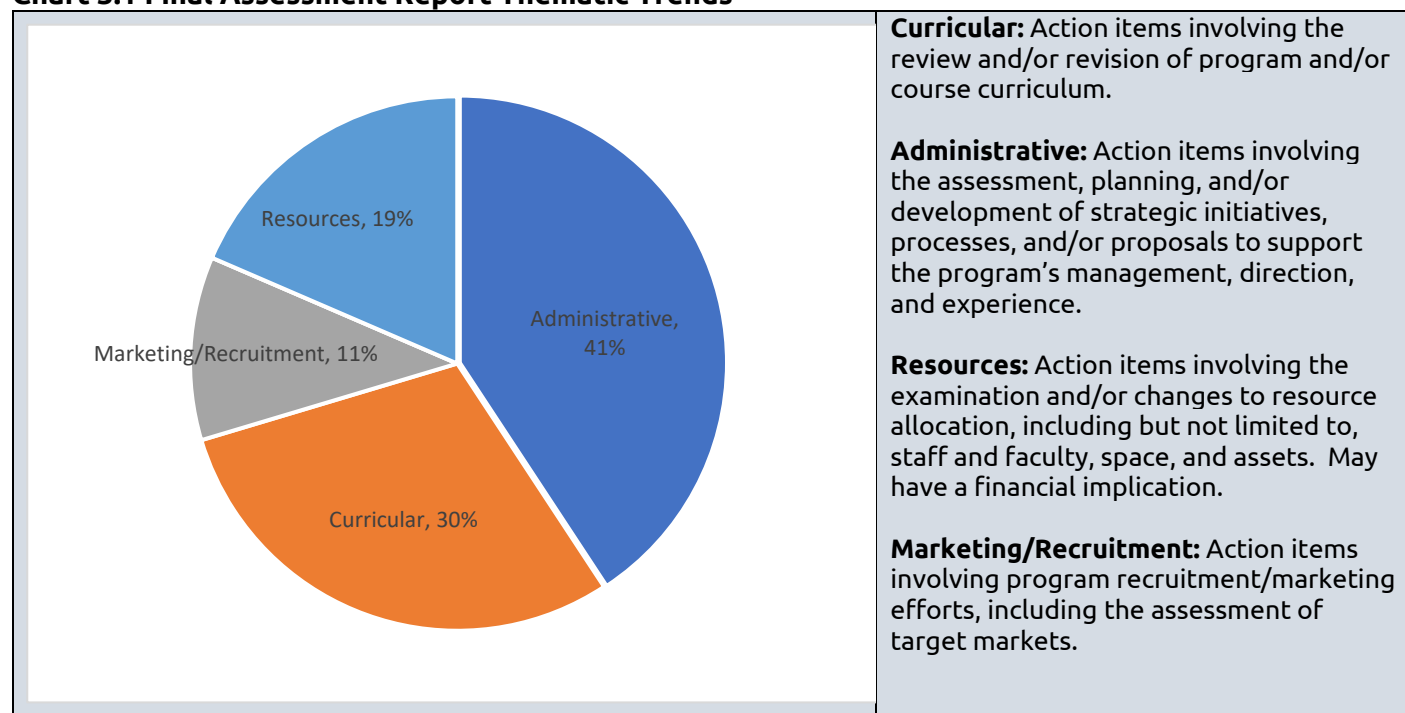
- Bachelor of Science (Hons), Biological Science
- Master of Information Technology
- MSc/PhD Modelling and Computational Science
- MSc/PhD Materials Science (collaborative program with Trent University)

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



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.

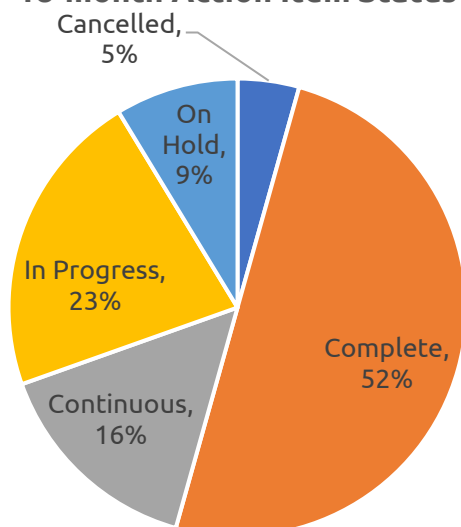
For 2024-2025, there were six 18-month follow-up reports completed as part of the cyclical program review process:

- 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

18-month Action Item Status



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.

Board

SESSION:Public ☒Non-Public ☐**ACTION REQUESTED:**Decision ☐Discussion/Direction
Information ☒**TO:** Board of Governors**DATE:** June 26, 2025**PRESENTED BY:** Eric Agius, Chair Strategy & Planning Committee**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 Board Strategy & Planning Committee 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 as well as the differentiated growth strategy.

SUPPORTING REFERENCE MATERIALS:

Continuous Learning Annual Report 2024-2025

Continuous Learning Annual Report 2024-2025

PREPARED BY: CONTINUOUS LEARNING

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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 issued¹, representing a 39% increase in program registrations over the previous year.

