

Senate Agenda

Friday, May 14, 2021

10:30 a.m.

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWEk2NkphTzR6MFdmL1ZZUT09>

Meeting ID: 880 9246 1985

Passcode: 194317

1. Acknowledgement of the Traditional Territory

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

2. Approval of the Agenda

3. Adoption of the Minutes of the Senate Meeting of: April 9, 2021

4. Business Arising From the Minutes

5. Reading and Disposing of Communications

6. Reports From Other Bodies

- A.
 - (1) President
 - (2) Provost and Vice-President Academic and Research
 - (3) Vice-President Finance and Administration
 - (4) Board of Governors
 - (5) Alumni Advisory Board
 - (6) Council of Ontario Universities (Academic Colleague)
 - (7) Joint Board/Senate Committee on Governance
 - (8) NUSU
 - (9) Indigenization Steering Committee - A&S Ad Hoc Committee on Indigenization and Decolonization presentation
 - (10) Others
- B. Reports from Senate members

7. Question Period**8. Reports of Standing Committees and Faculty Councils****Senate Executive Committee**

Motion 1: That the Report of the Senate Executive Committee dated May 6, 2021 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated May 3, 2021 be received.

Faculty of Arts and Science**Indigenous Studies and Political Science****Non-substantive:**

Bank the Certificate in Indigenous Leadership.

Liberal Arts and Liberal Science Admission

Motion 2: That Senate approve to decrease the admission average to 60% for Liberal Arts and Liberal Science degrees, effective FW22 term.

Faculty of Education and Professional Studies**School of Business****Non-substantive:**

The name of ADMN 4206 be changed from International Management to International Business.

School of Nursing**Non-substantive:**

The course title for NURS 1006 Professional Self-Awareness be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 1006 Professional Self-Awareness be changed as outlined in the attached document and in line with the major modification proposal.

Motion 3: That Senate approve the learning objectives for NURS 1006 Professional Nursing 1 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 1016 Nursing and Health be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 1016 Nursing and Health be changed as outlined in the attached document and in line with the major modification proposal.

Motion 4: That Senate approve that the learning objectives NURS 1016 Introduction to Holistic Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The pre-/co- requisites for NURS 1037 Health Assessment be changed as outlined in the attached document and in line with the major modification proposal.

Motion 5: That Senate approve that the learning objectives NURS 1037 Health Assessment be changed as outlined in the attached document and in line with the major modification proposal.

Motion 6: That Senate approve that NURS 1516 Introduction to Health Concepts across the Lifespan be added to the academic calendar as outlined in the attached template in line with the major modification proposal.

Motion 7: That Senate approve that NURS 1707 Nursing Practice Experience 1 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 8: That Senate approve that NURS 1526 Introduction to Patho-pharmacology be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Year 2 Motions**Non-substantive:**

The course title for NURS 2016 Health Challenges be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The course description for NURS 2016 Health Challenges be changed as outlined in the attached document.

Motion 9: That Senate approve that the learning outcomes for the course NURS 2016 Care of Individuals and Families Experiencing Health Challenges be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 2047 Professional Foundations in Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 2047 Professional Foundations in Nursing be changed as outlined in the attached document.

Motion 10: That Senate approve that the learning outcomes for the course NURS 2047 Professional Nursing 2 be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 2036 Development of Nursing Knowledge be changed as outlined in the attached document and in line with the major modification proposal.

Motion 11: That Senate approve that the learning outcomes for the course NURS 2036 development of Nursing Knowledge be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 2037 Pharmacology be changed as outlined in the attached document and in line with the major modification proposal.

Motion 12: That Senate approve that the learning outcomes for the course NURS 2037 Advanced Patho-pharmacology be changed as outlined in the attached document.

Motion 13: That Senate approve that NURS 2706 Nursing Practice Experience 2 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 14: That Senate approve that NURS 2517 Therapeutic Relationships be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 15: That Senate approve that NURS 2707 Nursing Practice Experience 3 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Year 3 Motions:

Non-substantive:

The course title for NURS 3017 Maternal Child Care be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3017 Nursing Across the Lifespan 1 be changed as outlined in the attached document.

Motion 16: That Senate approve that the academic course outcomes for NURS 3017 Nursing Across the Lifespan 1 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3116 Research I be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3116 Qualitative Health Research be changed as outlined in the attached document.

Motion 17: That Senate approve that the academic course outcomes for NURS 3116 Qualitative Health Research be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3117 Nursing Research II be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3117 Quantitative Health Research be changed as outlined in the attached document.

Motion 18: That Senate approve that the academic course outcomes for NURS 3117 Quantitative Health Research be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3036 Transcultural Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3036 Transcultural Nursing be changed as outlined in the attached document.

Motion 19: That Senate approve that the academic course outcomes for NURS 3036 Culture, Diversity and Nursing Practice be changed as outlined in the attached document.

Motion 20: That Senate approve that the academic course outcomes for NURS 3007 Community Health Nursing be changed as outlined in the attached document.

Motion 21: That Senate approve that the NURS 3706 Nursing Practice Experience 4 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 22: That Senate approve that NURS 3707 Nursing Practice Experience 5 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 23: That Senate approve that NURS 3516 Population Health be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 24: That Senate approve that NURS 3536 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

- Motion 25: That Senate approve that NURS 3207 Concepts in Mental Health Nursing be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.
- Motion 26: That Senate approve that NURS 3517 Concepts in Maternal and Child Health be added to the academic calendar as outlined in the attached template.

Year 4 Motions:

Non-substantive:

The course title for NURS 4036 Complex Health Challenges be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4036 Complex Health Challenges be changed as outlined in the attached document.

- Motion 27: That Senate approve that the learning outcomes for the course NURS 4036 Advanced Care of Individuals with Multi-system Health Challenges be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4436 Concepts of Gerontological Nursing be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4436 Concepts of Gerontological Nursing be changed as outlined in the attached document.

- Motion 28: That Senate approve that the learning outcomes for the course NURS 4436 Nursing Across the Lifespan 2 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4067 Principles of Management, Leadership and Change be changed as outlined in the attached document and in line with the major modification proposal.

- Motion 29: That Senate approve that the learning outcomes for the course NURS 4067 Leadership and Change in Nursing Practice be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4126 Transition to Professional Practice be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4126 Transitions to Professional Practice be changed as outlined in the attached document.

- Motion 30: That Senate approve that the learning outcomes for the course NURS 4126 Transitions to Professional Practice be changed as outlined in the attached document.
- Motion 31: That Senate approve that NURS 4706 Nursing Practice Experience 6 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.
- Motion 32: That Senate approve that NURS 4704 Integrated Practicum be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.
- Motion 33: That Senate approve the approval of the BScN Major Modification Proposal as outlined in the attached document.

Canadore OTA/PTA Articulation Agreement

- Motion 34: That Senate approve that the transfer pathway to the Bachelor of Physical and Health Education for two-year Occupational Therapist Assistant and Physiotherapist Assistant graduates from Canadore College be approved.

Academic Quality Assurance and Planning Committee (AQAPC)

- Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated April 23, 2021 be received.
- Motion 2: That Senate approve that for Laurentian University students to be considered for a Nipissing University undergraduate degree, they must successfully complete at least 30 Nipissing University credits. In addition, students must successfully complete at least 25% of the required courses for each declared area of study; major (double or honours), specialization and minor with Nipissing University, with the following exceptions:
1. A student who applies for a Bachelor of Commerce degree must successfully complete 30 Nipissing Business credits.
 2. A student who applies for a Bachelor of Arts in Criminal Justice must successfully complete 30 Nipissing Criminal Justice credits.
 3. Students completing an Honours Double Major must successfully complete a minimum of 18 Nipissing credits in each Major.

If approved this policy will take effect immediately and will be temporary to assist Laurentian University students complete their degree. This policy will be valid until September 2024 at which point the need for it will be reviewed.

Teaching and Learning Committee

- Motion 1: That the Report of the Teaching and Learning Committee dated March 24, 2021 be received.

9. **Other Business**

10. **Amendment of By-Laws**

11. **Elections**

12. **New Business**

Motion 1: That Senate consider receipt of the Report on Graduation Applicants dated May 13, 2021.

Motion 2: That Senate receive the Report on Graduation Applicants dated May 13, 2021.

Motion 3: That Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated May 13, 2021.

13. **Announcements**

14. **Adjournment**

Nipissing University
Minutes of the Academic Senate Meeting
April 9, 2021
2:30 p.m.
Zoom Remote Conferencing

Members Present:

C. Sutton (Interim Chair), A. Vainio-Mattila, J. McAuliffe, P. Maher, P. Radia, D. Iafrate, N. Black

A. Ackerman, A. Burk, D. Campbell, N. Colborne (Speaker), S. Connor, H. Earl, A. Hatef, L. Hoehn, N. Kozuskanich, K. Lucas, C. McFarlane, S. Renshaw, M. Saari, M. Tuncali, R. Vernescu, S. Winters, H. Zhu

J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay, R. Hoffman, T. Horton, A. Kociolek, D. Lafrance Horning, T. McParland, L. Peachey, P. Ravi, G. Raymer, A. Schinkel-Ivy, T. Sibbald, A. Wagner

C. Irwin, O. Pokorny

K. Wilcox, B. Ray

E. Lougheed

H. Mackie, M. King, C. Foster, S. Pecoskie-Schweir

Absent With Regrets:

J. Nadeau

M. Litalien, S. Srigley

P. Zou

S. MacCarthy, A. Locke

Approval of the Agenda of the Senate Meeting of: April 9, 2021

Motion 1: Moved by H. Earl, seconded by C. McFarlane that the agenda of the Senate meeting of April 9, 2021 be approved
Carried

Adoption of the Minutes of the Senate Meeting of: March 12, 2021

Motion 2: Moved by S. Winters, seconded by N. Kozuskanich that the minutes of the Senate meeting of March 12, 2021 be adopted with revisions.
Carried

The Speaker opened the meeting with a welcome to the traditional territory:

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishnabek. We respect and are grateful to hold this event on these lands with all our relatives.

Business Arising From the Minutes

The Director of Institutional Planning and Analysis provided a presentation that included an updated version of the SMA3 dashboard. The presentation is attached to the minutes.

The Dean of Teaching provided an update on the Lockdown Browser. Recognizing the need for on-line testing, he advised that the Teaching and Learning Committee will take the guidance received so far and have conversations with NUSU, the Registrar's Office, and the LST's, to determine the next steps. A checklist of guidelines of what faculty can do to assist and meet the needs of students using on-line testing will be developed.

The Director of External Relations provided a presentation that addressed the impact of COVID-19 on the charitable sector in Canada and Advancement's Response to COVID-19. Updates were also provided on the Student Emergency Fund, comprehensive campaign funding initiatives, and campaign implementation progress. The presentation is attached to the minutes.

In response to a request that this presentation also be provided to the Board of Governors, and that regular updates be provided at Senate meetings, the President advised that further discussion of this request will take place at the Senate Executive Committee meeting.

Reading and Disposing of Communications

A summary of continued correspondence between the Caucus of Racialized Persons and the President's office was included in the Senate agenda. The President encouraged Senators to review the documentation for discussion at future Senate meetings.

In response to a question as to whether NU has a staff position that supports EDI initiatives, the President advised that the Tri Council created funding opportunities to strengthen institutional EDI capacity. \$50,000 was received to support the role of an HR Generalist to focus on EDI initiatives.

Reports From Other Bodies

The Interim President provided a funding update. In recognition of significant challenges, the Ministry has announced a one-time \$106.4 million Support Fund for Postsecondary Institutions to address COVID-19 related expenses at the most financially impacted institutions. NU will receive \$2.9M through this funding envelope. We have until June 30 to allocate these funds and we are looking at expenditures related to student supports, supports for on-line learning and modifications to physical spaces, etc. She also advised that over the past six weeks, NU has received over \$492,000 in new funding and grant announcements to support student services, success and wellbeing into next year. With four of the announcements still under an embargo from the funding sources, the specific details are unable to be shared at this time. Although specific details can't be shared, it can be advised that approximately \$282,000 is specifically targeted towards multiple mental health initiatives at NU, and approximately \$210,000 is targeted towards accessibility and career related supports. In addition to the \$492,000, Nipissing students will benefit from approximately \$230,000 in joint campus Mental Health

programming and initiatives with Canadore College. We look forward to being able to share the details of these funding and grants announcements in the future.

The President also advised that the [provincial government announced](#) an imposed province-wide stay-at-home order for a period of four weeks. As a result, NU will remain in Phase 0- Restricted Campus Access of its [Return to Campus Framework](#) for the duration of the stay-at-home order.

The Provost and Vice-President Academic and Research began her report by advising that our BSc Honours and BSc Specialization in Data Science submission has been approved by the Ministry. She was also pleased to announce the following:

- Stephen Tedesco, NU Director of Institutional Planning and Analysis, was successful in winning a \$30,000 grant from ONCAT's Data Linkages Project for work on the NSSE survey;
- SSHRC SIG grants were awarded to Dr. Greer, Dr. McCullough, and Dr. Anyinam. An earlier SIG grant was awarded to Dr. Atari in January;
- Our Research Support Fund for 2021/22 will be \$526,191 (an increase from \$508,493 in 2020/21). It is based on the 3 year floating average of \$992,381.32 tri agency (NSERC, SSHRC, CIHR) funding;
- We have received notification of success in the competition for Virtual Learning Strategy funding, in which we were successful in four applications as a lead institution and in at least eight as a collaborating institution;
- SSHRC results are in, and we are waiting for the NSERC results. The details are embargoed and the results will be announced at the next Senate meeting;
- The successful candidate for the Senior Instructional Designer was Heather Carroll. The expectation is that among other things, this position will be key to NU developing a system for micro-credentials. Heather holds an Ed.M. in Teaching & Learning from the Harvard Graduate School of Education, and a M.Ed. in International Higher Education from Loyola University Chicago. She comes to us from the position of the Director of Virtual Teaching and Learning Centre at the Maple League of Universities, a consortium of small liberal arts colleges in Eastern Canada.
- Canada Research Chairs:
 - Environment and Climate Change - committee recommendation is expected shortly;
 - Health – the CRC Advisory Committee met and will communicate the outcome and institutional strategy with different stakeholders shortly.

Once information is received, it will be shared with a university wide communication.

- The Summer 2021 Undergraduate Student Research Awards (USRA) competition is now open. The objective of the Natural Sciences and Engineering Research Council (NSERC) Undergraduate Student Research Award (USRA) is to nurture and fully develop undergraduate students' potential for a research career in the natural sciences and engineering. The USRA's are also meant to encourage students to undertake graduate studies in these fields. The application deadline is April 21, 2021.

The Provost expressed her congratulations to all who developed, delivered, and participated in Research Month. Most of the events took place in March, but it is worth visiting the website at (<https://www.nipissingu.ca/research/month>) as there are links to videos on faculty research, as well as a link to the 3MT event which will take place in May.

The Assistant Vice-President Finance and Infrastructure was recognized by the Speaker and provided an update. She advised that with only a few short weeks left in the 2021 fiscal year ending April 30, there are no material changes to the projections that were presented at earlier

Senate meetings. Work continues on the budget for the 2021-2022 fiscal year, and it is anticipated that the draft budget will be finalized and sent to the Audit & Finance Committee at the end of this month.

The Alumni Advisory Board representative, Erika Lougheed, provided a report. The report is attached to the minutes.

The Senate representative on the Joint Board/Senate Committee on Governance, Dr. Darren Campbell, reported that discussions have taken place on congeniality and transparency. The NUSU student representative on the committee, Hannah Mackie, advised that NU is one of the only universities that includes student representatives on Senate and HR committees.

The NUSU President, Hannah Mackie, provided a report. The report is attached to the minutes.

As the Indigenization Steering Committee has not met in some time and currently there is no active university committee that reports to Senate, a discussion took place at the April 1 Senate Executive meeting on how best communication could be shared with Senate.

Senator Radia, Dean of the Faculty of Arts and Science, informed Senate that, complementing the work of the Indigenization Steering Committee, an Arts and Science Ad Hoc Committee on Indigenization and Decolonization was established in 2019 and approved by the A&S Faculty Council. The mandate of the Committee is part of the Faculty of Arts and Science Recommendations document (approved in 2019 by the Arts and Science Faculty Council).

The Committee, led by Dr. Cindy Peltier, consists of the following members: Drs. Carly Dokis, Gyllie Phillips, Katrina Srigley, Leslie-Thielen-Wilson, and Wayne Borody. Drs. Tyson Stewart and Nancy Stevens have also recently contributed to the committee discussions.

The Committee was struck to report on the Truth and Reconciliation Commission work that has been done and continues to be done in Arts and Science. The Committee submitted a preliminary report with its recommendations on May 31, 2020. Among the recommendations are the following commitments:

- commitment to tracking and implementing TRC recommendations and decolonizing methodologies in the A&S programs and curricula;
- commitment to adequate funding and supports of the indigenization and decolonizing process;
- commitment to proper training on the culture and ethics of relationship-building.

Senator Radia provided a notice of presentation by the Arts and Science Ad Hoc Indigenization and Decolonization Committee for the next Senate meeting.

Question Period

In response to a question as to why some colleges received more COVID-19 funding than some universities did, the President advised that funding was based on how much money institutions spent. For example, a higher level of spending would be required to retrofit some programs. Money in reserves was also taken into consideration.

In response to a question regarding why faculty members have to request enrolment data from their Faculty Chair in order to make decisions, the Provost advised that academic planning takes place at the department level. It was noted that enrolment data used to be accessible to all faculty members. The Director of Institutional Planning and Analysis advised that this information used to be accessible via the intranet, but these program licenses come at a cost. A

scaled up agreement for licensing is being looked at, whereby all users could have access to the data. In the interest of democracy, transparency and the sharing of information publicly, administrators were asked to make enrolment data accessible so that informed questions can be asked.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by C. Sutton, seconded by C. McFarland that the Report of the Senate Executive Committee dated April 1, 2021 be received.
Carried

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 4: Moved by A. Vainio-Mattila, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated March 19, 2021 be received.
Carried

By-Laws and Elections Committee

Motion 5: Moved by T. Sibbald, seconded by D. Campbell that the Report of the By-Laws and Elections Committee dated March 24, 2021 be received.
Carried

Senate Budget Advisory Committee

Motion 6: Moved by A. Vainio-Mattila, seconded by C. Anyinam that the Report of the Senate Budget Advisory Committee dated March 8, 2021 be received.
Carried

Teaching and Learning Committee

Motion 7: Moved by G. Raymer, seconded by J. Allison that the Report of the Teaching and Learning Committee dated February 24, 2021 be received.
Carried

New Business

To acknowledge Nipissing University's Senate support of Laurentian University, the following motion was presented:

Motion 8: Moved by S. Winters, seconded by T. Horton that whereas a first principle for university quality and integrity is expressed in the bicameral governance structure shared between the Board of Governors and the Academic Senate, a process clearly identified in the Nipissing University Act and Laurentian University Act; and

Whereas Senators have a right and responsibility to generate and evaluate decisions, including such decisions as program restructuring or cancellation, affecting the academic integrity of the university openly and democratically within this governance structure,

Be it resolved that the Nipissing University Senate affirm its own support for the Senate of Laurentian University's avowal of its power and responsibility to pronounce on the academic integrity of the proposals that come before it, and

Be it further resolved that the Nipissing University Senate express strong concern with the Companies' Creditors Arrangement Act (CCAA) process at Laurentian that has effectively by-passed transparency and academic decision-making.

Carried Unanimously

Adjournment

Senate was adjourned at 4:10 p.m.

