

## Senate Agenda

Monday, June 26, 2023

2:30 p.m. – Room F210

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 relations.

2. **Approval of the Agenda**

3. **Adoption of the Minutes of the Senate Meeting of:** May 12, 2023

4. **Business Arising From the Minutes**

5. **Reading and Disposing of Communications**

6. **Reports From Other Bodies**

- A. (1) President – oral report and Strategic Plan Presentation  
Motion 1: That the Academic Senate endorse the 2024-2029 Nipissing University Strategic Plan.
- (2) Provost and Vice-President Academic and Research – report attached  
(3) Vice-President Finance and Administration – no report  
(4) Board of Governors – report attached  
(5) Alumni Advisory Board – report attached  
(6) Council of Ontario Universities (Academic Colleague) – no report  
(7) Joint Board/Senate Committee on Governance – no report  
(8) NUSU – report attached  
(9) 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 June 16, 2023 be received.

**Academic Appeals and Petitions Committee**

Motion 1: That the Annual Report of the Academic Appeals and Petitions Committee dated April 20, 2023 be received.

**Academic Awards Committee**

Motion 1: That the Annual Report of the Academic Awards Committee dated April 20, 2023 be received.

**Academic Curriculum Committee**

Motion 1: That the Report of the Academic Curriculum Committee dated June 12, 2023 be received.

**Faculty of Arts & Science**

Motion 2: That Senate approve that the following statement **be removed** from the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degree requirements:

*"Must successfully complete ACAD 1601 within the first 60 Nipissing credits. ACAD 1601 will count towards three credits of the Humanities (Group I) requirement."*

**Environmental Studies**

Motion 3: That Senate approve that ENST-5346 Integrated Watershed Management be unbanked.

**Computer Science**

Motion 4: That Senate approve the new Post Baccalaureate Diploma in Artificial Intelligence and Machine Learning as outlined in the attached supporting documentation.

*\* There was significant discussion surrounding resource and budget allocation.*

**Faculty of Education and Professional Studies**

**School of Nursing**

**Non-substantive:** The course title for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 2007 Concepts in Mental Health Nursing  
*To:* NSGD 2007 Concepts in Mental Health and Addictions

**Non-substantive:** The academic calendar course description for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

*From:* This course provides an overview of the theory and practice of effective communication, with emphasis on cultural and therapeutic relationships. Students will cultivate skills in the use of empathy, assertiveness, and conflict resolution. Students will review assessment of individuals with mental health concerns and strategies for intervening to assist these persons to meet their goals.

*To:* Students examine the concepts of addictions, mental health and illness, and concurrent disorders. They explore the prevention and treatment continuum in Canada, and various perspectives including historical and cultural. Frameworks and models used in practice are addressed and current practices and strategies for supporting individuals and their families experiencing mental illness and addictions across the life span are discussed, including research and best practice guidelines.

Motion 5: That Senate consider motions 7 to 25 as an omnibus motion.

Motion 6: That Senate approve motions 7 to 25 as an omnibus motion.

Motion 7: That Senate approve that the learning objectives for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined in the attached supporting documentation.

**Non-substantive:** The pre-requisites for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, BIOL 1011, NSGD 2147, NSGD 2116 NSGD 2117

*To:* Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 2256 with a minimum grade of 60%; ACAD 1601, BIOL 1011

**Non-substantive:** The course title for NSGD 2147 Professional Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 2147 Professional Nursing Practice

*To:* NSGD 2147 RPN to BScN Role Transition

Motion 8: That Senate approve that NSGD 2226 Concepts in Reproductive Health and Developmental Growth be added to the academic calendar as

outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 9: That Senate approve that NSGD 2236 Population Health be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 10: That Senate approve that NSGD 2246 Chronic Illness and Palliative Health Challenges be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 11: That Senate approve that NSGD 2256 Advanced Health Assessment and Clinical Reasoning be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

**Non-substantive:** The course title for NSGD 3006 Nursing Theories be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 3006 Nursing Theories

*To:* NSGD 3006 Theoretical Foundations of Nursing Practice

**Non-substantive:** The academic calendar course description for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

This course focuses on the exploration of the evolution of scientific nursing theories over time. The role and relationship of nursing theory to practice, education and research will be presented using selected grand, mid-range and practice specific theories as examples.