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 Summer Camp Offerings by Camp Type

| Total Camps Offered | Unique Offerings | In-Person | Virtual |
|---------------------|------------------|-----------|---------|
| 62 | 48 | 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* <i>*27 from previous offering</i> |
| 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* <i>*12 from previous year</i> |
| 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 <i>Certificate issued by partner.</i> |
| 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: <ul style="list-style-type: none"> • Certificate of Continuing Professional Studies (CPS) • Professional Enhancement Program (PEP) | 105 hours; 15 hours per micro-credential (7) | 2 | 0* <i>*A badge for each completed micro-credential is issued. Completion of all 7 micro-credentials, results in a University Certificate.</i> |

| 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/ABQ courses are available to OTC members only. | 12 individual courses | 176 | 64* <i>*Micro-credentials issued by request only. Starting Fall 2024.</i> |

| 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 <i>Spring/Summer 2025 END</i> |
| 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 <i>Spring/Summer 2025 END</i> |
| 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 <i>Certificate of completion.</i> |
| 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 <i>Certificate of completion.</i> |

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 (<i>Part A - 2023/24; Part C - 2025/26</i>) | 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.

BOARD REPORT

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
☐
☒

TO: Board of Governors

DATE: June 26, 2025

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

FROM: Strategy & Planning Committee (S&P)

SUBJECT: International Strategy Update

BOARD/COMMITTEE MANDATE:

The Committee is responsible for overseeing all aspects of the university's strategic planning efforts, including the implementation and assessment of these plans in the context of the university's vision, mission and values.

We are updating the Committee on our strategic approach to recruiting and/or enrolling international students. The purpose is to prompt further discussion on what additional strategies we need to consider and/or pursue going forward.

KEY CONSIDERATIONS:

Internationalization of higher education in Canada is in serious jeopardy, due to significant Federal policy changes. However, it is imperative that we continue to pursue and support an internationalization strategy.

BACKGROUND/CONTEXT:

Ontario Tech continues to retool our internationalization strategy in the wake of the recent immigration legislation that has capped graduate and undergraduate study permits and tarnished Canada's reputation as a premier study destination.

NEXT STEPS:

- By focusing on continuing to develop our international markets and focusing on the retention of our actively enrolled students, we are aiming to maximize our available enrolments despite the recently imposed federal government reductions.
- The AVP International is leading the university through a pivot to Transnational Education (TNE), and is developing a framework for future off shore education expansion.

SUPPORTING REFERENCE MATERIALS:

Slide Deck enclosed.



International Strategic Direction 2025-26



International Landscape



International Goals and Tactical Priorities

Year 2 of Federal Legislation Targeting International

- Immigration Refugees and Citizenship Canada (IRCC) continues to adjust to federal legislation that has capped and limited international students at the graduate and undergraduate level. These move have severely tarnished Canada's brand as a welcoming international study destination.
- IRCC visa approval rates have dropped to rates almost as low as during the pandemic, which has also had an impact on the overall application rates for study permits.
- Provincially, Ontario Tech's Provincial Attestation Letter (PAL) allocation was lower than desired, and we are one of only two institutions in the province that have issued ~60% of allocated PALs, (and we haven't opened our January intake yet).
- There are no signs things will get better as the newly formed government has announced a reduction of temporary residence to 5% of the Canadian population by 2026, (currently we are at 7.3%).



-48%

Study Permit
approval rates over
2023

48%

National **approval**
rate down from 60%
in 2023.