.....
C. Sutton (Interim Chair)

.....
S. Landriault (Senate Secretary)

Strategic Mandate Agreement 3

WGU Corridor Tracking

Eligible WGU's

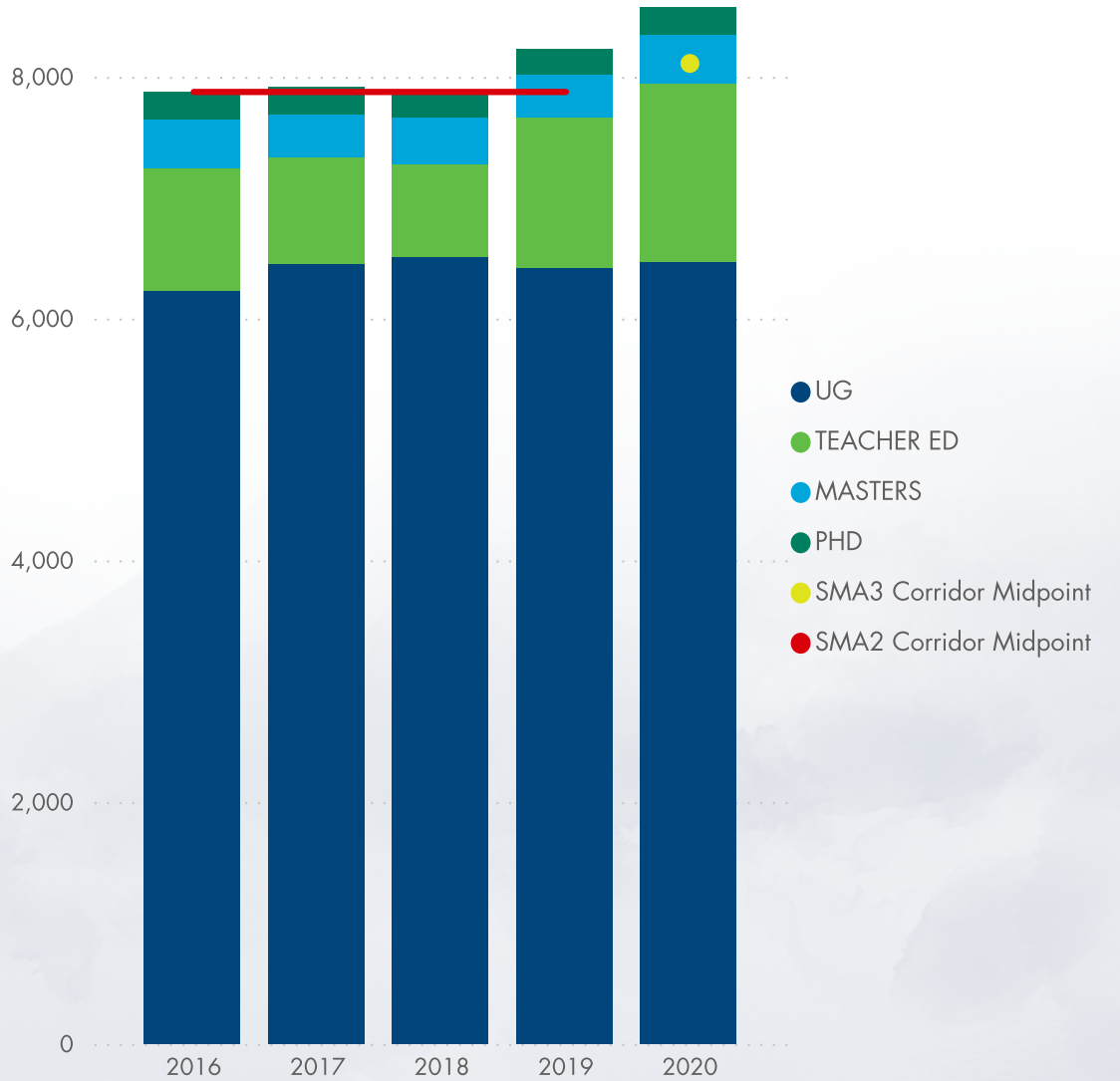
YEAR	UG	TEACHER ED	MASTERS	PHD	TOTAL	MOVING AVERAGE
2016	6,236.56	1,006.10	403.28	228.80	7,874.74	
2017	6,449.36	886.62	351.94	227.20	7,915.12	7,874.74
2018	6,511.81	761.47	394.26	214.40	7,881.94	7,882.82
2019	6,423.20	1,241.93	355.72	211.20	8,232.05	7,884.26
2020	6,471.14	1,475.95	403.28	228.80	8,579.16	7,955.72

2021 MODEL - ENTER A 2020 TOTAL WGU VALUE INTO THE BOX BELOW TO SEE THE UPDATED MOVING AVERAGE:

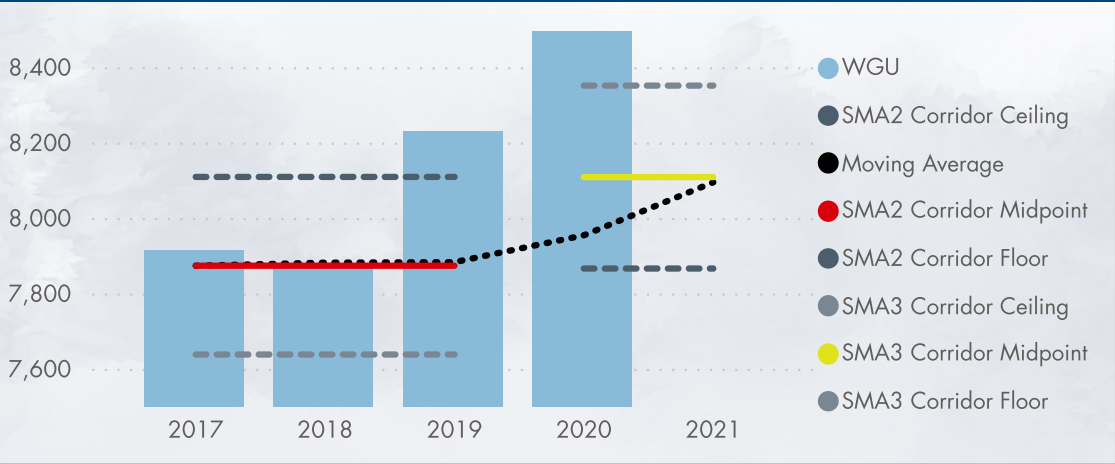
8581

8,096.97

2021 MOVING AVERAGE



WGU Corridor Close-Up



Strategic Mandate Agreement 3

Performance-Based Funding - Notional Allocation

SMA YEAR	2020-21		2021-22		2022-23		2023-24		2024-25	
METRIC	Weight	Notional Allocation	Weight	Notional Allocation	Weight	Notional Allocation	Weight	Notional Allocation	Weight	Notional Allocation
METRIC 1: Graduate Employment Rate in a Related Field	10%	\$856,338	5%	\$581,505	5%	\$717,803	5%	\$854,101	5%	\$922,250
METRIC 2: Institutional Strength/Focus	35%	\$2,997,183	30%	\$3,489,028	10%	\$1,435,606	10%	\$1,708,202	10%	\$1,844,500
METRIC 3: Graduation Rate	10%	\$856,338	5%	\$581,505	5%	\$717,803	5%	\$854,101	5%	\$922,250
METRIC 4: Community/Local Impact	25%	\$2,140,845	30%	\$3,489,028	20%	\$2,871,211	20%	\$3,416,404	20%	\$3,689,000
METRIC 5: Institution-Specific (Economic Impact)	10%	\$856,338	10%	\$1,163,009	20%	\$2,871,211	20%	\$3,416,404	20%	\$3,689,000
METRIC 6: Research Funding & Capacity: Federal Tri-Agency Funding Secured	10%	\$856,338	5%	\$581,505	5%	\$717,803	5%	\$854,101	5%	\$922,250
METRIC 7: Experiential Learning			5%	\$581,505	20%	\$2,871,211	20%	\$3,416,404	20%	\$3,689,000
METRIC 8: Innovation: Research Revenue from Private Sector Sources			5%	\$581,505	5%	\$717,803	5%	\$854,101	5%	\$922,250
METRIC 9: Graduate Employment Earnings			5%	\$581,505	5%	\$717,803	5%	\$854,101	5%	\$922,250
METRIC 10: Skills and Competencies					5%	\$717,803	5%	\$854,101	5%	\$922,250
TOTAL	100%	\$8,563,380	100%	\$11,630,093	100%	\$14,356,056	100%	\$17,082,019	100%	\$18,445,001

Strategic Mandate Agreement 3

Metric 1: Graduate Employment Rate in a Related Field

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: MTCU Ontario University Graduate Survey (OUGS)

Calculation Methodology: *Numerator* - Number of graduates who are both a) employed/self-employed full time and b) answered that their job is "closely related" or "somewhat related" to skills developed at university - divided by - *Denominator* - Number of OUGS respondents employed/self-employed full time.

Inclusions: Domestic, International, Full-Time, Part-Time, Undergraduate, Online, Self-Employed Graduates, Collaborative Nursing.

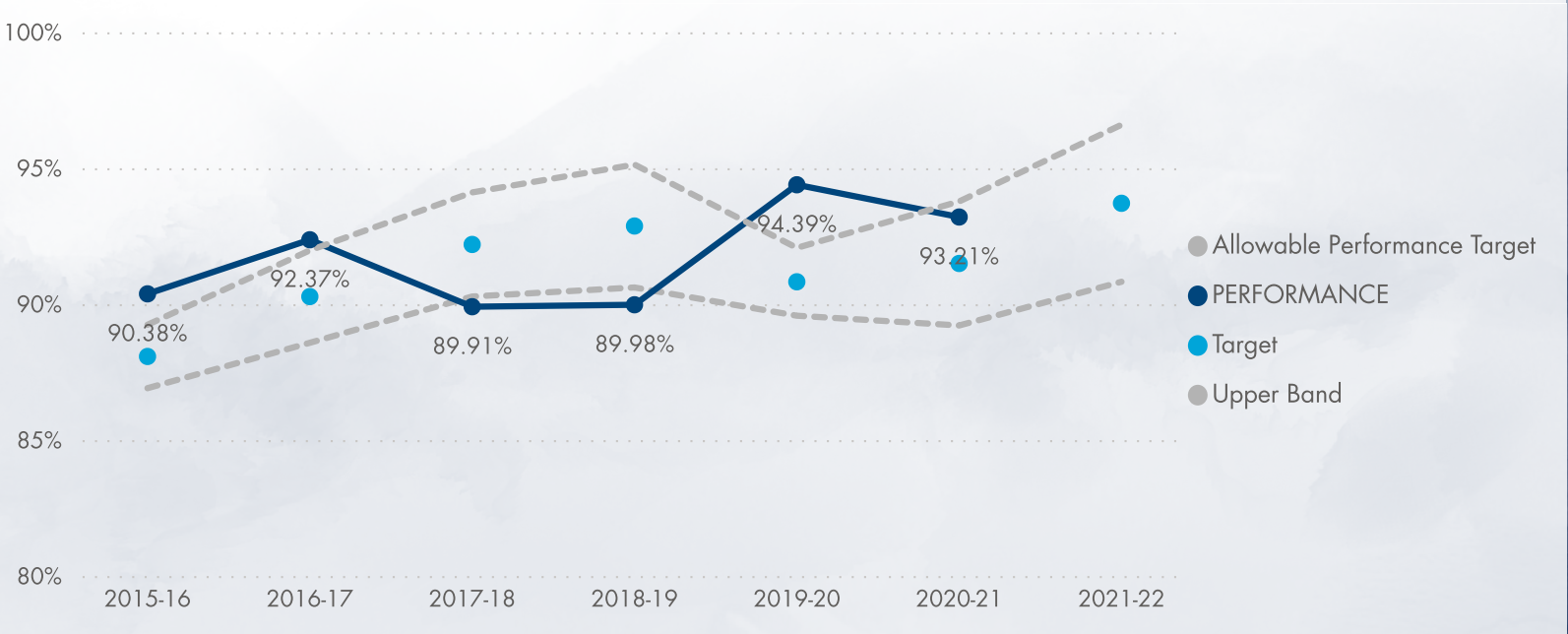
Exclusions: Graduate.

Reporting Period: Two years after graduation (ie. 2017-18 data represents employment rate of 2015 graduates after two years). Data is collected and tabulated between November and may of an academic year, and available for use/release at the beginning of the next academic year.

Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.

Notes: "Employed graduates" in this case refers to those who are in a paid job, or self employed, working 30+ hours a week. It does not include respondents who, at the time of survey, had been offered a job starting at a later date.

Year	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2015-16			103.99%		
2016-17			104.28%		
2017-18			99.58%		
2018-19			99.30%		
2019-20			105.38%		
2020-21	10%	\$856,338	104.47%	\$856,338	
2021-22	5%	\$581,505			
2022-23	5%	\$717,803			
2023-24	5%	\$854,101			
2024-25	5%	\$922,250			



Strategic Mandate Agreement 3

Metric 2: Institutional Strength/Focus - Education

Education includes: FORPOS 139, 142, 190, 273, 439

Definition: Proportion of enrolment in an institution's program area(s) of strength.

Data Source: University Statistical and Enrolment Report (USER), Enrolment data collection

Calculation Methodology: *Numerator* - Total Enrolment (FFTEs, domestic and international) in Program Area of Strength - divided by - *Denominator* - Total Institutional Enrolment (FFTEs, domestic and international).

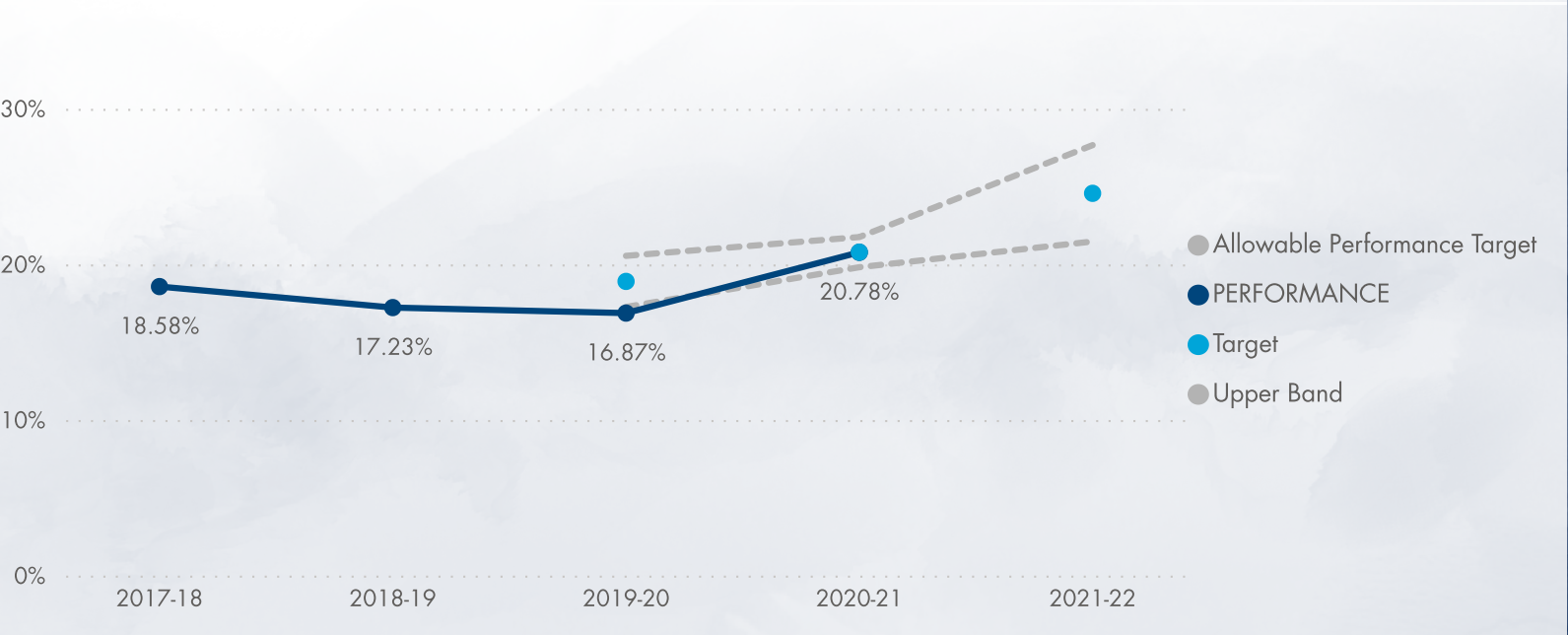
Inclusions: Collaborative Nursing; Affiliates; Undergraduate FFTE(All terms Fiscal Year, Spring/Summer, Fall, Winter); Graduate FFTE (Fall and Summer Fiscal Year).

Reporting Period: All term undergraduate and Summer/Fall graduate students (data available in June/July), evaluated with a one-year lag.

Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.

***Minimum band of tolerance is 3%.*

Year	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2019-20			97.72%		
2020-21	35%	\$2,997,183	104.83%	\$2,997,183	
2021-22	30%	\$3,489,028			
2022-23	10%	\$1,435,606			
2023-24	10%	\$1,708,202			
2024-25	10%	\$1,844,500			



Strategic Mandate Agreement 3

Metric 3: Graduation Rate

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

Calculation Methodology: Using the ministry Key Performance Indicator graduation rate the methodology involves the selection of new, full-time, year one undergraduate students on the Fall enrolment file, with a valid and unique student ID, and seeking a bachelor/first professional degree (*Denominator*). The subset is matched against students who received a degree (in any program) from the same institution during the most current 7 years (*Numerator*). Note that the ministry will use this methodology until the metric can be adjusted for OEN-based student mobility data (expected 2022-23).

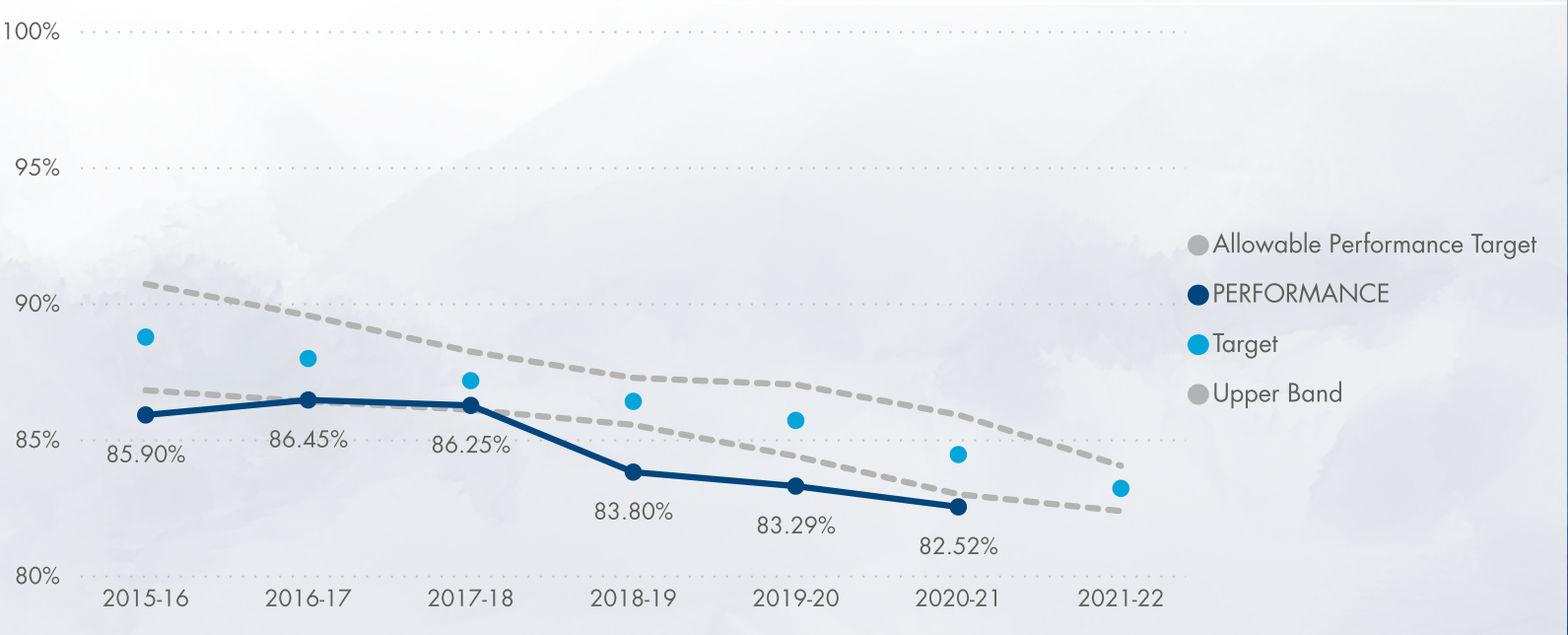
Inclusions: Domestic, International, Full-Time, Undergraduate, Online, Collaborative Nursing;

Exclusions: Part-Time, Graduate.

Reporting Period: Year of graduation (eg. 2011 entering cohort graduated as of 2018 calendar year).

Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.

Year	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2015-16			98.95%		
2016-17			100.06%		
2017-18			100.18%		
2018-19			97.97%		
2019-20			98.70%		
2020-21	10%	\$856,338	99.44%	\$851,557	(\$4,781)
2021-22	5%	\$581,505			
2022-23	5%	\$717,803			
2023-24	5%	\$854,101			
2024-25	5%	\$922,250			



Strategic Mandate Agreement 3

Metric 4: Community/Local Impact of Student Enrolment

Definition: Institutional enrolment share in the population of the city(cities)/town(s) in which the institution is located.

Data Source: University Statistical and Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)

Calculation Methodology: *Numerator* - Institution's total headcount enrolment (full and part time, domestic and international) - divided by *Denominator* - Population (15 to 64 year-old) of the city(cities)/town(s); Census Divisions, Census Subdivisions, and/or Census Metropolitan Areas as per geographic classification used by Statistics Canada in which the institutional campuses are located, using 2016 Census data.

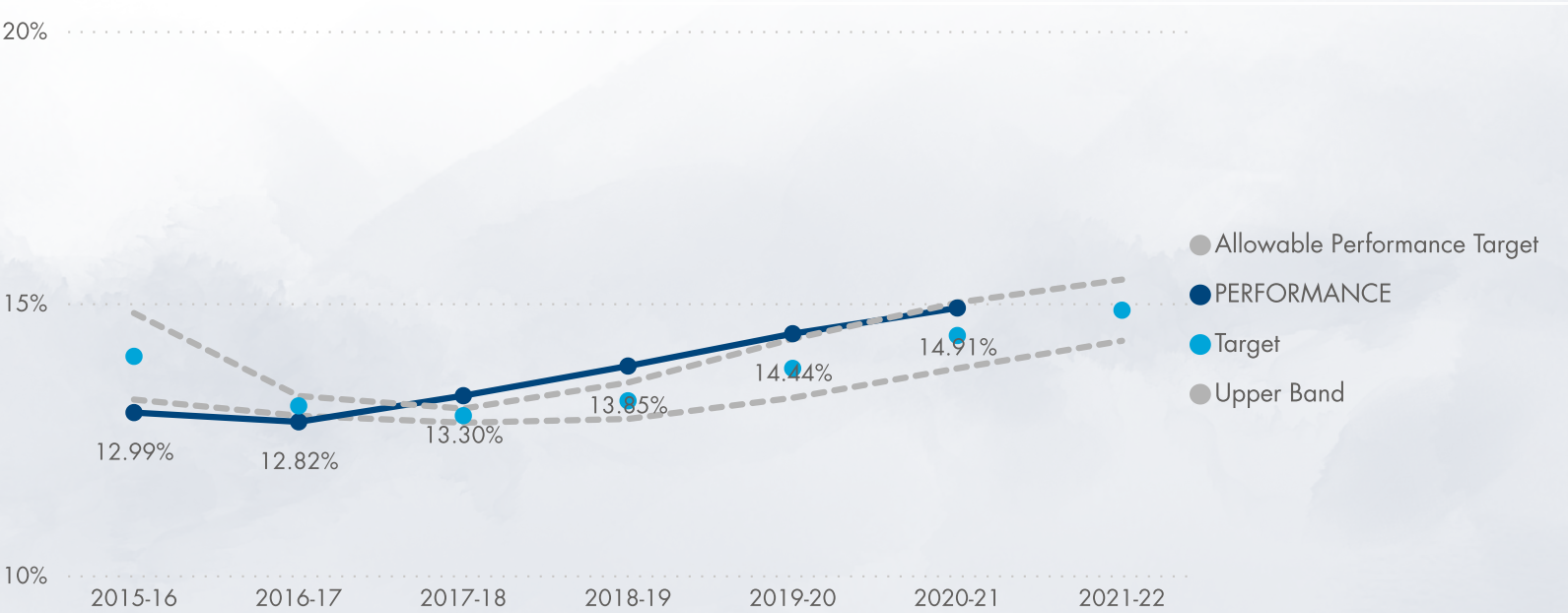
Note that 2016 Census population will be used as the denominator for the duration of SMA3.