*To:*

Students explore the history of nursing and the development of the scientific and theoretical basis of nursing practice with an emphasis on conceptual models, frameworks, patterns of knowing and selected nursing theories. They critically examine how nursing theories and models relate to practice, education, and research and how they are applied.

Motion 12: That Senate approve that the learning objectives for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined in the attached supporting documentation.

**Non-substantive:** The pre-requisites for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, NSGD 2007, NSGD 2017

*To:*

Pre-requisites: NSGD 2147 with a minimum grade of 60%; ACAD 1601

Motion 13: That Senate approve that NSGD 3116 Concepts in Family and Community Health be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 14: That Senate approve that NSGD 3126 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 15: That Senate approve that NSGD 3706 Practice Experience 1 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 16: That Senate approve that NSGD 3707 Practice Experience 2 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

**Non-substantive:** The course title for NSGD 4137 Complex Health Challenges II be changed as outlined below.

*From:* NSGD 4137 Complex Health Challenges II

*To:* NSGD 4137: Complex and Multi-System Health Challenges

**Non-substantive:** The academic calendar course description for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below.

*From:*

Students develop and refine critical thinking strategies required to provide safe nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn advanced concepts relevant to the care of individuals, families, and communities experiencing complex health challenges. The complex health challenges explored will include gastrointestinal disorders, renal dysfunction, musculoskeletal disorders, neurological disorders, respiratory emergencies, and trauma.

*To:*

Students build on previous knowledge and learn about concepts relevant to the care of individuals and families, groups and communities experiencing varying levels of severity of complex and multi-system health challenges. Students examine nursing care and develop clinical judgement skills in this context using a patient-centred, holistic, evidenced-informed and culturally humble approach, considering interprofessional collaboration in health care.

Motion 17: That Senate approve that the learning outcomes for the course NSGD 4137 Complex and Multi-System Health Challenges as outlined in the attached supporting documentation.

**Non-substantive:** The pre-/co- requisites for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: All 2000 and 3000 level NSGD courses in the RPN to BScN Blended Learning Program with a passing grade of 60% or SAT, BIOL 1011, BIOL 2116, MATH 1257, NSGD 4136

Corequisites: NSGD 4026

*To:*

Pre-requisites: All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT; BIOL 1011, BIOL 2116, MATH 1267

Co-requisites: None

- Motion 18: That Senate approve that NSGD 4706 Practice Experience 3 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.
- Motion 19: That Senate approve that NSGD 4704 Integrated Practice Experience be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.
- Motion 20: That Senate approve that NSGD 4236 Population and Community Health Nursing Practice be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.
- Motion 21: That Senate approve that NSGD 4276 Promoting Healthy Workplace Environments be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.
- Motion 22: That Senate approve that NSGD 4256 High Acuity Nursing be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.
- Motion 23: That Senate approve that NSGD 4266 Advanced Topics in Leadership and Management be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.
- Motion 24: That Senate approve that NSGD 4246 Disability, Society, and Health Care be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal
- Motion 25: That Senate approve that NSGD 4286 Advanced Pharmacotherapeutics be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.
- Motion 26: That Senate approve the RPN to BScN Blended Learning Program Major Modification Proposal as outlined in the attached document.

**Non-substantive:** The pre-requisites for NSGD 2216 Critical Inquiry and Evidence Informed Practice be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117

*To:* Pre-requisites: none

**Non-substantive:** The prerequisites for NSGD 3216 Research in Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: All RPN to BScN NSGD courses at the 2000-level with a passing grade of 60% or SAT; MATH 1257

*To:*

Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 3006 with a minimum grade of 60%; MATH 1267

**Non-substantive:** The pre-requisites for NSGD 3336 Culture and Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: ACAD 1601, BIOL 1011, NSGD 2116, NSGD 2117, NSGD 2147, NSGD 2216, NSGD 2007, NSGD 2017

*To:*

Pre-requisites: NSGD 2147, NSGD 2216, and NSGD 2256 with a minimum grade of 60%; ACAD 1601

**Non-substantive:** The prerequisites for NSGD 4777 Leadership in Action be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: All 2000 and 3000-level RPN to BScN Blended Learning NSGD courses with a minimum grade of 60% or SAT, NSGD 4136, NSGD 4137, NSGD 4026

*To:*

Pre-requisites: All 2000 level NSGD courses, NSGD 3006, NSGD 3336, NSGD 3126 and NSGD 3216 with a minimum grade of 60%Education

Motion 27: That Senate approve that the change of wording be made to the Education section of the *NU Academic Standing and Progression* policy as outlined in the attached supporting documentation.