-35%

Decline in national
Study Permit
applications over
2023

-50%

Study Permit
application decline
for Ontario over 2023

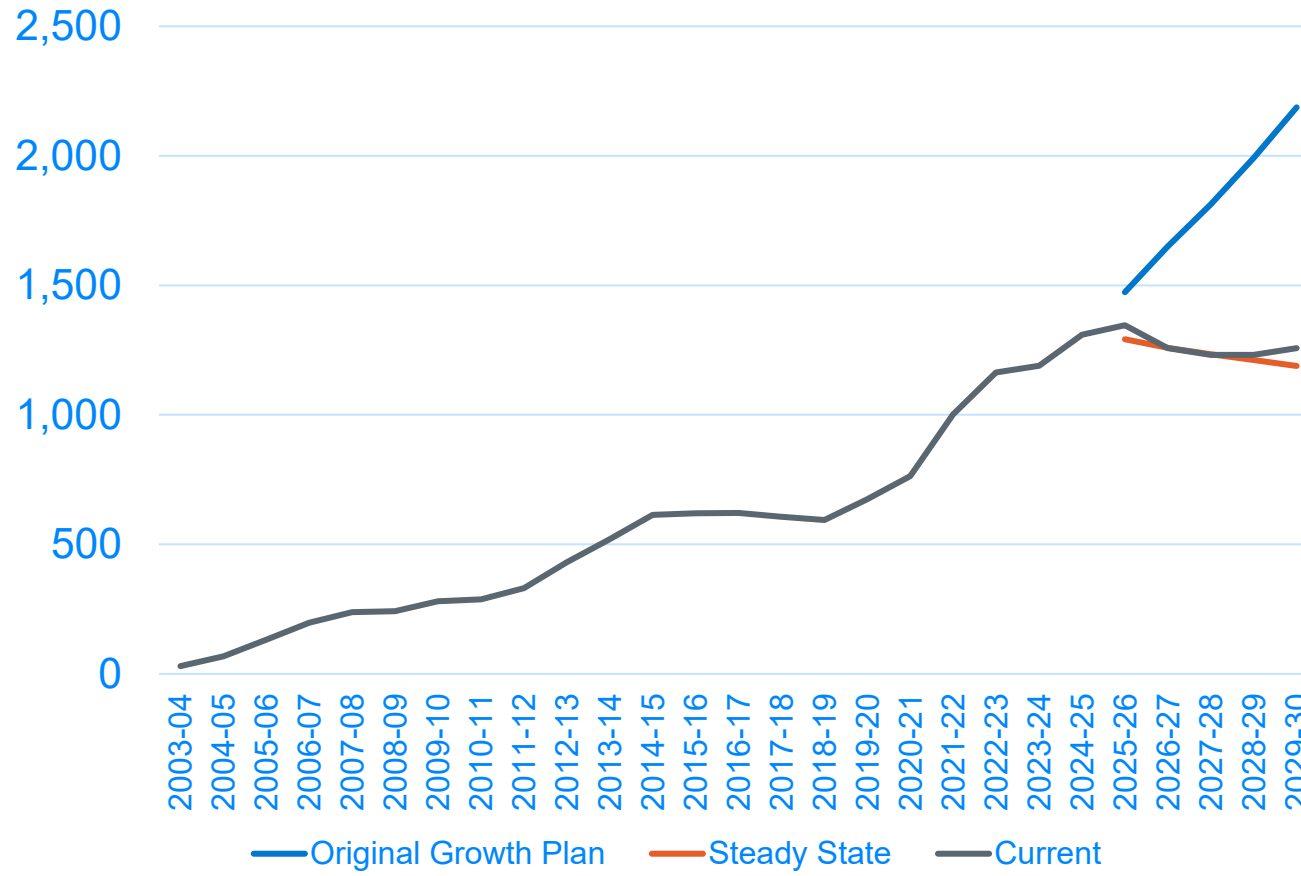




Ontario Tech Context

- Graduate Confirmations -14%
- Undergraduate confirmations -28%

International Enrolments and Forecast 2003-2029 (forecast)





International Goals and Tactical Priorities

- Continue to develop our off-shore markets to be ready for when the tide turns on international mobility
- Develop proactive immigration services with our certified immigration consultants to manage the fall out from the current federal legislation.
- Continue to enhance our international student retention of currently enrolled students, by evolving student development strategies such as immigration consulting, academic remediation and proactive advising.
- Pivot to transnational Education in order to export educational services opposed to import students.



Transnational Education

- Degree or Continuous Learning programs delivered across national borders, essentially the mobility of education programs and institutions opposed to the mobility of students. It encompasses various modes of delivery, including branch campuses, online learning, and joint programs, and involves partnerships between institutions, investors and governments in other countries.



Transnational Projects

- Actively working with offshore partners in multiple countries.
- Developing business models that can be ported to different partners.
- Managing risk by consulting with experts to help us move forward.

BOARD REPORT

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
☐
☒

TO: Board of Governors

DATE: June 26, 2025

PRESENTED BY: Laura Elliott, Board Chair

SUBJECT: Annual Board Chair Report

The 2024-2025 Board year was a fulsome and informative one as the Board of Governors fulfilled its role and responsibilities in supporting the University's advancement on its strategic priorities. The key theme throughout the year has been all about Looking Ahead – the Path Forward as the Board and its Committees provided governance oversight, made decisions and engaged in strategic conversations on topics integral to the continued growth and success of Ontario Tech University.

Key Highlights:

- Four (4) new external Governors, three (3) internal elected Governors joined the Board
- Participation in the Chancellors Challenge – Governors for Grads Team
- Focused strategic conversations at Board Meetings on:
 - Cybersecurity
 - Universities' Fiscal Climate
 - Looking Ahead – The Path Forward
 - Looking Ahead – Institutional Growth and Efficiencies
- Approval of 5 New Programs
- Approval of 1 Research Institute and 2 Research Centres
- Receipt of the MCU Efficiency and Accountability Review Final Report
- 2025-2026 Budget approval along with approval in principle of the multi-year plan
- Approval of 2025-2026 Tuition and Ancillary Fees
- Approval of the revised Audit & Finance Committee's Terms of Reference
- Governors attendance at 2024 Fall and 2025 Summer Convocations
- Governors attendance at a range of University hosted events
- Governors active involvement in the Tech with a Conscience Campaign
- Recognizing the Board of Governors Award Recipient
- Reports/updates from Board Committees including, but not limited to, Student Success/Growth; International Students; IARP progress; Research successes; Tech with a Conscience Campaign; Campus Master Plan; Digital Strategy
- Presentation on the WHO Collaborating Centre by Dr. Pierre Côté
- Annual Board Advance with the theme of AI and Governance