Inclusions: Domestic, International, Full-Time, Part-Time, Undergraduate, Graduate.

Reporting Period: Fall term enrolment (data available by February) and population data is Census 2016.

Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.

Year	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2015-16			98.19%		
2016-17			99.14%		
2017-18			103.88%		
2018-19			107.55%		
2019-20			108.89%		
2020-21	25%	\$2,140,845	108.04%	\$2,140,845	
2021-22	30%	\$3,489,028			
2022-23	20%	\$2,871,211			
2023-24	20%	\$3,416,404			
2024-25	20%	\$3,689,000			



Strategic Mandate Agreement 3

Metric 5: Institution-Specific (Economic Impact)

Definition: Economic Impact of students enrolled at Nipissing from outside North Bay based on the following Ontario average household expenditures: food, rent and public transportation

Data Source: University Statistical and Enrolment Report (USER), Enrolment data collection; OUAC; Statistics Canada table 11-10-0222-01 (Household spending, Canada, regions and provinces)

Calculation Methodology: Total enrolment headcount of students with a home postal code unlike P1A, P1B, or P1C (OUAC) * average annual Ontario household spend (Statscan)

Inclusions: Students who applied to the institution through OUAC with a 101, 105, PTIME or TEAS application type.

Exclusions: Students who did not apply through OUAC, Students with missing home postal code/zip in OUAC.

Reporting Period: Fall term enrolment

Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.

SMA YEAR	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2017-18			101.65%		
2018-19			102.27%		
2019-20			101.95%		
2020-21	10%	\$856,338	107.95%	\$856,338	
2021-22	10%	\$1,163,009			
2022-23	20%	\$2,871,211			
2023-24	20%	\$3,416,404			
2024-25	20%	\$3,689,000			



Strategic Mandate Agreement 3

Metric 6: Research Funding & Capacity: Federal Tri-Agency Funding Secured

Definition: Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities.

Data Source: Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)

Calculation Methodology: *Amount:* Tri-Agency funding
Proportion: Numerator - Tri-Agency funding per university - divided by Denominator - Total Tri-Agency funding, Ontario universities, 3-year rolling average, one-year slip.

Inclusions: Research grants from the the three federal research granting agencies - SSHRC, NSERC, and CIHR - and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities received by universities and their affiliates such as research institutes, hospitals and other affiliates as confirmed by the university in the annual validation of affiliated institutions conducted by TIPS.

Exclusions: Funding for research chairs, fellowships, scholarships, awards and prizes.

Reporting Period: Fiscal Year

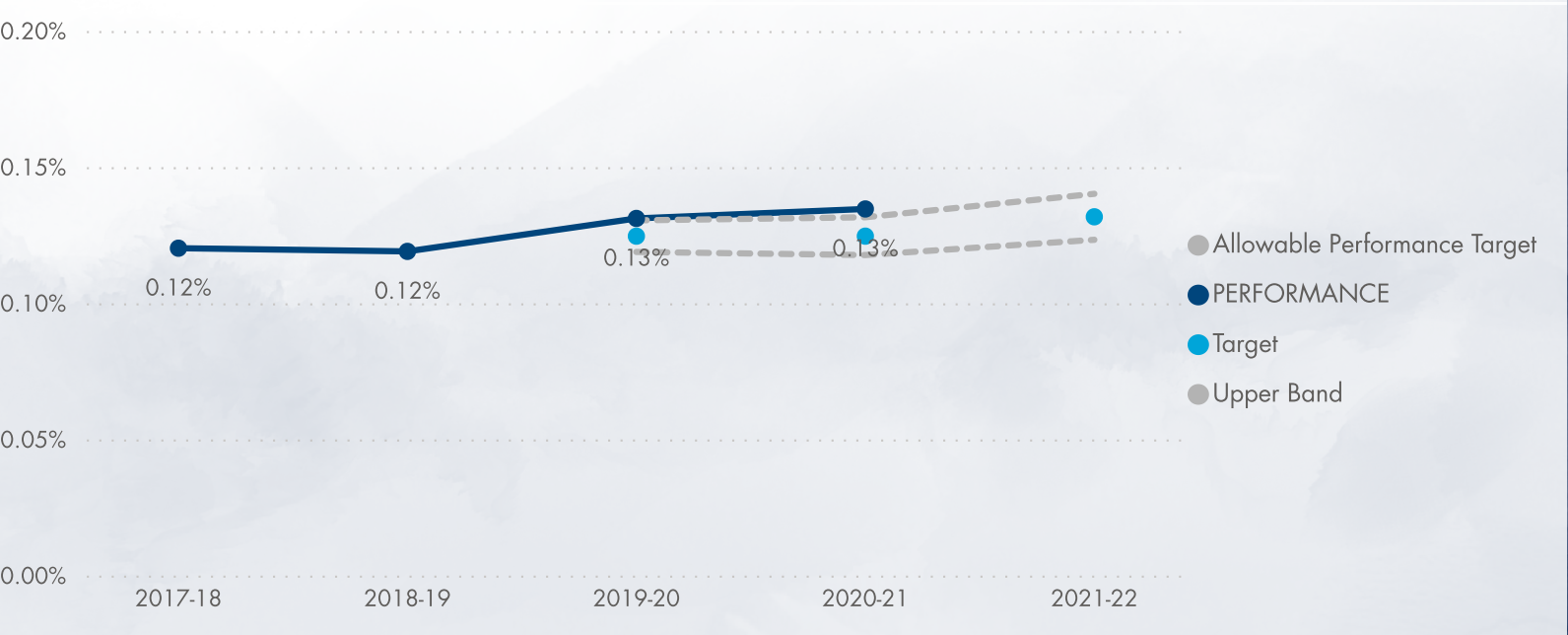
Metric will be activated for performance/outcomes-based funding in Year 1 of SMA3, 2020-21.

Note: For performance/outcomes-based funding calculation, only proportions will be used.

****This metric is calculated based on the rolling average of three years, one-year slipped.****

*****Minimum band of tolerance is 4%.**

Year	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2019-20			110.35%		
2020-21	10%	\$856,338	114.38%	\$856,338	
2021-22	5%	\$581,505			
2022-23	5%	\$717,803			
2023-24	5%	\$854,101			
2024-25	5%	\$922,250			



Strategic Mandate Agreement 3

Metric 7: Experiential Learning

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

Calculation Methodology: *Count:* Graduates of undergraduate programs who participated in at least one course with required experiential learning component(s). *Proportion:* *Numerator* - Number of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s) - divided by *Denominator* - Total number of graduates.

Inclusions: Domestic, International, Full-Time, Part-Time, Undergraduate, Collaborative Nursing.

Exclusions: Graduate, Online**.

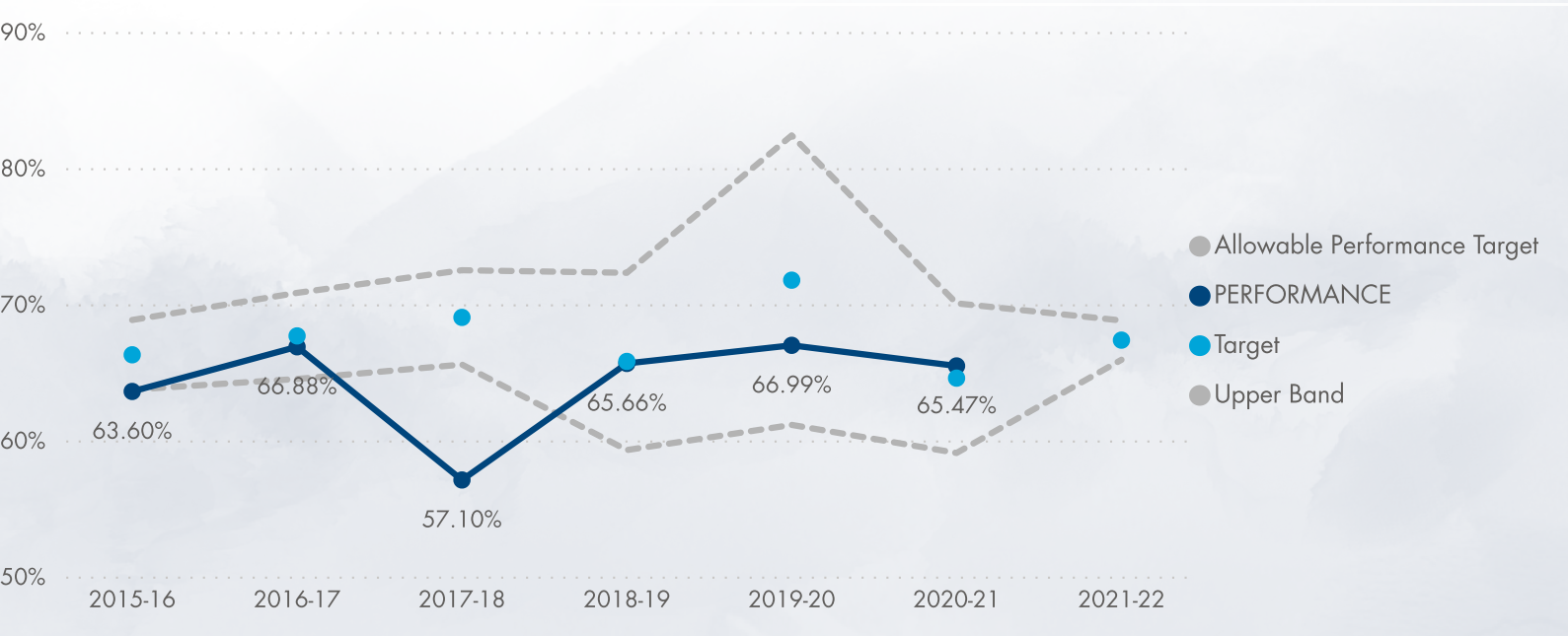
Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.

Note: For performance/outcomes-based funding calculation, only proportions will be used. For the purposes of SMA3 reporting, universities should follow the following guidelines:

- EL activity is a component of a for credit course in an undergraduate program.
- EL activity is tracked at the individual-level (ie. an institution must be able to determine if a graduate participated in EL).
- EL activity is structured and meaningful (ie. verified or evaluated and count towards course credit or credential completion).

**Includes BSCN.NURS.RPN.DIST

Year	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2015-16			99.78%		
2016-17			103.66%		
2017-18			87.07%		
2018-19			110.73%		
2019-20			109.56%		
2020-21			110.82%		
2021-22	5%	\$581,505			
2022-23	20%	\$2,871,211			
2023-24	20%	\$3,416,404			
2024-25	20%	\$3,689,000			



Strategic Mandate Agreement 3

Metric 8: Research Revenue Attracted from Private Sector Sources

Definition: Total research revenue attracted from private sector and not-for-profit sources.

Data Source: Council of Ontario Finance Officers (COFO)

Calculation Methodology: Based on aggregated revenue amounts for Sponsored Research fund group by universities through the COFO Financial Report, in Table 11 - Donations, Non-Government Grants and Contracts.

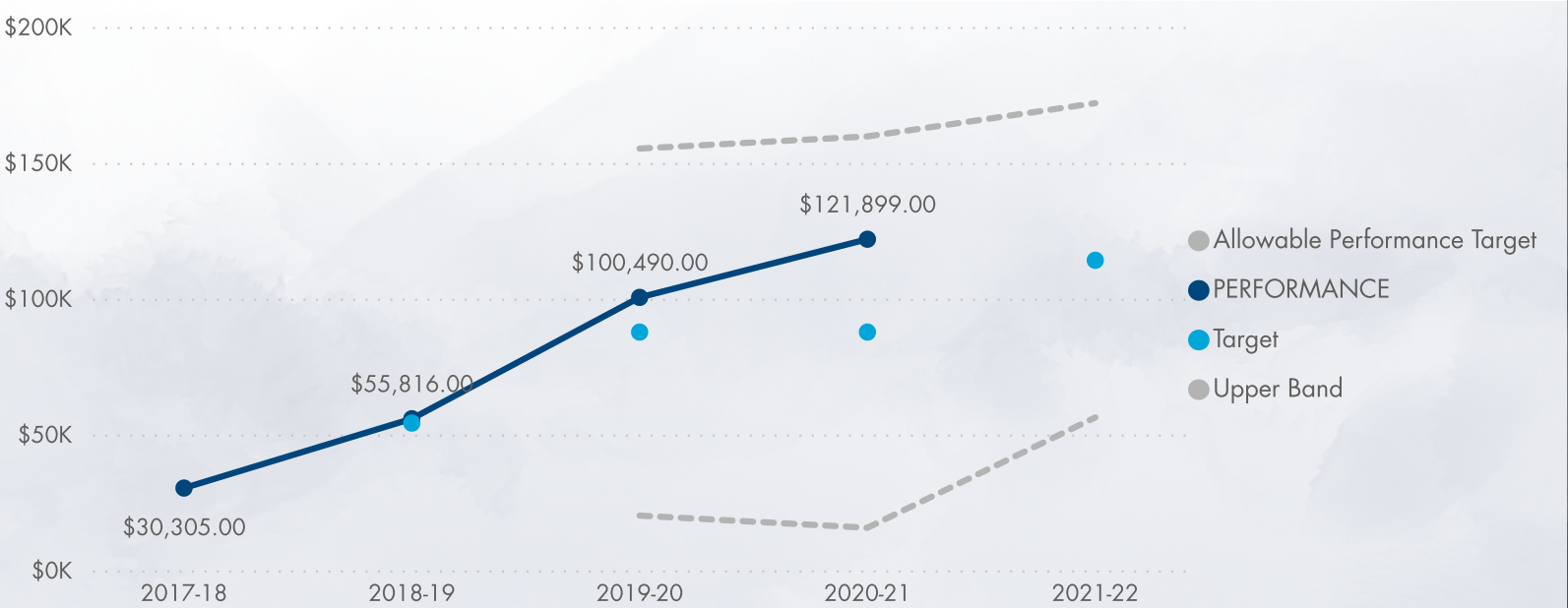
Inclusions: Total sponsored research revenue as reported in COFO Table 11 from donations, non-government grants and contracts received from individuals, business enterprises, foundations, and not-for-profit organizations, from both consolidated and not-consolidated entities.

Exclusions: In-kind contributions; Revenues from the following fund groups as reported in COFO Table 11: Capital, Trust, Operating, Other (Non-Credit), Ancillary and Endowment.

Note: **This metric is calculated based on the rolling average of three most recent years.**

Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.

SMA YEAR	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2019-20			498.36%		
2020-21			776.79%		
2021-22	5%	\$581,505			
2022-23	5%	\$717,803			
2023-24	5%	\$854,101			
2024-25	5%	\$922,250			



Strategic Mandate Agreement 3

Metric 9: Graduate Employment Earnings

Definition: Median employment earnings of university graduates, two years after graduation.

Data Source: Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada

Calculation Methodology: Employment earnings of graduates in a given calendar year who submitted tax information two years after graduation and were employed or self-employed, based on the cross-sectional nominal data set. Institutional aggregate includes graduates of Undergraduate degree, Master's degree, Doctoral degree and Professional Degree programs, weighted by the number of graduates with the respective credential.

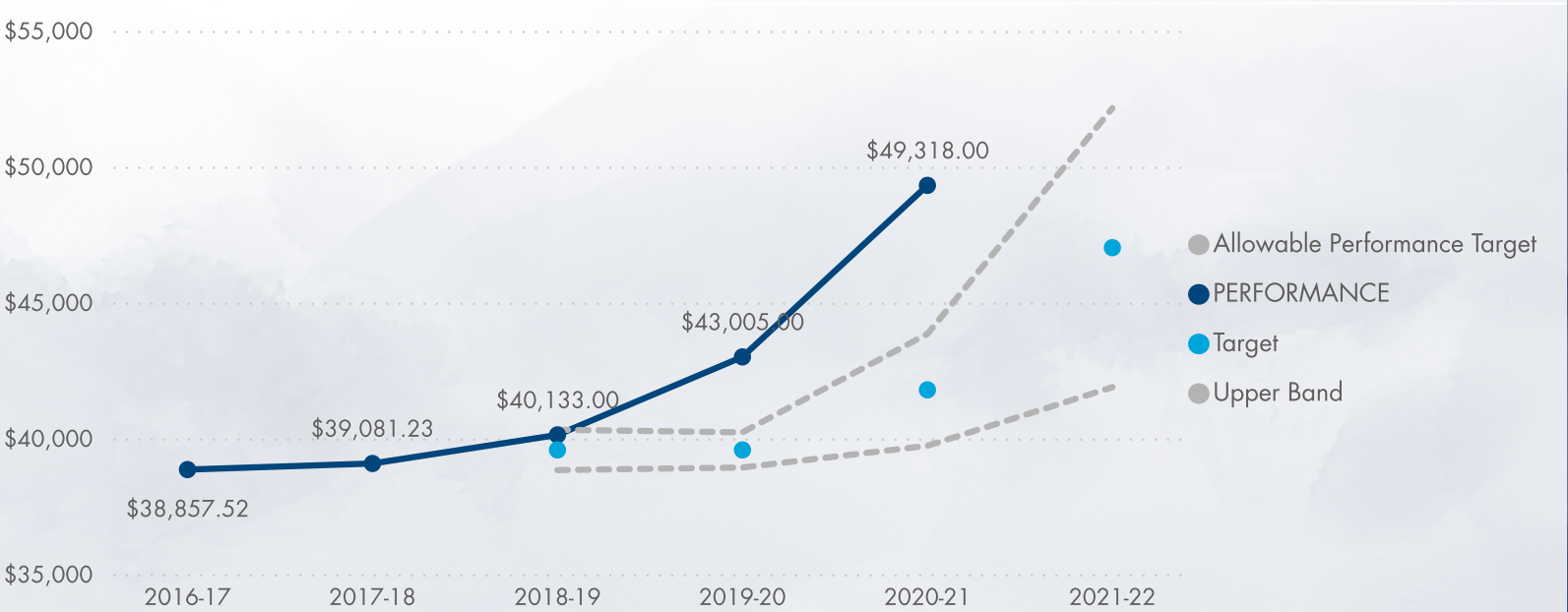
Inclusions: Domestic, International, Full-Time, Part-Time, Online, Preparatory programs, Collaborative Nursing; Self-employed graduates.

Exclusions: Graduates with no income information; Graduates enrolled in full-time studies when tax files are submitted two years after graduation.

Reporting Period: Two years after graduation.

Metric will be activated for performance/outcomes-based funding in Year 2 of SMA3, 2021-22.