### **Transfer Credit/Pathways**

Motion 28: That Senate approve the transfer credit pathway for graduates of the Computer Engineering Technician to the Bachelor of Science degree (Honours Specialization, Specialization or three-year degree) in Computer Science at Nipissing University.

Motion 29: That Senate approve the amendment to the transfer credit pathway for graduates of the Computer Engineering Technology to the Bachelor of Science degree (Honours Specialization or Specialization) in Computer Science at Nipissing University to include all Ontario Colleges.

#### **Academic Quality Assurance and Planning Committee (AQAPC)**

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated May 19, 2023 be received.

Motion 2: That Senate approve the attached Nipissing University Institutional Quality Assurance Protocol (NU-IQAP), re-ratified by Quality Council on May 8, 2023.

#### **By-laws and Elections Committee**

Motion 1: That the Report of the By-laws and Elections Committee dated May 25, 2023 be received.

#### **Graduate Studies Committee**

Motion 1: That the Annual Report of the Graduate Studies Committee dated May 1, 2023 be received.

#### **Honorary Degrees Committee**

Motion 1: That the Annual Report of the Honorary Degrees Committee dated April 12, 2023 be received.

#### **Joint Committee of the Board and Senate on Governance**

Motion 1: That the Annual Report of the Joint Committee of the Board and Senate on Governance Committee dated April 24, 2023 be received.

#### **Research Committee**

Motion 1: That the Annual Report of the Research Committee dated May 1, 2023 be received.

#### **Teaching and Learning Committee**

Motion 1: That the Report of the Teaching and Learning Committee dated May 30, 2023 be received.

Motion 2: That Senate approve the attached Generative AI for Instructors and Generative AI for Students documents.

### **9. Other Business**

### **10. Amendment of By-Laws**



**NOTICE OF MOTION****Rationale:**

To streamline the election nomination process, the following language (changes in bold and strikethrough) was recommended:

- 4.3 Annual Election Procedures for Representatives Allocated to Each Faculty  
(c) Nominations shall be submitted in writing to the Dean, signed by the ~~nominee and two~~ **nominator who is an** eligible voters, not later than 28 February each year.

**11. Elections****12. New Business****13. Announcements****14. Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**May 12, 2023**  
**10:30 a.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), C. Sutton, N. Colborne, B. Law, C. Mady, D. Iafrate

L. Chen, N. Colborne, S. Connor, H. Earl, R. Gendron, A. Hatef, C. McFarlane, J. Murton, G. Phillips, S. Renshaw, M. Saari, S. Srigley, N. Stevens, L. Thielen-Wilson, M. Tuncali, R. Vernescu, R. Wenghofer, S. Winters

J. Allison, A. Armenakyan, J. Barker, G. Brown, D. Hay (Deputy Speaker), T. Horton, T. McParland, J. Muterera, L. Peachey, G. Raymer, T. Sibbald (Speaker)

C. Irwin, O. Pokorny

R. Hehn

H. Panchal, E. Cooke, S. Greco

**Absent With Regrets:**

C. Richardson, P. Maher, D. Walters, N. Black, J. Dech, K. Lucas, L. Sinclair, S. Fiddler, C. Anyinam, C. Greco, R. Hoffman, P. Ravi, R. Vanderlee, R. McEntee, P. English

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of: May 12, 2023**

Motion 1: Moved by S. Winters, seconded by T. McParland that the agenda of the Senate meeting of May 12, 2023 be approved.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of: April 14, 2023**

Motion 2: Moved by S. Winters, seconded by C. McFarlane that the minutes of the Senate meeting of April 14, 2023 be adopted.  
CARRIED

**Business Arising From the Minutes**

The Speaker thanked Senator Tuncali for his constructive suggestion to consult Ted Chase about the procedural issue that arose regarding receipt of a report at the last Senate meeting. Ted Chase noted a portion of By-law 8.4(c), "A motion to receive should normally not be

defeated; rather, it should be carried if Senate is generally satisfied with the report and prepared to consider the recommendations therein or referred back to the committee (with specific instructions) if there are significant concerns." It was also concluded that, if a report is not received then the motions arising from the report cannot be considered by Senate.

The Director of Institutional Planning and Analysis provided a follow-up presentation in response to questions raised regarding the data analysis information provided at the last Senate meeting. The presentation along with detailed written responses is attached to the minutes.

Following the presentation, a lengthy discussion took place around the collection and interpretation of data. The Vice-President, Finance & Administration provided clarity on a number of questions and comments, including if analysis on revenues and expenses is being completed in all departments University-wide. She confirmed that the Finance and Institutional Planning and Analysis team continues to collect benchmark data across all departments and noted that comparative figures from other universities are also being reviewed to ensure services are provided efficiently across the institution. Additional information will be made available as the budget tool and structure are refined.

Following a question as to whether this data was taken into consideration prior to the decision by the administration to merge departments, the VPFA advised that pros and cons of all departmental changes are discussed at length and noted that changes made to the structure of the university are made on an ongoing basis.

A request was made that a detailed report of the risk management analysis of current departmental changes, as well as the administrative response be provided to Senate. The VPFA reported that the incoming Provost, Vice-President Academic (PVPA) would be advised that this request had been made.

In response to a request to receive a detailed breakdown of the 2023/24 Budget, the VPFA advised that a Senate Budget Advisory Committee meeting will be scheduled, and that the committee will determine how best to provide the information to Senate.

### **Reports From Other Bodies**

The President provided a report. The report is attached to the minutes.

In follow up to the President's announcements regarding Laura Killam, Nipissing's first 3M National Teaching Fellow, and Sarah Pecoskie-Schweir, Nipissing's second 3M National Student Fellow, as well as previous faculty and student award recognition, the leadership and work of the Teaching Hub (particularly, Heather Carroll, Senior Instructional Designer, and Pat Maher, Dean of Teaching), was acknowledged.

A written report from the Provost and Vice-President Academic and Research (Interim) is attached to the minutes.

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

The NUSU VP Advocacy and Awareness provided a report. The report is attached to the minutes.

As an amendment to the NUSU report, the VP Advocacy and Awareness requested that all oral reports to Senate also be included as written reports so that information is available for

continuous and effective communication and can be referenced back to. He also acknowledged Nursing Week by recognizing the efforts of the nursing community and the importance of the profession. He also congratulated Sarah Pecoskie-Schweir, as Nipissing's second 3M National Student Fellow, recognizing how very proud the university community is of her accomplishments and her dedication to students.

### **Question Period**

In response to an inquiry around delayed offers of admission, the Registrar advised that the priority of Admissions is to ensure a prompt response rate and noted that offer letters have been issued at a faster rate than in previous years. She noted that students should contact the Registrar's office and speak directly to staff should they have concerns.

It was noted that a report from the Board of Governors was not included in the Senate agenda, and a request was made that a report be provided. As the meeting was held April 27, a report was not yet available and will be submitted and circulated with the June Senate meeting materials. A Senate representative on the Board reported that consideration of the budget was presented and discussed at the last meeting of the Board, and the VPFA reiterated that the projected financial results for 2022-23 and the budget for 2023-24 will be presented in detail, following a meeting with the Senate Budget Advisory Committee.

In response to a request for a report on the status of the New Student Orientation, the Speaker acknowledged Veronica Afonso, Student Learning Coordinator in Student Development and Services - Student Learning and Transition. Ms. Afonso spoke to the unfortunate vacancies within the Student Learning and Transition (SLT) department, which directly impact the success of the New Student Orientation sessions and Lakers Orientation Week. Following the presentation, Senators expressed concerns and acknowledged the importance of recruitment and retention for both students and staff.

The President thanked the members that brought this issue forward and noted that two positions had been posted and that hiring was in process. He noted that staffing levels have been affected by budget cuts over the last ten years which were further exacerbated by the pandemic. Nipissing continues to experience staffing shortages in all units across campus, including senior leadership. He spoke to the importance of student-facing services and noted that Nipissing University allocates a larger percentage towards student services when compared to many universities in Ontario. He reiterated that student retention is a high priority, and the Institution has a moral responsibility to support all students. Work continues to fill vacant positions and have a full and functional staff compliment.

Following a comment about reduced budgets, the President clarified that the 2023/24 budget was not achieved through not hiring positions and reiterated that the common goal is to fill all posted positions with staff that can provide students with the best possible service and a healthy learning and working environment. It was noted that the Provost continues to work on a staffing plan for Student Services, and that staff shortages are not isolated to a sole department but felt university wide. The Provost is aware of the issues within the department and New Student Orientation is being planned for.