SMA YEAR	Weight	Notional Allocation	Target Achievement	Actual Allocation	Loss Due to Underachievement
2018-19			103.33%		
2019-20			110.45%		
2020-21			124.12%		
2021-22	5%	\$581,505			
2022-23	5%	\$717,803			
2023-24	5%	\$854,101			
2024-25	5%	\$922,250			



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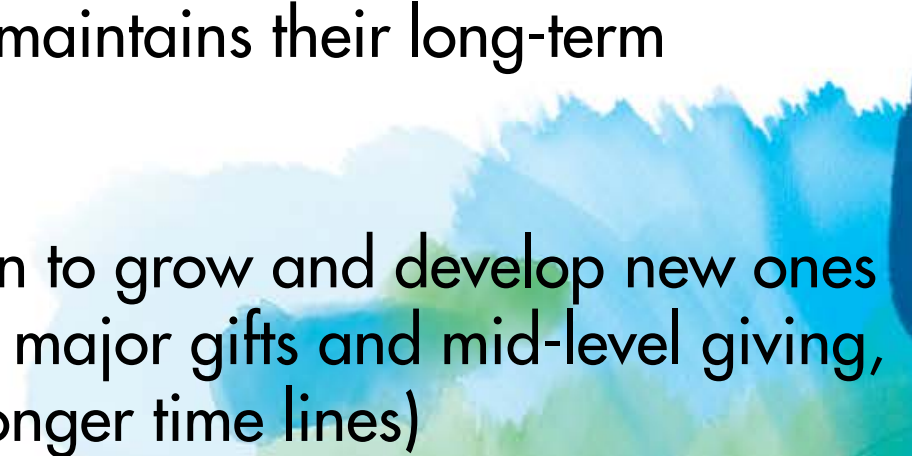
Fundraising Update

Senate Presentation
April 9, 2021

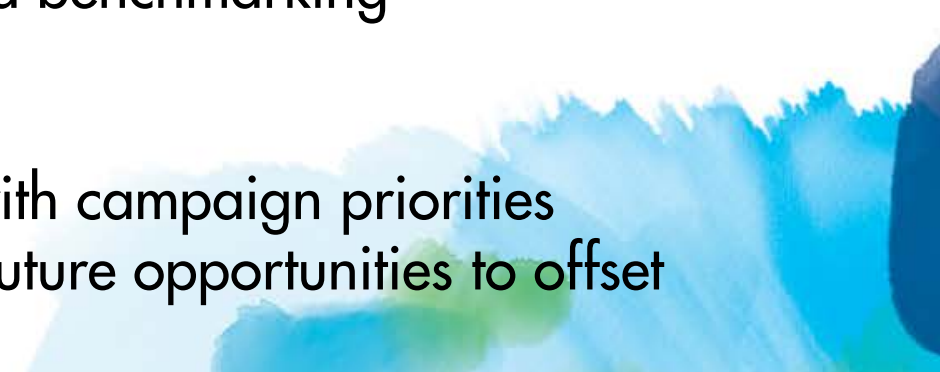


COVID-19 Impact on Charitable Sector in Canada*

*Imagine Canada Sector Monitor Report & KCI Insights

- Fifty-five per cent of charities reported that revenues were down in 2020, while forty-five per cent reported that they were either flat or grew slightly
 - Seventy-five per cent of charities are reporting a decline from at least one type of revenue source/donation since the beginning of the pandemic. Event-based fundraising is seeing the most pronounced decline
 - Charities are making investments to meet higher demand and adapt to provide services to the populations they serve and fulfill their missions
 - Sixty-seven per cent of charities have been prioritizing work that addresses immediate challenges over work that builds or maintains their long-term organizational capacity
 - Focus on increasing digitization
 - Focus on maintaining existing relationships than to grow and develop new ones
 - Greater focus on relationship based giving like major gifts and mid-level giving, particularly related to campaign fundraising (longer time lines)
- 

Advancement's Response to COVID-19

- Establishment of the Student Emergency Fund
 - Focus on advancing goals in addition to financial (i.e. Brand building, raising NU profile, cultivating a culture of philanthropy, growing involvement of community stakeholders)
 - Leadership Volunteer recruitment
 - The way we work and how we interact with donors is changing – focus on deepening of relationships/retention
 - Donor's confidence and their belief in our organization is as important as ever; take advantage of every opportunity to tell our story to Alumni/Donors
 - Review and update of Advancement's database and benchmarking
 - Virtual Alumni Awards
 - Virtual Donor Social
 - Ongoing planning of cultivation events that align with campaign priorities
 - Working closely with Exec/Finance on identifying future opportunities to offset operational funds
- 

Student Emergency Fund Impact

384

Students seeking support



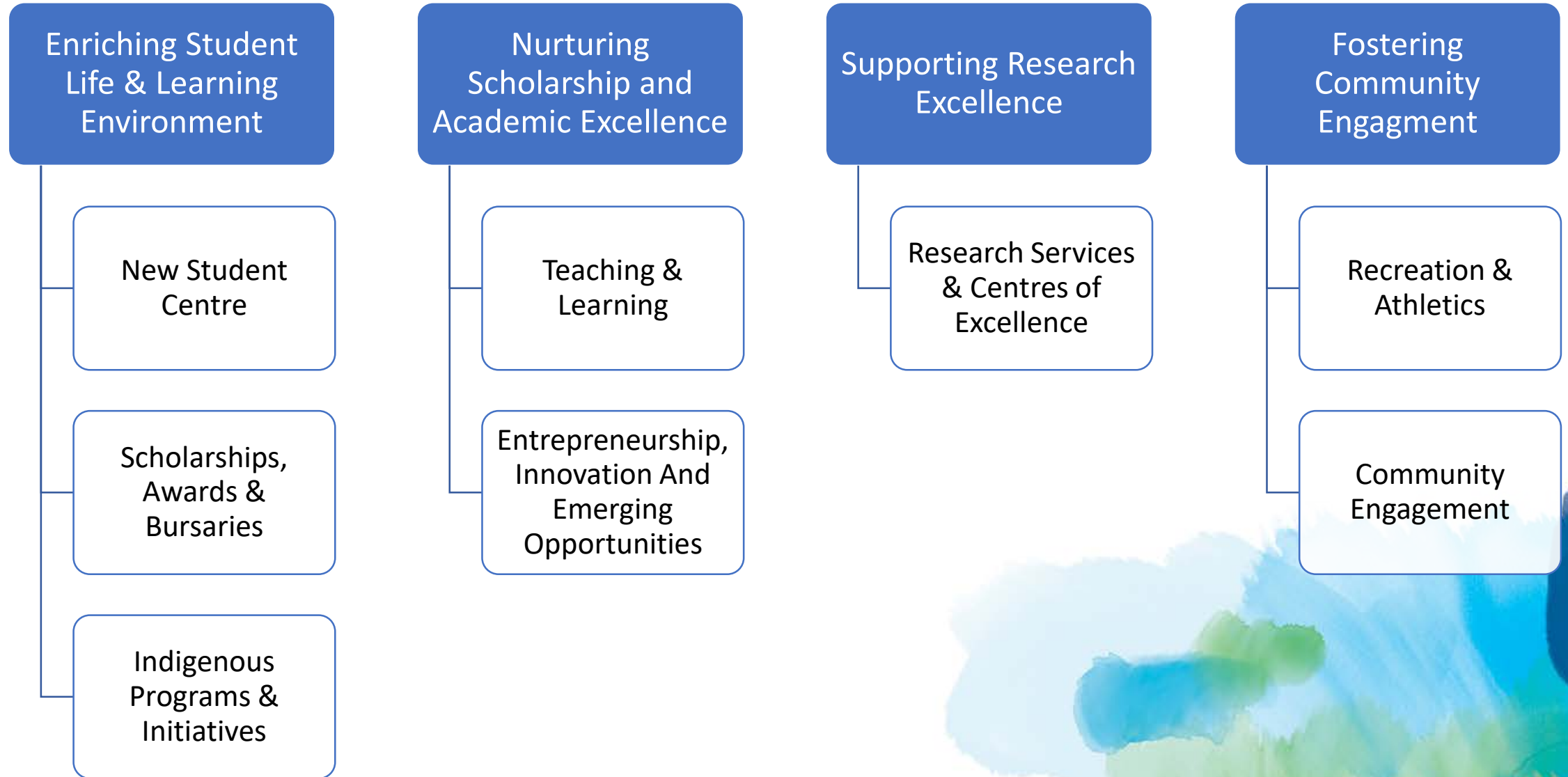
Primary areas of need

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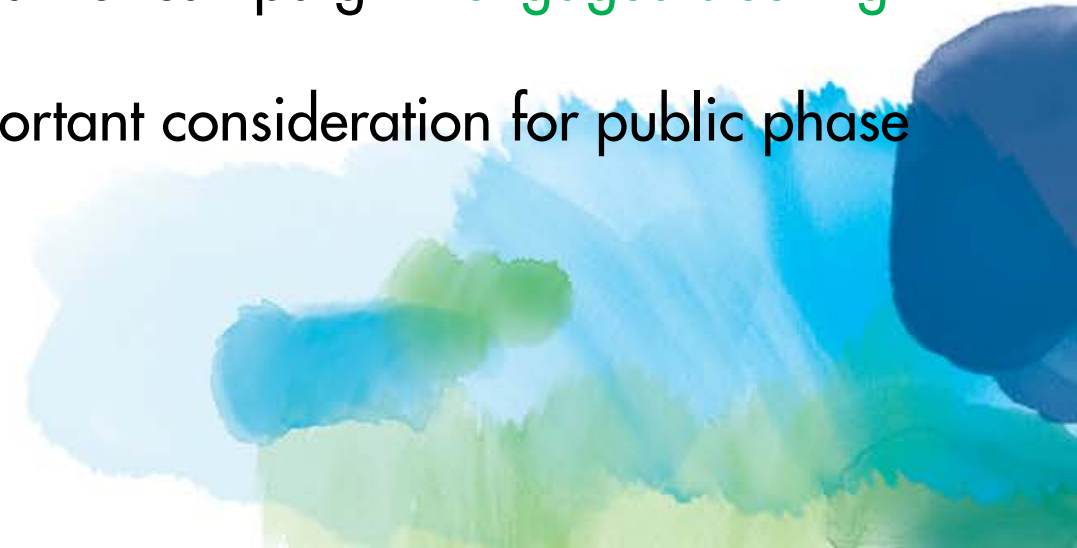
As of 17 Sept 2020

*Alumni have contributed to over 80% of this fund


Comprehensive Campaign Funding Initiatives



Campaign Implementation – Progress Update

- Currently in silent phase of campaign
 - Comprehensive funding priorities & inspiring case – complete
 - Internal alignment and leadership – in progress
 - Donor management systems & procedures in place – in progress
 - Sufficient prospects identified & qualified - ongoing
 - Research and qualification for top tier donors – ongoing
 - Prioritizing campaign planning process – in progress
 - Involvement of whole organization – TBD
 - External consultation and conversation must be a part of campaign – engaged steering committee, alumni, stakeholders/donors
 - Brand, both campaign and organizational, an important consideration for public phase 2024 (75% of goal) – TBD
- 

Campaign Implementation – Progress Update

- President's Capital Campaign Steering Committee's Role
 - Provide leadership, support, guidance and advice
 - Identify and open doors to 'lead donor' relationships
 - Supporting the solicitation of donations
 - Be an advocate and ambassador for Nipissing University
 - NOT an oversight committee, and will not focus on excessive monitoring and reporting
 - Committee Recruitment – Completed
 - Ms. Cristin Christopher, Director, External Relations
 - Dr. Paul Cook (D.Litt), Chancellor
 - Mr. Tom Curry
 - Dr. Gord Durnan (D.Litt), Committee Chair
 - Mr. Len Gamache, Campaign Consultant
 - Dr. Denyse Lafrance-Horning
 - Dr. Pat Maher
 - Dr. Dennis Mock (D.Litt)
 - Mr. Gord Prisco
 - Ms. Cheryl Sutton, President & Vice-Chancellor (Interim)
 - Dr. Arja Vainio-Mattila, Provost & Vice-President, Academic & Research
 - **Administrative Support:** Maggie Daniel, Executive Assistant – External Relationships & Strategic Initiatives
- 

Campaign Implementation – Progress Update

- President's Capital Campaign Steering Committee Activity to date
 - Committee struck by President in early 2020
 - Onboarding & one on one meetings
 - Meetings (Sept, Dec, April)
 - Assist in onboarding new President for overall Campaign update
 - TBD – Steering Committee "Open House" hosted by incoming President and Committee Chair





April, 2021 Alumni Report

Alumni Office

- We have been hard at work brainstorming and planning our virtual Homecoming event set for late fall of 2021. Stay tuned for more details soon.
- Raiser's Edge NXT training - we have been working through online training modules to better navigate and understand how we can leverage this new software. There are a lot of great new features and ways we can enhance alumni engagement through NXT.
- With convocation right around the corner, alumni relations staff are busy working on the alumni component of the celebration. In addition to selling degree frames virtually we will be facilitating a couple of virtual "welcome to the alumni association" sessions through the NU Café before and after convocation. Stay tuned for dates and times.

NU Café

- On March 5th Ten Thousand Coffees hosted a Keynote International Women's Day event on the NU Café. They brought together a panel of female talent leaders from Adidas, RBC, AIG, IBM, and Facebook to discuss how we can manage and overcome gender-based hurdles in our career and learn more about how we can #ChooseToChallenge workplace norms and build an environment where women can thrive.
- The NU Café Book Club launched in January through the alumni e-newsletter and we have created a book club event in the hub for anyone to join. We are currently reading **Butter Honey Pig Bread** by Francesca Ekwuyasi and we will be discussing it at our meeting on **May 6th at 6pm**. If you would like to join the book club, please do so [here](#).
- The next round of introductions are out May 4th if you would like to join and mentor a student or alumni. Just as a reminder, if you are already registered and are finding you're too busy for the upcoming meet up please pause your profile matches.

NUAAB

- Our annual call for membership has now closed and we will be evaluating the applications and selecting several for interviews. We will announce the new members when they are chosen.

Affinity

- Did you know our Perkopolis Affinity Partner provides product and services discounts for staff and faculty members also? All you need to register is your university email address. Join today and save! Go to <https://www.nipissingu.ca/alumni/services/perkopolis> to sign up.

**NUSU Senate Report****Friday, April 9th, 2021****Student Senators**

In March, we held our Director and Senator elections. Congratulations to Madalyn Murray who is the incoming Arts & Science Student Senator and Mercedes Parsons who is the incoming Education & Professional Studies Student Senator. We will be running a by-election in September to fill the Graduate Studies Student Senator position.

Dave Marshall Leadership Awards

Congratulations to the 25 student recipients of the Dave Marshall Leadership Awards. We thank them for their hard work, dedication and Lakers spirit. We are exceedingly proud of these leaders and their contributions to the Lakers community.

Students Who Make A Difference

Congratulations to Tajon Eccleston-Graham and Shandon Ashitei who were recognized as "Students Who Make A Difference" by the North Bay & District Multicultural Centre. Both students have contributed to making the community a more inclusive place through their club NUBASE and the #NUnity campaign.

BFA Graduate Exhibition

Congratulations to the Bachelor of Fine Arts students who participated in their Graduate Exhibition at the WKP Kennedy Gallery. Tomorrow is the last day of this exhibit and all of the information can be found at kennedygallery.org.

Semester In Review

Consistently this semester, we have heard concerns from students in relation to their academic and non-academic experiences. These experiences have spanned programs and years of study, and include limited clarity of academic expectations, students not hearing back from instructors for over a week or multiple weeks, no office hours or communication expectations in syllabi, inconsistent and confusing information about practicals and other components, not knowing their take-home exam dates until the week before or week of, receiving limited feedback if any on assignments and related evaluation efforts, and extremely delayed grades.

Also, we have heard many positives from students in different pockets of the university, including increased flexibility, accommodating instructors, innovation in participative and evaluative methods and tools, and more.



This has led NUSU to develop one more survey for this academic year that will be released next Monday. This survey will function as an exit survey of sorts and we hope to utilize the data to guide our advocacy efforts in the coming months and year. We have been working with the incoming executive to get comfortable in the different spaces and committees to be able to collaboratively bring these successes and concerns to the forefront so we can work together to continuously improve. We look forward to sharing the key findings from this survey widely and hope that from an academic perspective, students continue to be recognized as an important stakeholder group to consult as we move forward with bettering online delivery.

We would like to highlight that it is critical to pursue teaching excellence in online/virtual learning, as many of these issues have been experienced by students long before the pandemic and have merely been exacerbated by the increase in online delivery. Again, we look forward to working with the Senate and related bodies to strengthen Nipissing University's educational delivery and quality.

Last Senate

Mykayla and I would like to thank the faculty, staff and administration of the university for all of the support and guidance you have given to us and NUSU this past year. This is our last Senate and we would like to thank our student senators Charlotte Foster, Ashley Locke, and Sarah Pecoskie-Schweir for their dedication and hard work throughout their term.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 6, 2021

There was a meeting of the Senate Executive Committee on May 6, 2021. The meeting took place by Zoom conference.

The following members participated:

A. Vainio-Mattila (Vice-Chair), P. Maher, J. McAuliffe, J. Nadeau, P. Radia, D. Iafrate, N. Colborne, J. Allison, T. McParland, T. Sibbald, S. Pecoskie-Schweir, S. Landriault (Recording Secretary, n-v)

Regrets: C. Sutton, M. Litalien

The purpose of the meeting was to set the agenda for the May 14, 2021 Senate meeting.

The Vice-Chair began the meeting by reminding of the earlier start time of the May 14 & 28 Senate meetings. The meetings will start at 10:30 a.m.

In response to a request from the April 9, 2021 Senate meeting that regular fundraising updates be provided at Senate meetings, the Vice-Chair advised that updates could be provided under Reports from Other Bodies.

In follow up to the notice of presentation provided by the Dean of Arts and Science at the April 9 Senate meeting, the Dean confirmed that the A&S Ad Hoc Committee on Indigenization and Decolonization will provide a presentation at the May 14 Senate meeting under Reports from Other Bodies.

The Report of the Academic Curriculum Committee dated May 3, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda

The Report of the Academic Quality Assurance and Planning Committee dated April 23, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report of the Teaching and Learning Committee dated March 24, 2021 was provided to the Senate Executive for inclusion in the Senate Agenda.

The Report on Graduation Applicants will be presented under New Business.

Following a request for a schedule of the 2021-2022 Senate and Senate Exec Committee meetings, the Senate Secretary will forward the list of dates, times and Zoom meeting links.

Respectfully submitted,



C. Sutton
Interim Chair
Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated May 6, 2021.

**Report of the
Academic Curriculum Committee**

May 3, 2021

The meeting of the **Academic Curriculum Committee** was held on Monday, May 3, 2021 at 2:00 pm by Zoom Conference. The following members participated:

Members Present:

Arja Vainio-Mattila
Nancy Black
Charles Anyinam
Douglas Gosse
James Murton

John Nadeau
Debra Iafrate
Darren Campbell
Chris Greco
Sarah Pecoskie-Schweir

Pavlina Radia
Andrew Ackerman
Julie Corkett
Alexandre Karassev

Absent with Regrets:

Madalyn Murray, Mercedes Parsons

Guests:

Prasad Ravi, Sarah Tedesco, Veronika Williams

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science and Faculty of Education and Professional Studies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached.

Respectfully submitted,



Dr. Arja Vainio-Mattila
Provost & Vice-President, Academic Research

MOTION 1: That Senate receive the Report of the Academic Curriculum Committee, dated May 3, 2021.

Faculty of Arts and Science**Indigenous Studies and Political Science****Non-substantive:**

Bank the Certificate in Indigenous Leadership.

Liberal Arts and Liberal Science Admission

Motion 2: That Senate approve to decrease the admission average to 60% for Liberal Arts and Liberal Science degrees, effective FW22 term.

5. Faculty of Education and Professional Studies**School of Business****Non-substantive:**

The name of ADMN 4206 be changed from International Management to International Business.

School of Nursing**Non-substantive:**

The course title for NURS 1006 Professional Self-Awareness be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 1006 Professional Self-Awareness be changed as outlined in the attached document and in line with the major modification proposal.

Motion 3: That Senate approve the learning objectives for NURS 1006 Professional Nursing 1 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 1016 Nursing and Health be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 1016 Nursing and Health be changed as outlined in the attached document and in line with the major modification proposal.

Motion 4: That Senate approve that the learning objectives NURS 1016 Introduction to Holistic Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The pre-/co- requisites for NURS 1037 Health Assessment be changed as outlined in the attached document and in line with the major modification proposal.

- Motion 5: That Senate approve that the learning objectives NURS 1037 Health Assessment be changed as outlined in the attached document and in line with the major modification proposal.
- Motion 6: That Senate approve that NURS 1516 Introduction to Health Concepts across the Lifespan be added to the academic calendar as outlined in the attached template in line with the major modification proposal.
- Motion 7: That Senate approve that NURS 1707 Nursing Practice Experience 1 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.
- Motion 8: That Senate approve that NURS 1526 Introduction to Patho-pharmacology be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Year 2 Motions

Non-substantive:

The course title for NURS 2016 Health Challenges be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The course description for NURS 2016 Health Challenges be changed as outlined in the attached document.

- Motion 9: That Senate approve that the learning outcomes for the course NURS 2016 Care of Individuals and Families Experiencing Health Challenges be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 2047 Professional Foundations in Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 2047 Professional Foundations in Nursing be changed as outlined in the attached document.

- Motion 10: That Senate approve that the learning outcomes for the course NURS 2047 Professional Nursing 2 be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 2036 Development of Nursing Knowledge be changed as outlined in the attached document and in line with the major modification proposal.

- Motion 11: That Senate approve that the learning outcomes for the course NURS 2036 development of Nursing Knowledge be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 2037 Pharmacology be changed as outlined in the attached document and in line with the major modification proposal.

Motion 12: That Senate approve that the learning outcomes for the course NURS 2037 Advanced Patho-pharmacology be changed as outlined in the attached document.

Motion 13: That Senate approve that NURS 2706 Nursing Practice Experience 2 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 14: That Senate approve that NURS 2517 Therapeutic Relationships be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 15: That Senate approve that NURS 2707 Nursing Practice Experience 3 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Year 3 Motions:**Non-substantive:**

The course title for NURS 3017 Maternal Child Care be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3017 Nursing Across the Lifespan 1 be changed as outlined in the attached document.

Motion 16: That Senate approve that the academic course outcomes for NURS 3017 Nursing Across the Lifespan 1 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3116 Research I be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3116 Qualitative Health Research be changed as outlined in the attached document.

Motion 17: That Senate approve that the academic course outcomes for NURS 3116 Qualitative Health Research be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3117 Nursing Research II be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3117 Quantitative Health Research be changed as outlined in the attached document.

Motion 18: That Senate approve that the academic course outcomes for NURS 3117 Quantitative Health Research be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 3036 Transcultural Nursing be changed as outlined in the attached document and in line with the major modification proposal.

Non-substantive:

The academic calendar course description for NURS 3036 Transcultural Nursing be changed as outlined in the attached document.

Motion 19: That Senate approve that the academic course outcomes for NURS 3036 Culture, Diversity and Nursing Practice be changed as outlined in the attached document.

Motion 20: That Senate approve that the academic course outcomes for NURS 3007 Community Health Nursing be changed as outlined in the attached document.

Motion 21: That Senate approve that the NURS 3706 Nursing Practice Experience 4 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 22: That Senate approve that NURS 3707 Nursing Practice Experience 5 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 23: That Senate approve that NURS 3516 Population Health be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 24: That Senate approve that NURS 3536 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 25: That Senate approve that NURS 3207 Concepts in Mental Health Nursing be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 26: That Senate approve that NURS 3517 Concepts in Maternal and Child Health be added to the academic calendar as outlined in the attached template.

Year 4 Motions:

Non-substantive:

The course title for NURS 4036 Complex Health Challenges be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4036 Complex Health Challenges be changed as outlined in the attached document.

Motion 27: That Senate approve that the learning outcomes for the course NURS 4036 Advanced Care of Individuals with Multi-system Health Challenges be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4436 Concepts of Gerontological Nursing be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4436 Concepts of Gerontological Nursing be changed as outlined in the attached document.

Motion 28: That Senate approve that the learning outcomes for the course NURS 4436 Nursing Across the Lifespan 2 be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4067 Principles of Management, Leadership and Change be changed as outlined in the attached document and in line with the major modification proposal.

Motion 29: That Senate approve that the learning outcomes for the course NURS 4067 Leadership and Change in Nursing Practice be changed as outlined in the attached document.

Non-substantive:

The course title for NURS 4126 Transition to Professional Practice be changed as outlined in the attached document.

Non-substantive:

The academic calendar course description for NURS 4126 Transitions to Professional Practice be changed as outlined in the attached document.

Motion 30: That Senate approve that the learning outcomes for the course NURS 4126 Transitions to Professional Practice be changed as outlined in the attached document.

Motion 31: That Senate approve that NURS 4706 Nursing Practice Experience 6 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 32: That Senate approve that NURS 4704 Integrated Practicum be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Motion 33: That Senate approve the approval of the BScN Major Modification Proposal as outlined in the attached document.