### **Reports of Standing Committees and Faculty or University Councils**

#### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by R. Gendron that the Report of the Senate Executive Committee dated May 4, 2023 be received.  
CARRIED

In response to a request for clarification of the statement within the Senate Executive Report concerning guest speakers, the Chair advised that a discussion had been held at the Senate Executive Committee meeting regarding guests and process. As Chair of Senate and the Senate Executive Committee, it had been brought to his attention that there were guests at the last Senate meeting that did not have an opportunity to speak as the meeting ran for 3 hours. Concerns were expressed that this was an overreach by the Senate Executive Committee and could stifle the work of Senate, as well as infringe on the Speaker's right to manage how Senate conducts its business. The Chair reiterated that the spirit of the conversation was to follow processes so that guests who wish to present at Senate can be recognized in due time. The Speaker advised that this matter had been forwarded to the By-laws and Elections Committee for further discussion.

### **Graduate Studies Committee**

Motion 4: Moved by B. Law, seconded by H. Earl that the Report of the Graduate Studies Committee dated March 29, 2023 be received.  
CARRIED

### **Research Committee**

Motion 5: Moved by B. Law, seconded by R. Hehn that the Report of the Research Committee dated April 20, 2023 be received.  
CARRIED

### **Teaching and Learning Committee**

Motion 6: Moved by G. Raymer, seconded by J. Allison that the Report of the Teaching and Learning Committee dated February 10, 2023 be received.  
CARRIED

Motion 7: Moved by G. Raymer, seconded by C. McFarlane that the Report of the Teaching and Learning Committee dated March 24, 2023 be received.  
CARRIED

Motion 8: Moved by G. Raymer, seconded by R. Hehn that the Report of the Teaching and Learning Committee dated April 14, 2023 be received.  
CARRIED

In response to questions regarding the Student Course Experience Survey and why the name was changed from Student Opinion Survey to Student Course Experience Survey, how the questionnaire was developed, and where it will go next, Senator Raymer, Chair of the TLC, advised that a Joint Committee for the Assessment of Teaching and Learning (JCATL), comprised of representatives from faculty and administration, had been struck. The name change was thought to better represent a survey of the student course experience and was one of several recommendations that came from the final report of the JCATL. The TLC discussed the recommendations and decided that the TLC's job was to develop the tool and the list of questions based on the recommendations. How the SCES is implemented is not the purview of the TLC. Senate can choose to approve the tool and the two sides can work together. The VPFA

advised that following discussion with the Provost, it is her understanding that the next step will be that the SCES will go to the Joint Committee on the Administration of the Agreement (JCAA).

Motion 9: Moved by G. Raymer, seconded by M. Tuncali that Senate approve the Student Course Experience Survey, consisting of the question items outlined in the attached document.  
CARRIED

**Elections**

The Speaker reminded that elections are currently being held for Senate and Senate Standing Committee vacancies and requested that Senators encourage their colleagues to serve.

**New Business**

Motion 10: Moved by D. Iafrate, seconded by M. Tuncali that Senate grant approval to graduate the students who have completed their degree requirements prior to the 13<sup>th</sup> of June, 2023.  
CARRIED

As a member of the Senate Budget Advisory Committee, Senator Wenghofer raised concerns and advised that a motion would be raised stemming from these concerns. He reported that the committee had only met once, in January, and that this was the first meeting held since 2018. There was a general sense that the committees’ terms of reference were too vague and unclear as to the committees’ role in the budget process. The following motion was introduced:

Moved by R. Wenghofer, seconded by R. Gendron that Senate appoint an Ad Hoc Committee to redraft more detailed terms of reference governing the business of the Senate Budget Advisory Committee, including a specific and regular schedule for when the Committee is to meet, to be submitted to Senate for discussion and ratification at the earliest reasonable date.  
CARRIED

Senators supported the motion, advising that the terms of reference for the Senate Budget Advisory Committee have been discussed for years and that there needs to be something more formal and well defined. It was noted that the Senate Budget Advisory Committee along with the Joint Board/Senate Committee on Governance were established as a result of the strike and then from recommendations from the Report of the Special Governance Commission. The VPFA stated that she is in full support of this motion, given that she reports to this committee, and welcomes defining the terms of reference and the creation of a detailed meeting schedule. The Speaker invited Senators interested in sitting on the Ad Hoc Senate Budget Advisory Committee to put their names forward. The following Senators expressed an interest: R. Gendron, R. Wenghofer, J. Muterera, R. Vernescu, C. Sutton, E. Cooke (NUSU VP Finance and Administration). It was noted that the Ad Hoc Committee will vote on a Chair.