Canadore OTA/PTA Articulation Agreement

Motion 34: That Senate approve that the transfer pathway to the Bachelor of Physical and Health Education for two-year Occupational Therapist Assistant and Physiotherapist Assistant graduates from Canadore College be approved.

Faculty of Arts and Science
Approved by the Arts & Science Executive, April 23, 2021
For Consideration of the ACC

INDIGENOUS STUDIES AND POLITICAL SCIENCE

Motion #1: Non-substantive

Moved by N. Stevens, seconded by K. Lucas that Arts & Science Executive recommend to the ACC to approve the **banking** of the Certificate in Indigenous Leadership.

Rationale:

This is a housekeeping matter. Courses not offered for five consecutive years are automatically banked. Four of the six required courses in the Certificate in Indigenous Leadership were automatically banked in March, 2021. The courses included LEAD 2007, LEAD 3126, LEAD 3127, and LEAD 3147. We need to bank the Certificate in Indigenous Leadership until the courses can be offered or revise the certificate.

CARRIED

Admission

Motion: That the Academic Curriculum Committee recommend to Senate to decrease the admission average to 60% for Liberal Arts and Liberal Science degrees, effective FW22 term.

Rationale:

After careful evaluation of our First Year Foundation (FYF) program, enrollment trends in Arts and Science and prospective student demand, the AQAPC has recommended lowering the admission average for Liberal Arts & Liberal Science programs to 60%. This will allow prospective students the opportunity to apply directly to this program, vs. being offered admission to FYF because they didn't meet the admission requirement for their program of choice.

Our recruitment team will be better able to promote and tailor communication for this program, Arts and Science will coordinate the necessary courses and supports to effectively transition this group of students to university study.

**Report of the Academic Regulations and Curriculum Committee
Faculty of Education and Professional Studies**

April 14, 2021

The meeting of the Academic Regulations and Curriculum Committee was held on Wednesday, April 14, 2021 at 2:30pm via zoom.

Present: Doug Gosse (chair), Alisha Millar, Michelann Parr, Dean Hay, Charles Anyinam, and Anna Przednowek.

Absent: Greg Brown

Guests: Jessica McMillan, Margarida Shail, Sarah Tedesco, and Prasad Ravi.

The Academic Curriculum Committee received and discussed motions brought forward from the Schools of Business and Nursing. The outcomes of those discussions are reflected in the recommendations to the Education and Professional Studies Executive contained in the motions below.

The School of Business:

Motion #1 (non-substantive): That the EPS Executive recommend to the Academic Curriculum Committee that the name of ADMN 4206 be changed from International Management to International Business.

Rationale:

As per the course description, this course is International Business. This is the core course for BBA International Business concentration and International Business minor. This course introduces the basics of international business to the students like understanding important issues in establishing an international business. International Management on the other hand denotes managing an international business and includes topics like international Human Resource Management, Financial Management, Marketing management etc. Normally all these are offered as individual courses in International Business programs. We already have international Marketing management course and international HR courses. Hence there is a need to change the name to correctly reflect the course description and objectives.

The School of Nursing:

Year 1 Motions:

MOTION #1 [non-substantive]: The ARCC recommends to EPS Executive that the course title for NURS 1006 Professional Self-Awareness be changed as outlined below and in line with the major modification proposal:

From: NURS 1006 Professional Self-Awareness

To : NURS 1006 Professional Nursing 1

Rationale: We recommend the change in course title to support a more conceptual underpinning to the curriculum and will allow for improved scaffolding of learning throughout the program.

MOTION #2 [non-substantive]: The ARCC recommends to EPS Executive that the academic calendar course description for NURS 1006 Professional Self-Awareness be changed as outlined below and in line with the major modification proposal:

From:

In this course, students participate in the development of their own professional self in the context of health care in Canada. Students are introduced to fundamental principles and expectations of health care providers in Ontario, with an emphasis on being an effective member of a diverse and comprehensive health care team. Professional communication, a key nursing process, is explored to include: scholarly writing, therapeutic communication, and therapeutic relationship building.

To:

Students participate in the development of their own professional self in the context of health care in Canada. Students **learn** fundamental principles and expectations of health care providers in Ontario, with an emphasis on being an effective member of a diverse and comprehensive health care team.

Rationale: We recommend the change of the academic calendar description to support a more conceptual underpinning to the curriculum and will allow for improved scaffolding of learning throughout the program. We also edited text to reflect recent University wide recommendations for course descriptions changes including active voice.

MOTION #3: The ARCC recommends to EPS Executive that the learning objectives for NURS 1006 Professional Nursing 1 be changed as outlined below:

From:

Students will demonstrate:

1. An understanding of personal values and beliefs, and how they influence our perceptions and understandings.
2. An awareness of the relationship between self and other, including the influence of personal experience and knowledge of one's perceptions and understandings.
3. Scholarly communication/writing skills within the process of becoming a critical thinking professional.
4. An understanding of the role of the nurse within the context of the interprofessional health care team.
5. Knowledge of professional regulations that guide nursing practice.
6. An understanding of principles of therapeutic communication.
7. Basic knowledge for the building of therapeutic relationships.
8. Basic knowledge for the building of professional relationships with peers/colleagues.

To:

Students who successfully complete this course will:

- **express** personal values and beliefs and explain how they influence our perceptions and understandings;
- **discuss** the relationship between self and other, including the influence of personal experience and knowledge of one's perceptions and understandings;
- **develop** critical reflection identifying critical incidents, analyzing observations, identifying learning, and proposing strategies for future interactions;
- **describe** the role of the nurse within the context of the interprofessional health care team;

- **identify** the professional regulations that guide nursing practice;
- **identify** the principles of therapeutic communication;
- **appraise** different approaches to building therapeutic and professional relationships.

JUSTIFICATION (Rationale): The change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #4 [non-substantive] : The ARCC recommends to EPS Executive that the course title for NURS 1016 Nursing and Health be changed as outlined below and in line with the major modification proposal:

From: NURS 1016 Nursing and Health

To : NURS 1016 Introduction to Holistic Nursing

Rationale: We recommend the change in course title to support a more conceptual underpinning to the curriculum and will allow for improved scaffolding of learning throughout the program.

MOTION #5 [non-substantive]: The ARCC recommends to EPS Executive that the academic calendar course description for NURS 1016 Nursing and Health be changed as outlined below and in line with the major modification proposal:

From:

Students are introduced to nursing knowledge within the context of the Canadian healthcare system. The BScN Curriculum framework is used to inform the exploration of relevant concepts, theories, and practices.

To:

Students learn about the fundamentals of nursing knowledge concepts within the context of the Canadian healthcare system. Students explore relevant concepts, theories, and practices in relation to holistic nursing care and evidence-based practice, with a focus on patient and family-centred care. This course introduces core aspects to nursing care by integrating simulation into the class.

Rationale: We recommend the change of the academic calendar description to support a more conceptual underpinning to the curriculum and will allow for improved scaffolding of learning throughout the program.

MOTION #6: The ARCC recommends to EPS Executive that the learning objectives NURS 1016 Introduction to Holistic Nursing be changed as outlined below and in line with the major modification proposal:

From:

Students will demonstrate:

1. An understanding of the program curriculum framework dimensions (context, processes, and perspectives).
2. Knowledge of the contexts within which people experience health (person, nurse, environment, health).
3. An understanding of the processes of critical thinking, caring, communication, and change.

4. Knowledge of the perspectives of health promotion, protection, restoration, and maintenance, across the life span.
5. An understanding of the 'nursing process' as an approach to plan and provide care.
6. An awareness of the nurse's role in the teaching/learning process related to patient education.
7. Knowledge of family structure, functions, processes, and a model of family assessment.

To:

Students who successfully complete this course will:

- **discuss** the contexts within which people experience health (metaparadigm of person, nurse, environment, health);
- **explain** the processes of critical thinking, caring, communication, and change;
- **describe** the perspectives of health promotion across the lifespan;
- **apply** the 'nursing process' as an approach to plan and provide care;
- **identify** the nurse's role in the teaching/learning process related to patient education;
- **define** and describe family structure, functions, processes, and a model of family assessment.

JUSTIFICATION (Rationale): We recommend the change in course title and academic calendar description to support a more conceptual underpinning to the curriculum and will allow for improved scaffolding of learning throughout the program.

The change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #7 [non-substantive] : The ARCC recommends to EPS Executive that the pre-/co- requisites for NURS 1037 Health Assessment be changed as outlined below and in line with the major modification proposal:

From:

Prerequisites: BIOL 2706

Corequisites: NURS 1017, NURS 1027 and BIOL 2707

To:

Pre-requisites: NONE

Co-requisites: NONE

Rationale: We recommend the change in course prerequisites to none as we have moved this course into the 1st semester, we are also removing co-requisites as these courses have been moved.

MOTION #8: The ARCC recommends to EPS Executive that the learning objectives NURS 1037 Health Assessment be changed as outlined below and in line with the major modification proposal:

From:

Students will demonstrate:

2. An understanding of the program curriculum framework dimensions (context, processes, and perspectives).
3. Knowledge of the contexts within which people experience health (person, nurse, environment, health).
4. An understanding of the processes of critical thinking, caring, communication, and change.

5. Knowledge of the perspectives of health promotion, protection, restoration, and maintenance, across the life span.
6. An understanding of the 'nursing process' as an approach to plan and provide care.
7. An awareness of the nurse's role in the teaching/learning process related to patient education.
8. Knowledge of family structure, functions, processes, and a model of family assessment.

To:

Students who successfully complete this course will:

- **explain** how the processes of caring, communication, and critical thinking are utilized during a health assessment;
- **conduct** a holistic, culturally competent health and physical assessment using an organized approach;
- **describe** a systematic approach for assessing psychosocial status;
- **appraise** different health promotion perspectives in the process of completing a health assessment;
- **document** assessment findings using appropriate medical and health terminology;
- **assess** various body systems using a systematic approach and the techniques of inspection, palpation, percussion and auscultation.

JUSTIFICATION (Rationale): We recommend the change in course title and academic calendar description to support a more conceptual underpinning to the curriculum and will allow for improved scaffolding of learning throughout the program.

The change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #9: The ARCC recommends to EPS Executive that NURS 1516 Introduction to Health Concepts across the Lifespan be added to the academic calendar as outlined in the attached template in line with the major modification proposal.

JUSTIFICATION (Rationale): Whilst this course is based on NURS 1017 Ageing and Health, the School of Nursing recommends that this course takes a more holistic approach to health development and health concepts across the lifespan. This will also allow us to scaffold learning with a focus on nursing across the lifespan in years 2 and 3.

Course Code	NURS 1516
Course Title	Introduction to Health Concepts across the Lifespan
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students learn about caring for individuals by examining core health concepts of health across the lifespan. Students explore the nursing process as it applies to different caring contexts across the lifespan, including the ageing process. Students focus on principles and theoretical understandings of client-centred care, healthy development and health promotion.
Course Prerequisite	

	NURS 1016, NURS 1006, NURS 1037 with a minimum grade of 60%, BIOL 1022 and BIOL 1011
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	NURS 1017
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	N/A
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • identify and describe basic theories of human development; • discuss concepts of health promotion and principles and approaches to common health issues across the lifespan; • identify principles of palliative and end-of-life-care. • discuss teaching and learning considerations in working with individuals across the lifespan; • appraise diverse perspectives and practices related to aging; • compare advocacy across the lifespan related to ensuring that health and health care needs are met; • explain transition and independence in the context of aging.

Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Click here to enter additional resources

MOTION #10 : The ARCC recommends to EPS Executive that NURS 1707 Nursing Practice Experience 1 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): Whilst this course is based on NURS 1027 Clinical Practicum – nursing older people, the School of Nursing recommends that this course takes a more flexible approach to experiential nursing practice education and allow for a more diverse range of experiences within each practice experience course. We therefore recommend six Nursing Practice Experiences courses across the four years.

Course Code	NURS 1707
Course Title	Nursing Practice Experience 1
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students actively participate in developing fundamental nursing knowledge and skills through experiential learning opportunities. Students explore the nursing process, care planning, client centred-care and fundamental psychomotor, cognitive and relational nursing skills. The course consists of 168 hours of practice experience including simulation settings (virtual and high fidelity) and clinical practice settings over 12 weeks.
Course Prerequisite	NURS 1016, NURS 1006, NURS 1037 with a minimum grade of 60%, BIOL 1022 and BIOL 1011
Course Corequisite	Click here to enter Course Prerequisite
Antirequisite	NURS 1027
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program
Is this a Topic Course? (Topic courses are courses that	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<i>students can take more than once for credit.)</i>	
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Placement in clinical setting and simulation experience
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	14 hrs per week for 12 weeks in placement, lab and simulation settings.
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications For example, changing a required 6 credit course to 3 credit course.	N/A
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • identify the concepts of holistic nursing in the context of professional and relational care; • articulate the scope of nursing practice within legislation and code of ethics; • initiate therapeutic relationships and/or partnerships with clients as individuals to co- create goals to achieve their health objectives; • assess clients' needs and ability to identify, plan, and achieve their health goals; • recognise the independent roles of the inter and intra professional health care team; • explain the steps of practice reflection with the framework of self-regulation; • recognise of patient safety situations and awareness of quality assurance.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Simulation Centre

MOTION #11: The ARCC recommends to EPS Executive that NURS 1526 Introduction to Patho-pharmacology be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): Whilst this course is based on NURS 2526 – Pathophysiology, the School of Nursing recommends that this course is introduced at an earlier stage in the program and takes a more integrated approach to connect pathophysiology and pharmacology. We therefore need to level this course to 1000 level course outcomes.

Course Code	NURS 1526
Course Title	Introduction to Patho-pharmacology
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students explore the underlying pathophysiology and related nursing pharmaco-therapeutics of common health challenges. Students examine the etiology, pathogenesis, clinical manifestations, diagnostics, management and pharmacological treatment of common diseases and health challenges. Students apply this knowledge to nursing care, including pharmacological management and care planning.
Course Prerequisite	NURS 1016, NURS 1006, NURS 1037 with a minimum grade of 60%, BIOL 1011 and BIOL 1022
Course Corequisite	Click here to enter Course Prerequisite
Antirequisite	NURS 2526
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture per week
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	<u>N/A</u>

<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • apply principles of normal anatomy and physiology of human body systems to the pathophysiologic processes of common health problems; • identify basic pharmacology principles and drug classifications and their corresponding body systems; • connect pathophysiologic processes to the individuals' experience; • relate therapeutic actions of appropriate pharmacological treatments to pathophysiologic processes of common health challenges; • identify concepts, principles, and responses related to pathophysiologic processes that result in disease; • discuss the nurse's role and responsibility for assessment of individuals experiencing health problems that result in pathophysiological alterations.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter hours per term (ie. 36 or 72)</p>

Year 2 Motions

MOTION #12 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 2016 Health Challenges be changed as outlined below and in line with the major modification proposal:

From: Health Challenges

To: Care of Individuals and Families Experiencing Health Challenges

Rationale: We recommend the change in course title to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #13 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 2016 Health Challenges be changed as outlined below:

From:

In this course students learn the concepts relevant to the care of individuals experiencing or at risk for health challenges. Students learn to develop a patient-focused, family-centered and an interprofessional

approach to caring for individuals with common health conditions. Emphasis is placed on the nursing process, evidence-informed care, and critical thinking.

To:

Students learn the concepts relevant to the care of individuals experiencing **common chronic and acute health challenges**. Students learn to develop a patient-focused, family-centred and an interprofessional approach to caring for individuals. Emphasis is placed on the nursing process, evidence-informed care, **inter-professional collaboration** and critical thinking.

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #14: The ARCC recommends to EPS Executive that the learning outcomes for the course NURS 2016 Care of Individuals and Families Experiencing Health Challenges be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An awareness of the experience of individuals living with common disease processes and health challenges.
2. An understanding of the nurse's role in health promotion, protection, maintenance and restoration as well as palliative and end-of-life care when working with individuals experiencing common disease processes and health challenges.
3. An understanding of the influence of specific health challenges on individuals and their families within the contexts of health and environment, from a culturally competent lens.
4. Knowledge of the acute care health system, including the interprofessional team, and the nurse's leadership role within the care team.
5. An awareness of teaching/learning strategies related to common health challenges and disease processes.
6. An understanding of the principles of evidence-informed practice and available resources.
7. Demonstrates an awareness of the use of information and communication technologies in the delivery of care.

To:

Students who successfully complete this course will:

- **describe** common health challenges **experienced by individuals and considering physical, psychological, cultural and social impacts;**
- **describe** the nurse's role in health promotion, palliation and end-of-life care when working with individuals experiencing common health challenges **across the health care continuum;**
- **critically** consider the influence of specific health challenges on individuals and their families within the contexts of health and environment;
- **discuss** the nurse's leadership role within the interprofessional team in the content of various levels of health care;
- **identify** appropriate teaching/learning strategies related common health challenges and disease processes;
- **relate** the principles of evidence-informed practice and available information resources to caring for individuals experience common health challenges.

Rationale: We recommend the change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #15 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 2047 Professional Foundations in Nursing be changed as outlined below and in line with the major modification proposal:

From: Professional Foundations in Nursing

To: Professional Nursing 2

Rationale: We recommend the change in course title to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #16 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 2047 Professional Foundations in Nursing be changed as outlined below:

From:

The students continue to develop their professional self-concept by exploring historical, cultural, socio-political, and philosophical perspectives. Students explore legal and ethical foundations of professional practice, including human rights and professional regulation.

To:

Students continue to develop their professional self-concept by exploring historical, cultural, socio-political, and philosophical perspectives. Students explore legal and ethical foundations of professional practice, including human rights and professional regulation **from an organizational and systems perspective. Students review and examine College of Nurses of Ontario Practice Standards and Guidelines.**

Rationale: We recommend the minor change in course description to reflect the University's approach to academic calendar descriptions.

MOTION #17: The ARCC recommends to EPS Executive that the learning outcomes for the course NURS 2047 Professional Nursing 2 be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An understanding of the ethical underpinnings of nursing practice.
2. Knowledge of the concepts of ethical decision-making within the context of evidence informed nursing practice.
3. Knowledge of the relationship between nursing practice and confidentiality, privacy and information systems, human rights, laws and torts, and informed consent.
4. An ability to interpret the mandate and responsibilities of the College of Nurses of Ontario (CNO), as well as the function of other provincial and national regulatory bodies in nursing.
5. An examination of CNO Practice Standards and Guidelines.

6. Knowledge of the development and scope of professional nursing organizations at the provincial, national and international level.
7. Knowledge of the roles and responsibilities of interprofessional collaboration and its impact on the health care delivery system.
8. An examination of ethical and legal issues that include but are not limited to palliative and end-of-life care.

To:

Students who successfully complete this course will:

- **describe** the ethical underpinnings of nursing practice;
- **discuss** the concepts of ethical decision-making within the context of evidence informed nursing practice;
- **explain** the relationship between nursing practice and confidentiality, privacy and information systems, human rights, laws and torts, and informed consent;
- **interpret** the mandate and responsibilities of the College of Nurses of Ontario (CNO), as well as the function of other provincial and national regulatory bodies in nursing;
- **examine** of CNO Practice Standards and Guidelines and the scope of professional nursing organizations at the provincial, national and international level;
- **differentiate** the roles and responsibilities of interprofessional collaboration and its impact on the health care delivery system;
- **appraise** the ethical and legal issues that include but are not limited to palliative and end-of-life care.

Rationale: We recommend the change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #18 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 2036 Development of Nursing Knowledge be changed as outlined below and in line with the major modification proposal:

From:

Students explore the creation and evolution of nursing knowledge and its development and application to all domains of the nursing profession. The metaparadigm of nursing, and relevant concepts in nursing theories, are examined.

To:

Students explore the creation and evolution of nursing knowledge and its development and application to all domains of the nursing profession. **Ontological and epistemological concepts are examined, and research paradigms are discussed in relation to nursing theory and scientific exploration. Students review knowledge acquired from other disciplines and its role within nursing theories.**

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #19: The ARCC recommends to EPS Executive that the learning outcomes for the course NURS 2036 development of Nursing Knowledge be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An understanding of the nature of knowledge and philosophy as it related to nursing science.
2. An awareness of history and the theoretical underpinning of nursing knowledge.
3. An awareness of the applicability of nursing knowledge to evidence-informed practice.
4. An understanding of the process of multiple ways of knowing and creation of new nursing knowledge.
5. An understanding of the terminology involved in nursing theory and knowledge development.
6. Analysis and critique of nursing concepts, models, and theories.
7. An ability to identify the contributions of other disciplines to nursing knowledge

To:

Students who successfully complete this course will:

- describe ontological and epistemological underpinnings to nursing science;
- discuss different paradigms to creating knowledge, including Indigenous ways of knowing;
- differentiate between nursing theories and explain their role in evidence-informed practice;
- define terminology involved in nursing theory and knowledge development;
- critically appraise nursing concepts, models, clinical practice guidelines and theories;
- discuss the contributions of other disciplines to nursing knowledge;
- explain the concept of the nurse as knowledge broker in health care.

Rationale: We recommend the change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #20 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 2037 Pharmacology be changed as outlined below and in line with the major modification proposal:

From: Pharmacology

To: Advanced Patho-pharmacology

Rationale: We recommend the change in course title to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #21 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 2037 Pharmacology be changed as outlined below:

From:

Students examine nursing pharmaco-therapeutics related to body systems. Students learn drug classifications and how they relate to human disease. Students review the usual dosage, mechanisms of action, contraindications, adverse effects, and the nursing implications of specific medications.

To:

Students build on the learning and further examine more complex nursing pharmaco-therapeutics related to **pathophysiology**. Students learn drug classifications and how they relate to human disease. Students review the usual dosage, mechanisms of action, contraindications, adverse effects, and the nursing implications of specific medications.

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #22: The ARCC recommends to EPS Executive that the learning outcomes for the course NURS 2037 Advanced Patho-pharmacology be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An ability to identify and explain principles of pharmacology.
2. Knowledge of legal and ethical aspects of medication administration.
3. An ability to describe the bio-psychosocial issues around pharmacology.
4. An ability to describe the drug classification systems.
5. Knowledge of the effects of drugs on body systems.
6. An ability to explain the common mechanisms of action, indications, contraindications, and nursing implications of specific drugs within each classification.
7. Knowledge of inter-professional collaboration and informational systems and technologies to support quality care.