**Adjournment**

Senate was adjourned at 12:15 p.m.

.....  
K. Wamsley (Chair)

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

Facts & Related Proportions used to allocate expenses

	A	B	E	Y
1	2017/18		Faculty of Arts & Science	Totals
2	<b>Measure</b>	<b>Definition</b>	DCLAS	
3	<b>ELIGIBLE WGU</b>	See PFIS-USER Reporting Guide for definition of WGU		
4	Undergraduate WGUs*		9.56	7345.394
5	Graduate WGUs			579.14
6	Total WGUs		9.56	7924.534
7	% of Faculty	% of Total WGUs within a Department's Faculty	0.40%	
8	% of Nipissing	% of Total WGUs across the institution	0.12%	
9	<b>ENROLMENT (MAJORS)</b>			
10	Headcount	Fall headcount: double majors are counted in each of their departments while the total headcount is a distinct count of all students	6	4937
11	<b>COURSE REGISTRATIONS</b>			
12	Course FTE from Majors	Each 3 credit course registration is worth 0.1 FTE	2.8	3028.364
13	Course FTE from Non-Majors	Each 3 credit course registration is worth 0.1 FTE	58.1	1258.229
14	Total Course FTE		60.9	4286.593
15	% of Course FTE within Faculty	% of Total Course FTE taught within a Department's Faculty	4%	
16	% of Course FTE within institution	% of Total Course FTE taught within the institution	1.40%	
17	<b>FACULTY FTE</b>			
18	Full-Time Faculty		1	158
19	LTAs		1	10.5
20	Lab/Seminar Instructors			17
21	Total Faculty FTE		2	185.5
22	<b>FACULTY WORKLOAD</b>			
23	Total Credits Offered	Sum of credits for all course sections identified as a lead delivery (independent study courses removed)	123	5398.5
24	Credits Taught by Tenure/Tenure Track		24	2507
25	Workload Release Coverage	Sum of course load release in credits	0	108
26	Remaining Credits Taught by LTA/Part-Time Instructors	Credits remaining after subtracting credits taught by Tenure/Tenure Track faculty (row 24) and workload release coverage (row 25) from total credits offered (row 23)	99	2783.5
27	% Credits Taught by LTA/Part-Time Instructors	Remaining credits taught by LTA/Part-Time Instructors (row 26) divided by the total credits offered (row 23)	80.50%	52%

**1. % of Nipissing Eligible WGUs:** captures how much enrolment funding we get from the Ministry based on the number of student enrolled in that department Major. **This will be used in Row 29.**

**2. % of Course FTE within Faculty:** captures the total FTE taught by the department as a proportion of all FTE in the Faculty. **This will be used in row 38 or 39 to apportion Faculty expenses.**

**3. % of Course FTE within institution:** captures the total FTE taught by the department as a proportion of all FTE in the institution. **This will be used in row 40 through 52 to apportion Administrative expenses.**