To:

Students who successfully complete this course will:

- **apply** knowledge of legal and ethical aspects of medication administration;
- **discuss** the bio-psychosocial issues around pharmacology;
- **describe** the drug classification systems;
- **integrate knowledge of patho-pharmacology** within nursing care;
- **explain** the common mechanisms of action, indications; contraindications and nursing implications of specific drugs within each classification
- **discuss** inter-professional collaboration and informational systems and technologies to support quality care.
- **differentiate** patho-pharmacology within the contexts of racial variations, health, and environment.

Rationale: We recommend the change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #23: The ARCC recommends to EPS Executive that NURS 2706 Nursing Practice Experience 2 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Rationale: This new course reflects the program revision to a new concept-based curriculum that does not focus on particular practice areas but on concepts used in any practice area. Learning outcomes reflect the new institutional requirement for curricular learning outcomes

Course Code	NURS 2706
Course Title	Nursing Practice Experience 2
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students integrate the four processes of caring, critical thinking, communication, and change in the context of individuals experiencing health challenges. Students consider concepts of patient-centred health promotion and education. The course includes 168 hours of practice experience including simulation settings (virtual and high fidelity) and clinical practice settings over 12 weeks.
Course Prerequisite	All NURS courses at the 1000 level in the on-campus BScN program with 60% minimum or SAT, BIOL 1011, BIOL 1022, and SOCI 1016; or enrolment in the on-campus RPN-BScN Program.
Course Corequisite	None
Antirequisite	NURS 2026,
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Placement in clinical setting and simulation experience
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	14 hrs per week for 12 weeks in placement, lab and simulation settings.
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	None

<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • incorporate foundations of holistic caring in the context of professional and relational practice; • connect their knowledge, skills, ability, and judgment to the scope of nursing practice within legislation and code of ethics; • build therapeutic relationships and/or partnerships with clients as individuals to co- create goals to achieve their health objectives; • engage in the nursing process to assess clients' needs and ability to identify, plan, and achieve their health goals; • develop relationships within the inter- and intra-professional health care team; • engage the steps of practice reflection within the framework of self-regulation; • discuss issues of patient safety and quality assurance.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Simulation Centre</p>

MOTION #24: The ARCC recommends to EPS Executive that NURS 2517 Therapeutic Relationships be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program. Learning outcomes reflect the new institutional requirement for curricular learning outcomes.

Course Code	NURS 2517
Course Title	Therapeutic Relationships
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify

Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Drawing on principles and concepts of mental health, students explore theories and practice of effective communication, with emphasis on the role of therapeutic relationships in relation to communication, health promotion and teaching, client-centred care, and cultural competency. Students explore concepts such as empathy, assertiveness, and conflict resolution.
Course Prerequisite	NURS 2706, NURS 2016, PSYC 2506, BIOL 2116, ACAD 1601, and enrolment in the on-campus BScN program; or NURS 2706, NURS 2016, BIOL 1011, BIOL 2116 and enrolment in the on-campus RPN-BScN program
Course Corequisite	None
Antirequisite	NURS 2007, NSGD 2007
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate the type.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hrs per week
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications For example, changing a required 6 credit course to 3 credit course.	<u>N/A</u>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • describe the principles of mental health concepts and well-being; • discuss personal beliefs, feelings, attitudes and skills, which influence one's ability to establish a therapeutic

	<p>relationship with an individuals facing different physical and mental health challenges;</p> <ul style="list-style-type: none"> • discuss the signs and symptoms of mental health challenges and how to promote mental well-being; • identify different assessment and intervention strategies, best practice guidelines, and nursing standards, based on appropriate theory to develop client and family focused plans of care; • apply core concepts of effective therapeutic relationships to different care contexts; • recognize different approaches and perspectives to developing therapeutic relationships.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

MOTION #25: The ARCC recommends to EPS Executive that NURS 2707 Nursing Practice Experience 3 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

Rationale: This new course reflects the program revision to a new concept-based curriculum that does not focus on a particular practice area but on nursing concepts used in any practice area. Learning outcomes reflect the new institutional requirement for curricular learning outcomes.

Course Code	NURS 2707
Course Title	Nursing Practice Experience 3
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students continue to develop and apply their nursing skills and knowledge. Building therapeutic relationships/alliances with individuals, families and the interprofessional care team continues to be a focus of care. The course includes 168 hours of practice experience including simulation settings (virtual and high fidelity) and clinical practice settings over 12 weeks.
Course Prerequisite	NURS 2706, NURS 2016, PSYC 2506, BIOL 2116, ACAD 1601, and enrolment in the on-campus BScN program;

	or NURS 2706, NURS 2016, BIOL 1011, BIOL 2116 and enrolment in the on-campus RPN-BScN program
Course Corequisite	NONE
Antirequisite	NURS 2207,
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Placement in clinical setting and simulation experience
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	14 hrs per week for 12 weeks in placement, lab and simulation settings.
<u>Is this course Cross-Listed? If so, with what department?</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i>	N/A
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • incorporate foundations of holistic caring in the context of professional and relationally practice; • evaluate their knowledge, skills, ability, and judgment to the scope of nursing practice within legislation and code of ethics; • establish therapeutic relationships and/or partnerships with clients as individuals, and families to co- create goals to achieve their health objectives; • engage in the nursing process to assess individual's and families' needs and ability to identify, plan, and achieve their health goals; • develop relationships within the inter- and intra-professional health care team; • engage the steps of practice reflection within the framework of self-regulation; • interpret issues of patient safety and quality assurance.

Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Simulation Centre

Year 3 Motions:

MOTION #26 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 3017 Maternal Child Care be changed as outlined below and in line with the major modification proposal:

From: Maternal Child Care

To : Nursing Across the Lifespan 1

JUSTIFICATION (Rationale): We recommend the change in course title to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #27 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 3017 Nursing Across the Lifespan 1 be changed as outlined below:

From:

Using a family–centered approach, students explore the perspectives of health promotion, health protection, health maintenance and restoration, as they relate to perinatal, neonatal and pediatric populations. Emphasis is placed on the nursing process, evidence-informed care, critical thinking, and cultural competency.

To:

Using a family–centered approach, students explore the core aspects of health promotion, health education and nursing care, as they relate to perinatal, neonatal, pediatric, **and adolescent** populations. **Students explore care considerations for different client and care settings.** Emphasis is placed on the nursing process, evidence-informed care, critical thinking, client-focused care, and cultural competency.

JUSTIFICATION (Rationale): We recommend the change in course title to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #28: The ARCC recommends to EPS Executive that the academic course outcomes for NURS 3017 Nursing Across the Lifespan 1 be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An ability to describe the nurse's teaching and caring roles in promoting fetal and maternal health.
2. Knowledge of the nurse's role in promoting nutritional health.
3. Knowledge in caring for the individual and family during the perinatal period.
4. Analysis of ethical and legal issues related to perinatal and pediatric nursing care pregnancy, birth, and childhood.
5. An ability to distinguish the unique needs of children and their families in the application of nursing care and information and communication technologies.
6. An ability to describe the nurses teaching and caring roles in promoting child health.
7. Knowledge of perinatal and pediatric health challenges, including palliative and end-of -life care.
8. Cultural competency in their understanding and response to the

To:

Students who successfully complete this course will:

- describe the nurse's teaching and caring roles in promoting fetal, maternal and pediatric health;
- **discuss concepts of evidence-based nursing care** for the individual and family during the perinatal period;
- **explain** the ethical and legal issues related to perinatal and pediatric nursing care pregnancy, birth, and childhood;
- **differentiate** between the unique needs of children and their families;
- **apply** knowledge of perinatal and pediatric health challenges, including palliative and end-of -life care;
- **integrate cultural competency in planning** nursing care in relation to the individual's expectations and needs.

JUSTIFICATION (Rationale): The change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #29 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 3116 Research I be changed as outlined below and in line with the major modification proposal:

From: Research I

To : Qualitative Health Research

JUSTIFICATION (Rationale): We recommend the change in course title to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program. The title change also more accurately reflects the focus of this course.

MOTION #30 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 3116 Qualitative Health Research be changed as outlined below:

From:

Students are introduced to nursing research core concepts and the application of research to their nursing practice. They critique paradigms of research and compare components of the various

methodologies. The students practice critical appraisal and develop an understanding of the process of research and its relationship to evidence-informed practice

To:

Students revisit relevant research paradigms and are introduced to the research process and core concepts of qualitative health research. Students explore and apply research ethics, principles of the research process and practising evidence-informed nursing as they relate to qualitative health research methodologies. Emphasis is placed on the application of research to nursing practice in relation to qualitative research methods.

JUSTIFICATION (Rationale): We recommend the change in academic calendar description to more accurately reflect the focus of this research course. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #31: The ARCC recommends to EPS Executive that the academic course outcomes for NURS 3116 Qualitative Health Research be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An understanding of the interrelationship between theory, nursing research and evidence informed practice.
2. An ability to identify and comprehend the processes and terminology of research.
3. An ability to differentiate between different research methods and key concepts of research methodologies.
4. An understanding of the relevance and impact of ethics on research.
5. The development of research questions.
6. Beginning competence in dissemination of clinical research in an appropriate format.
7. Use of information science to critically appraise clinical practice guidelines, research articles, and research reports.

To:

Students who successfully complete this course will:

- discuss the interpretivist paradigm and relationship between theory, nursing research and evidence informed practice;
- describe the research process with a focus on qualitative research methods;
- identify the steps in practising evidence-informed health care;
- differentiate between qualitative research methods and key concepts of research methodologies;
- discuss and apply ethical principles in research;
- develop relevant clinical research questions;
- critically appraise research evidence and clinical guidelines and apply these within a clinical context.

JUSTIFICATION (Rationale): The change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice

MOTION #32 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 3117 Nursing Research II be changed as outlined below and in line with the major modification proposal:

From: Nursing Research II

To : Quantitative Health Research

JUSTIFICATION (Rationale): We recommend the change in course title to more accurately reflect the course content. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #33 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 3117 Quantitative Health Research be changed as outlined below:

From:

Students continue to explore the research process as it relates to the development of nursing science and evidence-informed nursing practice. Research approaches build on the processes of Research I.

To:

Students explore the **positivist paradigm** and the research process as it relates to **quantitative research methodologies**. Students continue to explore the research process **including** practising evidence-informed nursing, **application to nursing practice and communication of research results to patients and their families**. **Emphasis is placed on issues on ethical implications of misuse of research data in scientific and media publications.**

JUSTIFICATION (Rationale): We recommend the change in the academic calendar description to reflect more accurately the focus of the course. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #34: The ARCC recommends to EPS Executive that the academic course outcomes for NURS 3117 Quantitative Health Research be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An ability to articulate the components of the research process.
2. The application of ethical principles in research.
3. An ability to articulate the importance and mechanisms for research dissemination and knowledge translation in nursing practice.
4. The utilization of research findings.
5. Advanced application of critical appraisal skills.
6. Practical application of the research process.
7. Application of information science to critically appraise clinical practice guidelines, research articles, and research reports.

To:

Students who successfully complete this course will:

- **discuss** the components of the research process **within a positivist paradigm;**

- **apply** ethical principles in research.
- **describe** research dissemination and knowledge translation in nursing practice;
- **practise** evidence-informed health care;
- **differentiate between experimental and quasi-experimental designs;**
- **develop relevant clinical research questions and hypotheses.**
- critically appraise research evidence, including clinical guidelines, **within a clinical context.**

JUSTIFICATION (Rationale): The change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice

MOTION #35 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 3036 Transcultural Nursing be changed as outlined below and in line with the major modification proposal:

From: Transcultural nursing

To : Culture, Diversity and Nursing Practice

JUSTIFICATION (Rationale): NURS 3036 Transcultural Nursing was a core course in the curriculum until 2019 when it was removed, as the intention was to thread the content throughout the curriculum. The SoN is recommending that in addition to the treaded content, this course be reintroduced this course as a core course with modifications that address current social contexts and calls from several provincial and federal nursing and other bodies including the Truth and Reconciliation Commission of Canada and the Canadian Association of School of Nursing (CASN) for nursing schools and educators to play a leadership role in combating racialized and identity-based inequities which lead the health disparities among groups of Canadian and to “create curricula that equips nurses to ensure the delivery of equitable healthcare to all”. The proposed modifications are reflected in changes in the course title, description and outcomes.

MOTION #36 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 3036 Transcultural Nursing be changed as outlined below:

From:

Students examine the influence of culture on client responses to health, health challenges and nursing care. Cultural assessment with particular emphasis on Canadian cultural groups and the use of these assessments in planning and implementing culturally congruent care is explored.

To:

Students examine the influence of culture **and other forms of diversity** on client responses to health, health challenges and the **provision of** nursing care. **Topics will include racism as a determinant of health and anti-racist health care practice.** Cultural **diversity** assessment with particular emphasis on Canadian cultural groups and the use of these assessments in planning and implementing culturally congruent care is explored.

JUSTIFICATION (Rationale): **JUSTIFICATION (Rationale):** NURS 3036 Transcultural Nursing was a core course in the curriculum until 2019 when it was removed, and the content was threaded throughout the curriculum. The SoN is recommending that in addition to the treaded content, this course be

reintroduced this course as a core course with modifications that address current social contexts and calls from several provincial and federal nursing and other bodies including the Truth and Reconciliation Commission of Canada and the Canadian Association of School of Nursing (CASN) for nursing schools and educators to play a leadership role in combating racialized and identity-based inequities which lead the health disparities among groups of Canadian and to “create curricula that equips nurses to ensure the delivery of equitable healthcare to all”. The proposed modifications are reflected in changes in the course title, description and outcomes.

MOTION #37: The ARCC recommends to EPS Executive that the academic course outcomes for NURS 3036 Culture, Diversity and Nursing Practice be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. Analyze theoretical frameworks of transcultural nursing models.
2. Utilize a theoretical framework to perform a cultural assessment.
3. Explore the influence of culture on individual's health beliefs
4. Critically evaluate the concept of health care as a cultural system
5. Appraise the concept of diversity and similarities within cultures, and the dominant health care model, and the potential for conflict and resolution.
6. Examine client's rights in decision-making based on cultural factors.
7. Identify strategies used to provide culturally competent care.
8. Explain the characteristics of various cultural groups in NE Ontario.
9. Demonstrate ability to locate resources concerning health disparity and cultural needs on internet sites.
10. Define inter- and transcultural cultural competence and proficiency in health care delivery to all populations; describe the domestic and international imperative for cultural competency.

To:

Students who successfully complete this course will:

- describe diverse cultures within Canada and the influence of culture on individual's health beliefs;
- analyze theories and perspectives that address culture, diversity and inclusion.
- integrate cultural considerations into the holistic nursing assessment;
- critically examine identity-based inequities, discrimination and racism at the individual, institutional and system level leading to health disparities and inequitable healthcare;
- examine clients' rights, freedoms and protections within a Canadian Health Care context;
- examine intercultural competence and culturally congruent care in health care delivery to all populations.

JUSTIFICATION (Rationale):

The change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice

MOTION #38: The ARCC recommends to EPS Executive that the academic course outcomes for NURS 3007 Community Health Nursing be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An understanding of concepts significant to population health promotion nursing in the community, including health determinants, cultural competency, health promotion, population health, health protection, illness prevention, injury prevention, primary health care, and public health.
2. An ability to explore the development of community health nursing in Canada and demonstrate understanding of how the Community Health Nursing Standards guide evidence-informed practice.
3. An ability to identify populations at risk using information and communication systems and technologies.
4. Utilization of critical thinking skills to analyze a theoretical nursing approach to population health promotion nursing.
5. Knowledge of the perspectives of health maintenance, rehabilitation, and palliation in community health nursing.
6. An ability to explore advocacy through health promoting activities, policy development and policy promotion.
7. An understanding of interprofessional approaches for building partnerships and community collaboration.

To:

Students who successfully complete this course will:

- **examine** the development of community health nursing in Canada and demonstrate understanding of how the Community Health Nursing Standards guide evidence-informed practice;
- **assess** populations at risk using information and communication systems and technologies.
- **critically appraise relevant research to improve community/population health;**
- **differentiate between** perspectives of health maintenance, rehabilitation, and palliation in community health nursing;
- **demonstrate** advocacy through health promoting activities, policy development and policy promotion;
- **apply** interprofessional approaches for building partnerships and community collaboration.

JUSTIFICATION (Rationale):

The change in learning outcomes reflects the current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #39: The ARCC recommends to EPS Executive the NURS 3706 Nursing Practice Experience 4 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): The School of Nursing is recommending a more flexible approach to experiential nursing practice education and allow for a more diverse range of experiences within each nursing practice experience course. Therefore, we are proposing six new nursing practice experiences courses across the four years that, whilst offering students the opportunity to integrate the theoretical nursing and other health related knowledge they are developing in each year of the program into practice, provide for broader breadth of experiences.

This course is being added as a core course in the proposed major modifications to the BScN program in replacement of (NURS 3027) Clinical Practicum: Nursing Communities and Populations, which focused exclusively on practice experiences in community setting.

Course Code	NURS 3706
Course Title	Nursing Practice Experience 4
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students continue to develop and apply their nursing skills and knowledge. Building therapeutic relationships/alliances with individuals, families and the interprofessional care team continues to be a focus of care. The course consists of 168 hours of practice experience including simulation settings (virtual and high fidelity) and clinical practice settings over 12 weeks.
Course Prerequisite	All NURS courses at the 2000 level in the on-campus BScN program with a minimum grade of 60% or SAT Or NURS 2517, NURS 2707, NURS 2047, NURS 2036, with a minimum grade of 60% or SAT, ACAD 1601 and enrolment in the on-campus RPN-BScN program
Course Corequisite	Click here to enter Course Prerequisite
Antirequisite	NURS 3027, NSGD 3027
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Placement in clinical setting and simulation experience
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	14 hrs per week for 12 weeks in placement, lab and simulation settings.
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department

Program Implications For example, changing a required 6 credit course to 3 credit course.	N/A
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • apply concepts of holistic caring in the context of professional and relational practice; • evaluate their knowledge, skills, ability, and judgment to the scope of nursing practice within legislation and code of ethics; • maintain therapeutic relationships and/or partnerships with clients as individuals, families and communities to co-create goals to achieve their health objectives; • use the nursing process to collaboratively plan and evaluate the care of individual's and families' needs and advocate for their clients; • participate as an active member of the inter- and intra-professional health care team; • evaluate own practice using the steps of practice reflection within the framework of self-regulation; • implement patient safety strategies and principles of quality assurance.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i></p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Simulation Centre</p>

MOTION #40: The ARCC recommends to EPS Executive that NURS 3707 Nursing Practice Experience 5 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): The School of Nursing is recommending a more flexible approach to experiential nursing practice education and allow for a more diverse range of experiences within each nursing practice experience course. Therefore, we are proposing six new nursing practice experiences courses across the four years that, whilst offering students the opportunity to integrate the theoretical nursing and other health related knowledge they are developing in each year of the program into practice, provide for broader breadth of experiences.

Course Code	NURS 3707
Course Title	Nursing Practice Experience 5

Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students continue to develop and apply their nursing skills and knowledge. Building therapeutic relationships/alliances with individuals, families and the interprofessional care team continues to be a focus of care. The course includes 168 hours of practice experience including simulation settings (virtual and high fidelity) and clinical practice settings over 12 weeks.
Course Prerequisite	NURS 3706, NURS 3017, NURS 3116, NURS 3516, with a minimum grade of 60% or SAT, MATH 1267
Course Corequisite	One of: NURS 3007, NURS 3207 or NURS 3517
Antirequisite	NURS 3027; NURS 3217; NURS 4447: NURS 2207; NSGD 3027; NSGD 2028; NSGD 2029
List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Placement in clinical setting and simulation experience
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	14 hrs per week for 12 weeks in placement, lab and simulation settings.
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications For example, changing a required 6 credit course to 3 credit course.	<u>N/A</u>
Learning Outcomes (6-8 points, visible, measurable and in active voice) For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • lead holistic care delivery with support as needed; • Address their knowledge, skills, ability, and judgment to the scope of nursing practice within legislation and code of ethics; • maintain and evaluate therapeutic relationships and/or partnerships with clients as individuals, families and communities to co- create goals to achieve their health objectives;

	<ul style="list-style-type: none"> • use the nursing process to collaboratively plan and evaluate the care of individual's and families' needs and advocate for their clients; • participate as an active member of the inter- and intra-professional health care team; • modify own practice using the steps of practice reflection within the framework of self-regulation; • evaluate patient safety strategies and principles of quality assurance; and consider organisational context.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Simulation Centre

MOTION #41: The ARCC recommends to EPS Executive that NURS 3516 Population Health be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): This course is being added as a core course in the proposed major modifications to the BScN program. Whilst the course retains the conceptual and foundational content related to community health that was situated in the course it replaces (NURS 3007 Community health nursing), it fills a gap within the current curriculum by incorporating teaching and learning about population health approaches, public health practice. Broadening the focus beyond community level health approaches ensures that graduates have the foundational knowledge and competencies that have been articulated by several national and international nursing and health bodies as necessary to the present and future role of nurses in improving the health of individuals, families, communities and populations through addressing social determinants of health and providing effective, efficient, equitable, and accessible care for all across the care continuum, as well as identifying the system facilitators and barriers to achieving this goal.

Course Code	NURS 3516
Course Title	Population Health
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (<i>restricted to 50-75 words, present tense and active voice</i>)	Students explore population-based strategies of health promotion in Canada. Topics include variations in health determinants as affected by population patterns, class, gender, ethnicity, employment, and family composition; major causes of morbidity and mortality; the concept of community

	health, primary health, health promotion opportunities at a population level, social justice, advocacy, and public policy.
Course Prerequisite	<p>All NURS courses at the 2000 level in the on-campus BScN program with a minimum grade of 60% or SAT and enrolment in the on-campus BScN program;</p> <p>Or NURS 2517, NURS 2707, NURS 2047, NURS 2036 with a minimum grade of 60% or SAT, ACAD1601 and enrolment in the on-campus RPN-BScN program</p>
Course Corequisite	Click here to enter Course Prerequisite
Antirequisite	Click here to enter Antirequisite
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate the type.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours of lecture
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	<u>N/A</u>
<p>Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i></p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • describe and discuss social determinants of health frameworks; • explain the impact of social determinants on health and illness; • identify the underlying principles of epidemiology as relevant to community and public health nursing; • develop health promotion strategies at a community and population level; • explain the concepts of community and population health care;

	<ul style="list-style-type: none"> • apply principles of social justice, advocacy and health in all policies to health care delivery.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (<i>ie. additional faculty, library resources or new laboratory space</i>)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Click here to enter hours per term (ie. 36 or 72)

MOTION #42: The ARCC recommends to EPS Executive that NURS 3536 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): This course is being added as part of the proposed major modifications to the BScN program in direct response to the Truth and Reconciliation Commission of Canada's calls to redress the legacy of residential schools and advance the process of Canadian reconciliation. The Commission's call to action specific to schools of nursing in Canada (#24) is:

to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Course Code	NURS 3536
Course Title	Indigenous Health and Wellness
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (<i>restricted to 50-75 words, present tense and active voice</i>)	Students in this course are immersed in a diverse learning environment to critically examine and reflect on Indigenous wellness and health care and healing practices as well as Indigenous determinants of health. Students explore health and wellness concepts within historical, social, cultural and political realities.
Course Prerequisite	NURS 3706, NURS 3017, NURS 3116, NURS 3516, with a minimum grade of 60% or SAT, MATH 1267
Course Corequisite	Click here to enter Course Prerequisite
Antirequisite	Click here to enter Antirequisite
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program

<p>Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Will this course have an Experiential Learning component? If so, please indicate the type(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, click here to indicate the type.</p>
<p>Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.</p>	<p>3 hours</p>
<p>Is this course Cross-Listed? If so, with what department?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, click here to enter department</p>
<p>Program Implications For example, changing a required 6 credit course to 3 credit course.</p>	<p>N/A</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • describe Indigenous ways of knowing to health and wellness; • develop a holistic model of practise that incorporates an understanding of Indigenous healing practises; • discuss how colonisation led to intergenerational trauma that impacts the health and wellness of Indigenous peoples; • explain how the current health disparities faced by Indigenous peoples have their roots in their historical and current institutional experiences; • reflect upon how reclaiming Indigenous culture and beliefs may allow for healing; • describe how the current socio-political and economic environment contributes to health disparities; • develop communication strategies that create and enhance culturally respectful nursing care.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</p>
<p>Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter hours per term (ie. 36 or 72)</p>

MOTION #43: The ARCC recommends to EPS Executive that NURS 3207 Concepts in Mental Health Nursing be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): This course is being added as part of the proposed major modifications to the BScN program; the course builds on the conceptual and foundational content of NURS 2007 Therapeutic Relationships and will be an elective choice (one of three NURS courses) for students in semester 6.

Course Code	NURS 3207
Course Title	Concepts in Mental Health Nursing
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students build on their knowledge and skills providing competent mental health care and review assessment of individuals with mental health challenges. Students explore mental health conditions related to mood, thought, and behaviour. Students explore strategies for supporting individuals and their families to meet their health goals.
Course Prerequisite	NURS 3017, NURS 3116, NURS 3706, and NURS 3516 with a minimum grade of 60% or SAT and MATH 1267
Course Corequisite	NURS 3707
Antirequisite	NSGD 2007; NURS 2007
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	N/A

<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> critically examine the mental health needs, across the lifespan, of clients, families, and groups within the community; understand selected therapeutic approaches currently implemented by nurses and other members of mental health care teams; assess individuals with mental health challenges and recognise acute symptoms that require immediate action, using appropriate mental health tools; reflect upon the stigma and barriers that exist within the field of mental health; discuss inter-professional competencies in mental health promotion, mental illness, and addictions care; appraise legal and ethical issues relating to mental health care; critically appraise relevant research to practice evidence informed mental health nursing.
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i></p>
<p>Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Click here to enter hours per term (ie. 36 or 72)</p>

MOTION #44: The ARCC recommends to EPS Executive that NURS 3517 Concepts in Maternal and Child Health be added to the academic calendar as outlined in the attached template.

JUSTIFICATION (Rationale): This course is being added as part of the proposed major modifications to the BScN program; it is based on NURS 4447 Concepts and Strategies in Pediatric Nursing, which was developed as an elective course for the BScN program students. The School of Nursing recommends changing the course level from YEAR 4 to 3 and offering it as an elective choice (one of three NURS courses) in semester 6.

Course Code	NURS 3517
Course Title	Concepts in Maternal and Child Health
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students increase their knowledge of internal and external variables that impact on maternal and children's health. Students explore concepts and appropriate theories to describe and explain healthcare related to maternity and

	pediatric care. Simulation practice facilitates application of theoretical concepts and skill development. Discussion and dialogue assists students to relate theory to practice to care situations.
Course Prerequisite	NURS 3017, NURS 3116, NURS 3706, and NURS 3516 with a minimum grade of 60% or SAT and MATH 1267
Course Corequisite	NURS 3707
Antirequisite	NURS 4447; NURS 3217; NSGD 2029
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to indicate the type.
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	3 hours
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	<u>N/A</u>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • describe the Canada Health Act and health care context for children in Canada; • examine demographic and sociopolitical changes during the past decades that have influenced pediatric nursing care; • apply ethical considerations to decision making in children's and maternal health care; • critically appraise relevant research to practice evidence-based pediatric and perinatal nursing care; • describe the growth and development expectations of the well child from newborn through adolescence;

	<ul style="list-style-type: none"> differentiate among pediatric variations in nursing procedures and pain management in the care of the ill child; apply safe nursing care principles to maternal and pediatric populations.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Click here to enter hours per term (ie. 36 or 72)

Year 4 Motions:

MOTION #45 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 4036 Complex Health Challenges be changed as outlined below:

From: NURS 4036 Complex Health Challenges

To: NURS 4036: Advanced Care of Individuals with Multi-system Health Challenges

Rationale: We recommend the change in course title to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #46 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 4036 Complex Health Challenges be changed as outlined below:

From:

Students learn advanced concepts relevant to the care of individuals and families experiencing complex health challenges. Students examine caring for individuals and their families experiencing complex health challenges using an interprofessional and culturally competent approach.

To:

Students learn advanced concepts relevant to the care of individuals and families experiencing **varying levels of severity** of complex health challenges. Students examine caring for individuals and their families experiencing **multi-system** health challenges using a patient-centered, **holistic** and culturally competent approach, considering interprofessional collaboration in health care.

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #47: The ARCC recommends to EPS Executive that the learning outcomes for the course NURS 4036 Advanced Care of Individuals with Multi-system Health Challenges be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An application of advanced critical thinking skills and nursing knowledge to provide culturally competent care for individuals and families with complex health challenges within complex contexts.
2. The nurse's role in health promotion, health protection, health maintenance, and health restoration when working with individuals and their families with complex health challenges, including palliative and end of life care.
3. An integration of nursing knowledge within a leadership role in the health care system.
4. The use of information and communication technologies in the delivery of complex health care.
5. The application of the body of knowledge from nursing and other disciplines concerning current and emerging health issues.

To:

Students who successfully complete this course will:

- **apply** critical thinking skills and nursing knowledge to plan culturally competent care for individuals and families experiencing complex health challenges;
- **plan** care that advocates for the needs of individuals and their families with multi-system health challenges across several contexts, including palliative and end of life care;
- **evaluate** leadership roles and responsibilities of nurses working within interdisciplinary teams caring for individuals experiencing multi-system health challenges;
- **assess** how information and communication technologies can be used to support the delivery of complex health care and patient safety across all contexts;
- **create** strategies from an evidence-informed body of knowledge from nursing and other disciplines to plan for effective continuity of care;
- **critically** examine the influence of cultural diversity when assessing individuals and planning patient care.

JUSTIFICATION (Rationale): We recommend the change in learning outcomes reflects the move to current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #48 (non-substantative): The ARCC recommends to EPS Executive that the course title for NURS 4436 Concepts of Gerontological Nursing be changed as outlined below:

From: NURS 4436 Concepts of Gerontological Nursing

To: NURS 4436 Nursing across the Lifespan 2

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #49 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 4436 Concepts of Gerontological Nursing be changed as outlined below:

From:

Students examine complex concepts that are unique to caring for the older adult and their families from perspectives of health promotion, protection, maintenance, restoration, and palliation. Students analyze health and social challenges that impact the older adult

To:

Students examine complex concepts that are unique to caring for the older adult **as they move through later life. Students explore nursing and health care considerations** for individuals and their families from perspectives of health promotion, self-management, palliation, and **interprofessional collaboration**. Students analyze the wider health and social challenges that impact individuals in the ageing process.

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #50: The ARCC recommends to EPS Executive that the learning outcomes for the course NURS 4436 Nursing Across the Lifespan 2 be changed as outlined below:

From:

1. Application of gerontological nursing concepts to provide person and family centered care for older adults experiencing health challenges.
2. Knowledge of gerontological nursing in Canada and how the Canadian nursing practice standards guide evidence-informed practice.
3. Application of interprofessional and culturally competent approaches in caring for older adults.
4. Appraisal of evidence that informs the care of the older adult.
5. An understanding of the health challenges and factors that impact the quality of life for the older adult. Some of the concepts discussed include mobility, functional decline, frailty, polypharmacy, chronic disease, 3 D's (dementia, depression and delirium), pain, palliative and end-of-life care.
6. An understanding and use of information and communication technologies in the delivery of care

To:

Students who successfully complete this course will:

- **integrate** gerontological and ageing concepts to provide person and family centered care for older adults experiencing health challenges;
- **analyze** how Canadian nursing practice standards guide evidence-informed practice in the context of gerontological nursing;
- **develop** interprofessional and culturally congruent approaches in caring for older adults;
- **appraise** different cultural and disciplinary approaches to age and ageing;
- articulate the specific health challenges and factors that impact the quality of life for the older adult;
- **discuss** the various uses of information and communication technologies in the delivery of care to the older adult;

- **appraise** current care issues and how nurses can advocate for improved care for older persons and families.

Rationale: We recommend the change in learning outcomes to reflect the move to current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION # 51 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 4067 Principles of Management, Leadership and Change be changed as outlined below and in line with the major modification proposal:

From: Principles of Management, Leadership and Change

To: Leadership and Change in Nursing Practice

Rationale: We recommend the change in course title to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION # 52: The ARCC recommends to EPS Executive that the learning outcomes for the course NURS 4067 Leadership and Change in Nursing Practice be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. The ability to analyze the historical, social, cultural, political, economic, and environmental issues and emerging trends that underpin and influence the health care systems.
2. An ability to differentiate the concepts of leadership and management.
3. An understanding of the concepts of critical decision making in an environment of change.
4. An understanding of the role of nursing leadership to facilitate an environment that promotes interprofessional collaboration through application of principles of role clarification, team functioning, conflict resolution, shared problem solving, decision making (CNO, 2014).
5. The integration of continuously quality improvement principles and activities into nursing practice.
7. Application of leadership and advocacy skills in the coordination of the health care team including the delegation of care

To:

Students who successfully complete this course will:

- **analyze** the various contexts which have contributed to current and emerging issues and trends that underpin and influence the Canadian health care systems;
- **differentiate** between the concepts of leadership and management;
- **integrate** relevant theory and research knowledge related to leadership and change in analyzing current issues and trends in nursing;
- **critically appraise** the role of nursing leadership in supporting a healthy workplace environment and promoting interprofessional collaboration;
- **develop** quality improvement strategies to improve the quality of nursing practice at the point of care, and beyond;
- **relate** appropriate leadership and advocacy skills in the coordination of the health care team including the delegation of care;

- **identify** and implement strategies for professional leadership self-development.

Rationale: We recommend the change in learning outcomes to reflect the move to current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #53 (non-substantive): The ARCC recommends to EPS Executive that the course title for NURS 4126 Transition to Professional Practice be changed as outlined below:

From: Transitions to Professional Practice

To: Professional Practice 3

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION # 54 (non-substantive): The ARCC recommends to EPS Executive that the academic calendar course description for NURS 4126 Transitions to Professional Practice be changed as outlined below:

From:

Students explore the development of practice of self-regulation and readiness strategies in the context of role-transitioning and role socialization to professional practice.

To:

Students explore the development of practice of self-regulation and readiness strategies in the context of role-transitioning and role socialization to professional practice. **Students explore the impact of internal and external variables in achieving success in role transition from student to graduate nurse and practices that support life-long learning.**

Rationale: We recommend the change in course description to support a more conceptual underpinning to the curriculum. The name change also aligns an aim of the proposed major program modification to improve the scaffolding of learning throughout the program.

MOTION #55: The ARCC recommends to EPS Executive that the learning outcomes for the course NURS 4126 Transitions to Professional Practice be changed as outlined below:

From:

Students who successfully complete this course will demonstrate:

1. An understanding of the concepts of role transition and role socialization into a profession.
2. An understanding of strategies for the successful transition from student nurse role to professional nurse role.
3. An ability to articulate relevant self-management skills to assist in transitioning to professional nurse
4. Career planning strategies in becoming a professional nurse.
5. Knowledge of professional and collective bargaining associations and regulatory bodies and their roles.

6. An understanding of the process for obtaining a registration certificate as a Registered Nurse in Canada.
7. Application of appropriate communication (individually, family and teams) and conflict management skills in professional interactions and contexts.

To:

Students who successfully complete this course will:

- **discuss** the concepts of role transition and role socialization into a profession;
- **describe** professional and collective bargaining associations and regulatory bodies and their roles;
- **discuss** strategies for the successful transition from student nurse role to professional nurse role;
- **evaluate** their readiness for practice readiness against regulatory ETP competencies;
- **develop** self-management strategies to assist in transitioning to the role of professional nurse.
- **differentiate** between internal and external variables that impact on their ability and readiness to practice;
- **identify** learning gaps as part of a life-long learning strategy, to successfully attain licensure within a Canadian context.

Rationale: We recommend the change in learning outcomes to reflect the move to current University guidelines to developing learning outcomes, that are measurable, visible and use active voice.

MOTION #56: The ARCC recommends to EPS Executive that NURS 4706 Nursing Practice Experience 6 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): This new course reflects the program revision to a new concept-based curriculum that does not focus on a particular practice area but on concepts used in any practice area. Learning outcomes reflect the new institutional requirement for curricular learning outcomes.

Course Code	NURS 4706
Course Title	Nursing Practice Experience 6
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other Click here to specify
Course Description (restricted to 50-75 words, present tense and active voice)	Students apply their cumulative knowledge and skills related to the care of individuals and families experiencing complex health challenges. The course includes 168 hours of practice experience including simulation settings (virtual and high fidelity) and clinical practice settings over 12 weeks.
Course Prerequisite	NURS 3036, NURS 3536, NURS 3707, NURS 3117; and NURS 3007 or NURS 3517 or NURS 3207 with minimum grade of 60% or SAT
Course Corequisite	None
Antirequisite	NSGD 4026, NURS 4026
List any restrictions or special notes for this course.	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program

For example "This course is restricted to BPHE students".	
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Clinical practice and simulation experiences
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	14 hrs per week for 12 weeks in placement, lab and simulation settings.
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications For example, changing a required 6 credit course to 3 credit course.	N/A
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the Quality Assurance website.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • lead holistic care delivery with support as needed; • integrate knowledge, skills, ability and professional judgment to determine what is appropriate nursing practice based on the scope of practice, code of ethics legal regulations, and institutional policies and procedures; • competently evaluate therapeutic relationships and/or partnerships with clients as individuals, families, and communities to co- create goals to achieve their health objectives; • competently apply the nursing process to collaboratively plan and evaluate the care of individual's and families' needs and advocate for their clients; • participate as an active member of the inter- and intra-professional health care team; • improve own practice using the steps of practice reflection within the framework of self-regulation; • evaluate patient safety strategies and purposefully engage in the process of change to improve care within the organisational context.

Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Simulation Centre

MOTION #57: The ARCC recommends to EPS Executive that NURS 4704 Integrated Practicum be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

JUSTIFICATION (Rationale): This new course reflects the program change to a new concept-based curriculum. Learning outcomes reflect the new institutional requirement for curricular learning outcomes. Hours have been adjusted to support student success in academic courses, and to reflect what is currently standard practice at other Schools of Nursing in Ontario.

Course Code	NURS 4704
Course Title	Integrated Practicum
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input checked="" type="checkbox"/> Other 12 credits
Course Description (restricted to 50-75 words, present tense and active voice)	Students assume incremental responsibility for client care. Focus is on the integration of theory and practice in a variety of health care settings under the supervision of a Registered Nurse. Students develop clinical reasoning, clinical judgement, independent decision-making skills, professional accountability, responsibility, and identity. Students complete 324 hours of practice experience.
Course Prerequisite	NURS 4036, NURS 4067, NURS 4436 and NURS 4706 with a minimum grade of 60% or SAT
Course Corequisite	
Antirequisite	NSGD 4027, NURS 4024
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	This course is restricted to students in the on-campus BScN program or the on-campus RPN-BScN program
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Clinical placement
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	324 hours in a clinical setting following the schedule of their preceptor-mentor.
Is this course Cross-Listed? If so, with what department?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
Program Implications <i>For example, changing a required 6 credit course to 3 credit course.</i>	<u>N/A</u>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i> For detailed information on Learning Outcomes, please consult the Quality Assurance website .	Students who successfully complete this course will: <ul style="list-style-type: none"> • lead holistic nursing care within legislative and ethical codes of practice; • competently maintain therapeutic relationships and/or partnerships with clients as individuals, families, communities, or populations to co- create goals to achieve their health objectives; • support clients' ability to identify, plan, and achieve their health goals; • participate actively as a member of the interprofessional health care team; • use critical inquiry, evidence-informed decision making and clinically relevant skills to engage in best practices in nursing across the lifespan; • provide culturally, physically and psychologically safe care and engage in quality assurance and continuous quality improvement. • evaluate patient safety strategies and purposefully engage in the process of change to improve care within the organisational context.
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, please use the Departmental Curriculum Approval form to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

MOTION #58: That ARCC recommends to EPS Executive the approval of the BScN Major Modification Proposal as outlined in the attached document.



Manual

for

Major Modifications

Revised August 2020

Appendix E2

Proposal for Major Modification

Once the Letter of Intent is approved by the Provost, the academic unit will prepare the Proposal for Major Modification as per the template below. From there, this Proposal will be submitted to:

- ARCC (Undergraduate Programs) or GSC (Graduate Programs)
- Faculty Executive*
- ACC
- Senate

*If the Provost determines the Major Modification may require substantial changes to resources/infrastructure, the proposal will also need to be heard at AQAPC following Faculty Executive. It does not matter if the proposal is heard at AQAPC or ACC first, however it must be reviewed at both committees before moving forward to Senate.

Current Program Name:	Bachelor of Science in Nursing: Collaborative Program and Registered Practical Nurse (RPN)-BScN collaborative program
If changing, Proposed Program Name:	Bachelor of Science in Nursing (BScN) program (on-campus) RPN-BScN program (on-campus)
Academic Unit Proposing the Modification:	School of Nursing (SoN)
Proposed Start Date:	Sept 2022
Submitted by:	Curriculum Modification Committee on behalf of the SoN

Provide a brief summary of the proposed Major Modification.

The proposed major modification reflects a shift in nursing curricula to move towards a more conceptual approach in nursing education and allows for scaffolding of learning. We therefore propose title changes to the majority of our courses to reflect this shift. We also propose revisions to learning objectives throughout to reflect the University's approach to use measurable, visible learning outcomes. We suggest uncoupling existing clinical courses from theory courses and instead offer six nursing practice experience courses that will provide students with the opportunity to explore nursing practice in acute, long-term and community care settings. This will allow a more flexible approach to placements and will provide opportunity for increased enrollment in the future whilst not placing additional burden on clinical placement agencies.

In discussion with Arts and Science Faculty, we are proposing revisions to our services course. We are recommending changes to some biology courses to bring these in line with current provincial nursing programs and reflect better the biology knowledge required by graduate nurses (also in relation to the National Council Licensure Examination (NCLEX), the nursing entry exam). We are proposing a core academic writing course for all nursing students to improve writing and critical thinking skills; we propose a core Indigenous health and wellness course as well as modifying learning objectives throughout courses to improve indigenisation of our program as a response to the Truth and Reconciliation Commission (TRC) calls to action; we propose a core population health course to prepare students better for current and health care challenges; we propose to cover core knowledge and skills required in relation to community nursing, mental health nursing and maternal and pediatric nursing in 2nd and 3rd year and propose to offer additional focused courses as NURS electives in year 3. We propose a new applied health statistics course in year 3 to better prepare students in data literacy relevant to interpreting health research practising evidence informed nursing. Finally, we propose to reduce hours required for the current NURS 4024 preceptorship course (proposed course NURS 4704 Integrated practicum) to allow students time for their concurrent NURS 4123 Transitions to professional practice (proposed course NURS 4123 Professional Nursing 3).

In relation to the 3-year RPN-BScN on-campus program, we propose to continue with crediting their PN diploma for 1st year courses, (excluding Human Biochemistry but including Psychology). These students would join the 4-year cohort in 2nd year.

Explain the rationale for modifying the existing program. Why are these changes necessary? What does the program seek to accomplish by implementing these changes?

The curriculum for our current collaborative BScN is very traditional, population based, the courses are siloed and placements are inflexible (all students are placed in similar areas linked to specific theory courses). Students often struggle with opportunities for transferrable skills and knowledge. A concept-based curriculum has been shown to be more effective pedagogically in primary and secondary school education, yet higher education has been slower in adopting these. More recently though, there has been a shift away from a disease-centred model to concept-based nursing education as it gives opportunities for a more student-centred approach; focuses on conceptual learning thus reducing the siloed approach; increases student engagement; requires students to transfer skills and knowledge, as learning is focused on concepts rather than content and such a

decrease in content encourages critical thinking and clinical reasoning skills (Ignatavicius, 2019; Giddens, 2021).