	A	B	E	Y
1	2017/18		Faculty of Arts & Science	Totals
2	<b>Measure</b>	<b>Definition</b>	DCLAS	
3	<b>ELIGIBLE WGU</b>	See PFIS-USER Reporting Guide for definition of WGU		
4	Undergraduate WGU*s		9.56	7345.394
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6	Total WGU*s		9.56	7924.534
7	% of Faculty	% of Total WGU*s within a Department's Faculty	0.40%	
8	% of Nipissing	% of Total WGU*s across the institution	0.12%	
9	<b>ENROLMENT (MAJORS)</b>			
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13	Course FTE from Non-Majors	Each 3 credit course registration is worth 0.1 FTE	58.1	1258.229
14	Total Course FTE		60.9	4286.593
15	% of Course FTE within Faculty	% of Total Course FTE taught within a Department's Faculty	4%	
16	% of Course FTE within institution	% of Total Course FTE taught within the institution	1.40%	
17	<b>FACULTY FTE</b>			
18	Full-Time Faculty		1	158
19	LTAs		1	10.5
20	Lab/Seminar Instructors			17
21	Total Faculty FTE		2	185.5
22	<b>FACULTY WORKLOAD</b>			
23	Total Credits Offered	Sum of credits for all course sections identified as a lead delivery (independent study courses removed)	123	5398.5
24	Credits Taught by Tenure/Tenure Track		24	2507
25	Workload Release Coverage	Sum of course load release in credits	0	108
26	Remaining Credits Taught by LTA/Part-Time Instructors	Credits remaining after subtracting credits taught by Tenure/Tenure Track faculty (row 24) and workload release coverage (row 25) from total credits offered (row 23)	99	2783.5
27	% Credits Taught by LTA/Part-Time Instructors	Remaining credits taught by LTA/Part-Time Instructors (row 26) divided by the total credits offered (row 23)	80.50%	52%
28	<b>REVENUE</b>			
29	Grant Revenue	Department share of the combined Basic Formula Grant and Performance Grant based on institutional share of WGU*s (row 8)	\$32,935	\$27,300,421.00
30	Tuition Revenue	Tuition Revenue from AR.INVOICE.ITEMS distributed to the department in which the course was taken.	\$395,613	\$26,879,271.00
31	Nursing Tuition Transfer	Subtract half of tuition from Collaborative and Bridging On-Campus Nursing students	-\$5,265	-\$1,207,215.00
32	Miscellaneous Revenue	GL Object Codes beginning with 4**** but not 42****		\$727,576
33	Total Revenue		\$423,283	\$53,700,053.00
34	<b>EXPENSES</b>			
35	Direct Expenses	GL Object Codes beginning with 6,7,8,9	-\$4,362	-\$2,500,982.00
36	Salaries & Benefits	GL Object Codes beginning with 5	-\$245,691	-\$34,012,692.00

Instruction based Revenue and Expenses

- Grant Revenue:** is a product of Y29 and the departments % of enrolment at the institution (row 8)
- Tuition Revenue:** is the actual billed tuition for every enrolment taught in the disciplines associated with the department
- Nursing Tuition Transfer:** is Canadore College's share of the billed tuition for collaborative nursing students enrolled in courses within the department