At the NU School of Nursing, we strive to provide students with a cutting edge, modern nursing education that prepares them for the nurse of the future and thus we propose restructuring our curriculum to reflect a concept-based approach to nursing education. In line with the TRC calls to action, we also advocate for a core Indigenous Health and Well-being course and threading learning objectives related to Indigenous health concerns and culture as well as a wider approach to diversity in health care and nursing throughout our program.

Thus, the proposed major changes will allow us to offer a nursing degree that meets the educational needs for the future graduate nurse in our ever changing and challenging health care landscape. It would also link to future endeavours of the School of Nursing to provide a MSc Practice Education, which will draw on the strengths of the University as a whole.

Identify this modification's relationship to the University's Strategic Plan and the approved Strategic Mandate Agreement (SMA).

- Strategic Plan: https://www.nipissingu.ca/departments/presidents-office/strategic-plan/Documents/Nipissing%20Strat%20Plan-FINAL_8Jan15.pdf

- Strategic Mandate Agreement: <https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements>

The proposed major revision of for our new standalone on-campus BScN program (which will include a RPN-BScN entry) meets the mission and vision of the University's strategic plan to provide excellence in academic research and education, foster student community and enhance student experience, engage with community stakeholders to provide graduates with relevant skills and knowledge within the University's Northern Ontario context. Nipissing University's current nursing program (delivered with Canadore College) is known for the quality of our graduates; many of our graduates are making an impact locally, nationally, and internationally in healthcare. We want to ensure this continues through the delivery of a Nipissing only degree.

The Strategic Mandate Agreement (SMA) highlights the importance to address local community need and impact of academic education. The nursing program contributes the SMA by graduating practice ready nurses who can fill the local need for healthcare providers, as well as help address the forecasted shortage of 66,000 nurses by 2022, an issue that we have been aware of for over ten years (as identified by the Canadian Nurses Association, 2009). The current pandemic has now acutely highlighted our continuing shortage of registered nurses and the need to educate the 'nurses of the future' whose skills and knowledge continuously evolve.

The SMA highlights the role of experiential education – the School of Nursing has a long history of providing excellent, student-centred experiential education. The proposed modification to our current on-campus BScN program aims to build on this expertise by developing and integrating state of the art experiential learning opportunities, as well as student-centred high quality clinical placement opportunities.

<p>Whilst we already have several effective partnership agreements with clinical and community agencies in place, this is an opportunity to further build on these and also reach out to agencies further afield.</p>
<p>If any of the changes have been developed as a result of recommendation(s) from a cyclical program review, please identify those changes along with their associated recommendation(s) from the review.</p>
<p>Whilst the revisions are not part of a cyclical program review, we have taken this opportunity to revise our existing collaborative BScN curriculum to offer nursing education that prepares the nurse of the future and allows for the integration of a broader educational opportunity.</p>
<p>Provide details of existing and new resources (human, physical and budgetary) required to modify the program.</p>
<p>Resources required comprise:</p> <ul style="list-style-type: none"> • Physical resources related to a new Interprofessional Centre for Simulation. • Human resources (technologists) related to providing simulation and lab experiential education at Nipissing in the Interprofessional Centre for Simulation. • Human resources (faculty) related to providing academic nursing education. • Human Resources (practice experts) to assist with practice / experiential education at placement agencies. <p>We currently have over 1700 students in total in the School of Nursing, with a complement of only 13 full-time faculty, one of whom is a Limited-Term Appointment. Five faculty regularly teach in the current collaborative program which is complemented by eight full-time faculty by our current Canadore College partner. In order to offer a stand-alone on-campus BScN program with the planned 48 4-year BScN students plus 12 RPN-BScN students, we would require a minimum of two additional full-time TT faculty (starting 1st July 2022 and 1st July 2023). This addition to our faculty complement will also support our Distance RPN-BScN program, which is currently heavily under-resourced. There is a desire to develop a master's level degree within the School of Nursing, and therefore investment in both faculty and research capability will also support future expansion plans.</p> <p>Since the current lab and simulation facilities are based on the Canadore College campus, we will require investment in an Interprofessional Centre for Simulation. We envisage this centre to provide interdisciplinary experiential learning opportunities for students including but not limited to nursing, social work, education, as well as opportunities for interdisciplinary research. In addition to equipment, physical space and software required, we also require two full time simulation technologists (starting 1st July 2022 and 1st July 2023) to support simulation and skills learning in a cost and pedagogically effective way. A full outline of the business plan for the Interprofessional Centre for Simulation will be provided separately.</p>
<p>Include certification from the relevant Dean(s) that the modified program is an appropriate and desirable addition to the academic programs of the University, and that a proposed discontinuation is appropriate and in line with the strategic direction of the Faculty. As well, a clear commitment that</p>

the modified program will be appropriately resourced. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.

Decanal Comments

The dissolution of the partnership with Canadore College to deliver the BScN Collaborative Program presents an opportunity to reshape the program by leveraging the expertise in the School of Nursing and meet the pressing need for contemporary healthcare providers. For example, scholars in the School have been researching best practices in nursing and specific areas include simulation technology and impacts. We have the opportunity to present to students a leading program that produces high quality and in-demand graduates. Further, I believe that we have the support of senior administration to allocate the resources required to launch a major modification of the BScN program for delivery at the North Bay campus. Therefore, I am supportive of this major modification to the BScN program as we move to independent delivery on campus.

If this proposal impacts the program's curriculum, please provide a copy of the current program requirements from the Academic Calendar, as well as a copy of how the proposed version would appear if approved. Please highlight the differences between the two versions of the program.

Current Program requirements:

Year 1

NURS 1006	Professional Self-Awareness	3 cr.
NURS 1016	Nursing and Health	3 cr.
NURS 1017	Aging and Health	3 cr.
NURS 1026	Clinical Practicum: Nursing Healthy Individuals	3 cr.
NURS 1027	Clinical Practicum: Nursing Older Adults	3 cr.
NURS 1037	Health Assessment	3 cr.
BIOL 1011	Introduction to Molecular and Cell Biology for Nursing	3 cr.
BIOL 2706	Human Anatomy and Physiology I	3 cr.
BIOL 2707	Human Anatomy and Physiology II	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.

Year 2

NURS 2007	Concepts in Mental Health Nursing	3 cr.
NURS 2016	Health Challenges	3 cr.

NURS 2026	Clinical Practicum: Nursing Individuals Experiences Health Challenges	3 cr.
NURS 2036	Development of Nursing Knowledge	3 cr.
NURS 2207	Clinical Practicum: Nursing Individuals Experiences Mental Health Challenges	3 cr.
NURS 2037	Pharmacology	3 cr.
NURS 2047	Professional Foundations in Nursing	3 cr.
NURS 2526	Pathophysiology	3 cr.
BIOL 2116	Principles of Microbiology	3 cr.
Elective		3 cr.
Year 2 RPN-BScN stream		
NURS 2007	Concepts in Mental Health Nursing	3 cr.
NURS 2016	Health Challenges	3 cr.
NURS 2106	Clinical Practicum for RPN to BScN	3 cr.
NURS 2036	Development of Nursing Knowledge	3 cr.
NURS 2207	Clinical Practicum: Nursing Individuals Experiences Mental Health Challenges	3 cr.
NURS 2107	Reflective Practice for RPN to BScN	3 cr.
NURS 2047	Professional Foundations in Nursing	3 cr.
BIOL 1011	Introduction to Molecular and Cell Biology for Nursing	3 cr.
BIOL 2116	Principles of Microbiology	3 cr.
ACAD 1601	Academic Writing	3 cr.
Year 3		
NURS 3007	Community Health	3 cr.
NURS 3017	Maternal Child Care	3 cr.
NURS 3027	Clinical Practicum: Nursing Communities and Populations	3 cr.
NURS 3116	Nursing Research I	3 cr.
NURS 3117	Nursing Research II	3 cr.
NURS 3217	Clinical Practicum: Maternal Child Nursing	3 cr.
MATH 1257	Technical Statistics	3 cr.
PSYC 1036	Applied Developmental Psychology	3 cr.
	*RPN-BScN students take elective instead	
Electives		6 cr.

Year 4

NURS 4026	Clinical Practicum – Advanced Clinical Practice	3 cr.
NURS 4024	Clinical Practicum - Clinical Preceptorship	12 cr.
NURS 4036	Complex Health Challenges	3 cr.
NURS 4067	Principles of Management, Leadership and Change	3 cr.
NURS 4126	Transition to Professional Practice	3 cr.
NURS 4436	Concepts of Gerontological Nursing	3 cr.
Electives		3 cr.

Revised program requirements 4 yr BScN program (on-campus)**YEAR 1**

NURS 1006	Professional Nursing 1	3 cr.
NURS 1016	Introduction to Holistic Nursing	3 cr.
NURS 1037	Health Assessment	3 cr.
BIOL 1022	Concepts of Human Anatomy and Physiology	3 cr.
BIOL 1011	Human Biochemistry	3 cr.
NURS 1526	Introduction to Patho-pharmacology	3 cr.
SOCI 1016	Introduction to Sociology	3 cr.
NURS 1516	Introduction to Health Concepts across the Lifespan	3 cr.
NURS 1707	Nursing Practice Experience 1	3 cr.
ACAD 1601	Academic Writing	3 cr.

YEAR 2

NURS 2047	Professional Nursing 2	3 cr.
NURS 2016	Care of individuals and families with health challenges	3 cr.
BIOL 2116	Principles of Microbiology	3 cr.
NURS 2706	Nursing Practice Experience 2	3 cr.
PSYC 2506	Health Psychology	3 cr.
NURS 2037	Advanced Patho-pharmacology	3 cr.
NURS 2517	Therapeutic Relationships	3 cr.
NURS 2707	Nursing Practice Experience 3	3 cr.
NURS 2036	Development of Nursing Knowledge	3 cr.
Elective		3 cr.

YEAR 2 RPN-BScN program (on-campus)

ACAD 1601	Academic writing	3 cr.
NURS 2016	Care of individuals and families with health challenges	3 cr.

BIOL 2116	Principles of Microbiology	3 cr.
NURS 2706	Nursing Practice Experience 2	3 cr.
BIOL 1011	Human Biochemistry	3 cr.
NURS 2517	Therapeutic Relationships	3 cr.
NURS 2707	Nursing Practice Experience 3	3 cr.
NURS 2047	Professional Nursing 2	3 cr.
NURS 2036	Development of Nursing Knowledge	3 cr.
Elective		3 cr.
YEAR 3		
NURS 3017	Nursing Across the Lifespan 1	3 cr.
NURS 3116	Qualitative Health Research	3 cr.
NURS 3706	Nursing Practice Experience 4	3 cr.
NURS 3516	Population Health	3 cr.
MATH 1267	Applied Health Statistics	3 cr.
NURS 3036	Culture, Diversity and Nursing Practice	3 cr.
NURS 3536	Indigenous Health and Wellness	3 cr.
NURS 3707	Nursing Practice Experience 5	3 cr.
NURS 3117	Quantitative Health Research	3 cr.
3 credits of the following:		
NURS 3007	Community Health Nursing	3 cr.
NURS 3517	Concepts of Maternal & Child Health Care	3 cr.
NURS 3207	Concepts of Mental Health	3 cr.
YEAR 4		
NURS 4036	Advanced care of individuals with multi-system health challenges	3 cr.
NURS 4436	Nursing Across the Lifespan 2	3 cr.
NURS 4706	Nursing Practice Experience 6	3 cr.
NURS 4067	Leadership and Change in Nursing Practice	3 cr.
NURS 4704	Integrated Practicum	12 cr.
NURS 4126	Professional Nursing 3	3 cr.
Elective		3 cr.
Please provide a copy of the current learning outcomes. If the proposal impacts the current learning outcomes, provide the proposed learning outcomes and highlight the differences between the two.		
Current program learning outcomes:		
<ol style="list-style-type: none"> 1. Apply the concept of caring to practice professionally within legislative and ethical parameters. 2. Develop and sustain therapeutic relationships and/or partnerships with clients (individuals, families, communities, and populations). 3. Co-create health and well-being with complex clients. 4. Use the nursing process to safely and competently facilitate clients in identifying, planning for and achieving their health goals through the perspectives of health promotion, health 		

protection, health maintenance and health restoration.

5. Communicate effectively and participate actively in the health care team.
6. Use critical thinking skills to apply relevant principles and theories in nursing practice.
7. Practice evidence-based nursing by applying and assisting others to apply appropriate research results.
8. Purposefully engage in the process of change to support the application of nursing leadership

Revised program learning outcomes:

The Nipissing University Bachelor of Science in Nursing Program graduates nurse leaders who courageously and confidently:

- practise **holistic nursing care** within legislative and ethical codes of practice;
- develop and sustain therapeutic relationships and/or partnerships with clients **as individuals, families, communities, or populations to co- create goals to achieve their health objectives;**
- **support clients** in their ability to identify, plan, and achieve their health goals;
- **participate actively and collaboratively** as a member of the interprofessional health care team.
- use critical inquiry, evidence-informed **decision making and clinically relevant skills to engage in best practices in nursing across the lifespan;**
- **provide cultural, physical and psychological safe care and engage in quality improvement processes;**
- **co-ordinate and influence** change within the context of nursing care.

If this proposal impacts the faculty complement, please provide a detailed explanation and rationale.

Please see above. Given our high ratio of students to full-time faculty in the School of Nursing as a whole and a high reliance on part-time instructors to delivery our four nursing programs, we will require a minimum of two additional TT faculty commencing in 2022 and 2023.

However, since we are initially halving student enrollment in the first year of intake for the stand-alone modified program, this will likely impact faculty requirements for service (A&S) courses.

Outline the expected impact on continuing students, if any, and how they will be accommodated.

Students in the current collaborative BScN program (last intake Sept 2021) will be able to complete their degree in the collaborative program. Should they fail any courses, they will be allowed to take the equivalent course in the modified program or existing courses in the distance RPN-BScN program. Students will receive regular communication on how the dissolution of the collaborative BScN might impact them and considerations on how to ensure this process is smoothly completed.

If this proposal impacts the delivery mode, discuss the appropriateness of the proposed modes of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance on-line, problem-based, compressed part-time, different campus, inter-institutional collaboration or other non-standard form of delivery) to meet the intended program learning outcomes. Explain why these are the most appropriate methods of delivery to help students achieve the proposed learning outcomes and improve student learning experience.

We propose to include virtual simulation as a core element of experiential learning for our BScN students as an effective way to scaffold experiential learning. Although most of this program is intended to be taught face to face on campus, given the current pandemic, and possible future pandemics, we are considering offering some elements of the curriculum in a hybrid or online delivery.

If the Provost determines this Major Modification involves substantial changes to resources or infrastructure those submitting the Major Modification will be required to provide details to explain additional resources required. Areas discussed may include (but not be limited to) resources such as:

- Human, physical, and financial resources, and any institutional commitment to supplement these resources
- The planned faculty hiring schedule of a faculty complement that is competent to teach and/or supervise in the program
- The resources necessary to sustain the quality of scholarship produced by students, including library support, information technology support, and laboratory access (if applicable)

This information will be heard at AQAPC following Faculty Executive.

Canadore College's Occupational Therapist Assistant and Physiotherapist Assistant Diploma Pathway to Bachelor of Physical and Health Education Degree at Nipissing University

Motion

That the Academic Curriculum Committee recommend to Senate that the transfer pathway to the Bachelor of Physical and Health Education for two-year Occupational Therapist Assistant and Physiotherapist Assistant graduates from Canadore College be approved.

Proposal

1. Applicants who have graduated from the two-year Occupational Therapist Assistant and Physiotherapist Assistant diploma program at Canadore College with an overall average of at least 72 percent or higher may be eligible for admission to the Bachelor of Physical and Health Education degree with transfer standing credit to a maximum of 30 credits.
2. Applicants who have graduated from the two-year Occupational Therapist Assistant and Physiotherapist Assistant diploma program at Canadore College with an overall average of at least 75 percent may be eligible for admission to the Concurrent Bachelor of Physical and Health Education degree. Applicants must also present a minimum of 70% in one semester of English or Communications at the college level (not Academic and Career Entrance (ACE) Program courses) or ENG4U from high school with a minimum grade of 70 percent. A minimum 60 percent in one semester of Mathematics (not Academic and Career Entrance (ACE) Program courses or Statistics) at the college level or a 3U or 3M Mathematics from high school with a minimum grade of 60% is also required. Transfer credit to a maximum of 30 credits will be granted.

Rationale

This pathway is similar to what is already in place for Canadore College's Strength and Conditioning/Recreation and Leisure programs, but with fewer transfer credits. Changing demographics are making it increasingly important for Nipissing to offer reasonable and innovative pathways for transfer students.....

Submitted by Marney Leclerc, Pathway Development Coordinator,
for Graydon Raymer , Director, School of Physical and Health Education

Report of the
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)
Friday, April 23, 2021

The eighth meeting of the Academic Quality Assurance and Planning Committee was held on Friday, April 23, 2021 via Zoom conference.

COMMITTEE MEMBERS:

Arja Vainio-Mattila
Pat Maher
Jim McAuliffe
Pavlina Radia
Debra lafrate
Stephen Tedesco

Judy Smith
James Abbott
Rob Breton
Steven Cairns
Kristina Karvinen
Graydon Raymer

Susan Srigley
Sarah Winters
Hannah Mackie
Charlotte Foster
Ashley Locke

Regrets: John Nadeau, Nancy Black, Ron Hoffman

Recording Secretary: S. Landriault

Degree architecture at Nipissing University was carried over from the March 19, 2021 AQAPC meeting for further discussion. It was decided that the discussion would be taken to the faculties starting with Arts and Science.

The admission average was carried over from the March 19, 2021 AQAPC meeting for further discussion. The Registrar, the Dean of Teaching and any members that wish to contribute, will meet to develop a policy. A concrete proposal will be brought back to a future AQAPC meeting.

Approval of a Residency Requirement for Laurentian University Students

Rationale: In response to the financial challenges and restructuring currently taking place at Laurentian University, Nipissing University is working closely with Laurentian as they assist and support their students who have been impacted by program cancellations. Laurentian has indicated that they will issue Letters of Permission for students unable to complete their studies and we will assist these students where possible in continuing their studies through our typical admissions process. Committee members approved the addition of the following friendly amendment in bold:

MOTION 1: Moved by S. Winters, seconded by R. Breton that the Academic Quality Assurance and Planning Committee approve that for Laurentian University students to be considered for a Nipissing University undergraduate degree, they must successfully complete at least 30 Nipissing University credits.

In addition, students must successfully complete at least 25% of the required courses for each declared area of study; major (double or honours), specialization and minor with Nipissing University, with the following exceptions:

1. A student who applies for a Bachelor of Commerce degree must successfully complete 30 Nipissing Business credits.
2. A student who applies for a Bachelor of Arts in Criminal Justice must successfully complete 30 Nipissing Criminal Justice credits.
3. Students completing an Honours Double Major must successfully complete a minimum of 18 Nipissing credits in each Major.

If approved this policy will take effect immediately and will be temporary to assist Laurentian University students complete their degree. **This policy will be valid until September 2024 at which point the need for it will be reviewed.**

CARRIED

Suggested guidelines for teaching blended courses in Fall 2021 were provided and discussed. The Dean of Teaching, Dean of Arts and Science, Dean of Graduate Studies and the Registrar will work on developing the guidelines. Information will be shared at the next Senate meeting advising that guidelines are being working on and will be available as soon as possible.

Respectfully submitted,



Arja Vainio-Mattila, PhD
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated April 23, 2021.

Motion 2: That Senate approve that for Laurentian University students to be considered for a Nipissing University undergraduate degree, they must successfully complete at least 30 Nipissing University credits.
In addition, students must successfully complete at least 25% of the required courses for each declared area of study; major (double or honours), specialization and minor with Nipissing University, with the following exceptions:

1. A student who applies for a Bachelor of Commerce degree must successfully complete 30 Nipissing Business credits.
2. A student who applies for a Bachelor of Arts in Criminal Justice must successfully complete 30 Nipissing Criminal Justice credits.
3. Students completing an Honours Double Major must successfully complete a minimum of 18 Nipissing credits in each Major.

If approved this policy will take effect immediately and will be temporary to assist Laurentian University students complete their degree. This policy will be valid until September 2024 at which point the need for it will be reviewed.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

March 24, 2021

The following members participated:

Graydon Raymer (Chair), Pat Maher (Dean of Teaching), Veronika Williams, Alex Karashev, Roxana Vernescu, John Allison, Ashley Locke (Graduate student representative), Charlotte Foster (A&S Undergraduate student representative), Sarah Pecoskie-Schweir (EPS Undergraduate student representative), Lorrie Tunney (Recording Secretary).

Regrets: Amanda Burk (Vice-Chair), Nancy Black

Guests: Debra lafrate, Glenn Brophy, John Nadeau, Prasad Ravi

The Teaching and Learning Committee (TLC) welcomed guests from the School of Business and, upon direction from Senate, listened to their concerns of academic dishonesty. Much discussion followed.

The TLC agreed to continue discussions on academic dishonesty in the coming months amongst themselves and with other stakeholders (e.g. NUSU, Registrar's Office). Roughly, four questions were identified for further probing by the TLC: 1) What opportunities exist to improve the current academic dishonesty policy, e.g. clarity on use of technology, violations tracking, appeals, notations, etc? 2) How can the process be streamlined and made more consistent at the level of the student, instructor, Dean's office, and Registrar's office? 3) What opportunities exist to educate and inform students about what is considered academic dishonesty, what the policy is, what the process is, etc? And finally, 4) What opportunities exist to support instructors in their understanding and application of the academic dishonesty policy?

Other matters currently before the TLC (e.g. late submission of grades, institutional syllabus template, updates from the Dean of Teaching) were deferred until the next meeting of the Committee.

Respectfully submitted,



G. Raymer
Chair
Teaching and Learning Committee

Motion 1: That Senate receive the Report of the Teaching and Learning Committee dated March 24, 2021.