	A	B	E	Y
1	2017/18		Faculty of Arts & Science	Totals
2	Measure	Definition	DCLAS	
3	ELIGIBLE WGUS	See PFIS-USER Reporting Guide for definition of WGU		
4	Undergraduate WGUs*		9.56	7345.394
5	Graduate WGUs			579.14
6	Total WGUs		9.56	7924.534
7	% of Faculty	% of Total WGUs within a Department's Faculty	0.40%	
8	% of Nipissing	% of Total WGUs across the institution	0.12%	
9	ENROLMENT (MAJORS)			
10	Headcount	Fall headcount: double majors are counted in each of their departments while the total headcount is a distinct count of all students	6	4937
11	COURSE REGISTRATIONS			
12	Course FTE from Majors	Each 3 credit course registration is worth 0.1 FTE	2.8	3028.364
13	Course FTE from Non-Majors	Each 3 credit course registration is worth 0.1 FTE	58.1	1258.229
14	Total Course FTE		60.9	4286.593
15	% of Course FTE within Faculty	% of Total Course FTE taught within a Department's Faculty	4%	
16	% of Course FTE within institution	% of Total Course FTE taught within the institution	1.40%	
17	FACULTY FTE			
18	Full-Time Faculty		1	158
19	LTAs		1	10.5
20	Lab/Seminar Instructors			17
21	Total Faculty FTE		2	185.5
22	FACULTY WORKLOAD			
23	Total Credits Offered	Sum of credits for all course sections identified as a lead delivery (independent study courses removed)	123	5398.5
24	Credits Taught by Tenure/Tenure Track		24	2507
25	Workload Release Coverage	Sum of course load release in credits	0	108
26	Remaining Credits Taught by LTA/Part-Time Instructors	Credits remaining after subtracting credits taught by Tenure/Tenure Track faculty (row 24) and workload release coverage (row 25) from total credits offered (row 23)	99	2783.5
27	% Credits Taught by LTA/Part-Time Instructors	Remaining credits taught by LTA/Part-Time Instructors (row 26) divided by the total credits offered (row 23)	80.50%	52%
28	REVENUE			
29	Grant Revenue	Department share of the combined Basic Formula Grant and Performance Grant based on institutional share of WGUs (row 8)	\$32,935	\$27,300,421.00
30	Tuition Revenue	Tuition Revenue from AR.INVOICE.ITEMS distributed to the department in which the course was taken.	\$395,613	\$26,879,271.00
31	Nursing Tuition Transfer	Subtract half of tuition from Collaborative and Bridging On-Campus Nursing students	-\$5,265	-\$1,207,215.00
32	Miscellaneous Revenue	GL Object Codes beginning with 4**** but not 42****		\$727,576
33	Total Revenue		\$423,283	\$53,700,053.00
34	EXPENSES			
35	Direct Expenses	GL Object Codes beginning with 6,7,8,9	-\$4,362	-\$2,500,982.00
36	Salaries & Benefits	GL Object Codes beginning with 5	-\$245,691	-\$34,012,692.00
37	ADMINISTRATIVE EXPENSES	Row 37 through 51 are distributed based on proportion of Course FTE (row 16)		
38	Dean's Office - Arts & Science	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 101**,22000, 22010 and 13220	-\$29,266	-\$819,745.00
39	Dean's Office - Education & Professional Studies	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 111** and 121**		-\$1,250,102.00
40	Graduate Studies	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 131**	-\$20,878	-\$1,469,565.00
41	Academic Support	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 2**** (includes FASS, Print Plus, Registrar, Teaching and Learning)	-\$40,299	-\$2,836,558.00
42	Library	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 3****	-\$26,859	-\$1,890,553.00
43	Student Services	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 4**** (includes Athletics, Finance, Indigenous Initiatives, International Office, Registrar, Student Development and Services)	-\$128,897	-\$9,072,718.00
44	Computing	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 5****	-\$56,022	-\$3,943,214.00
45	Physical Plant	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 7****	-\$93,584	-\$6,587,119.00
46	External Relations	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 8****	-\$21,500	-\$1,513,352.00
47	Ancillary	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 9****	\$426	\$30,018.00
48	Internal Research and Other	GL Object Codes beginning with 4,5,6,7,8,9 for Cost Centres 14****, 15****, 18****	\$1,142	\$80,359.00
49	Administration - Grants	GL Object Codes beginning with 41**** for Cost Centres 6**** (Object Code 41100 and 41125 removed)	\$236,972	\$16,679,851.00
50	Administration - Incidentals (Ancillary Fees)	GL Object Codes beginning with 43**** for Cost Centres 6****	\$27,346	\$1,924,814.00
51	Administration - Other Revenues	GL Object Codes beginning with 45****, 46****, 47****, 48**** for Cost Centres 6****	\$13,400	\$943,204.00
52	Administration - Expenses	GL Object Codes beginning with 5,6,7,8,9 for Cost Centres 6****	-\$52,632	-\$3,704,664.00
53	Net Administrative Expenses	Sum of Administrative Expenses	-\$190,651	-\$13,429,344.00
54	Total Net Expenses	Sum of Expenses and Administrative Expenses	-\$440,704	-\$49,943,018.00
55	NET RESULT	Total Revenue (row 32) + Total Net Expenses (row 52)	-\$17,421	\$3,757,035.00

Indirect Revenue and Expenses

# 2017/18 vs. 2021/22

	A	B	C	D	E	I	AC
1	2017/18		Totals		2021/22	Faculty of Arts & Science	Totals
2	Measure	DCLAS			Measure	DCLAS	
3	<b>ELIGIBLE WGUS</b>				<b>ELIGIBLE WGUS</b>		
4	Undergraduate WGUs*	9.56	7345.394		Undergraduate WGUs*	10.585	8247.597
5	Graduate WGUs		579.14		Graduate WGUs		717.4
6	Total WGUs	9.56	7924.534		Total WGUs	10.585	8964.997
7	% of Faculty	0.40%			% of Faculty	0.46%	
8	% of Nipissing	0.12%			% of Nipissing	0.12%	
9	<b>ENROLMENT (MAJORS)</b>				<b>ENROLMENT (MAJORS)</b>		
10	Headcount	6	4937		Headcount	7	5293
11	<b>COURSE REGISTRATIONS</b>				<b>COURSE REGISTRATIONS</b>		
12	Course FTE from Majors	2.8	3028.364		Course FTE from Majors	3.1	3512.836
13	Course FTE from Non-Majors	58.1	1258.229		Course FTE from Non-Majors	49.1	1153.322
14	Total Course FTE	60.9	4286.593		Total Course FTE	52.2	4666.158
15	% of Course FTE within Faculty	4%			% of Course FTE within Faculty	3%	
16	% of Course FTE within institution	1.40%			% of Course FTE within institution	1.10%	
17	<b>FACULTY FTE</b>				<b>FACULTY FTE</b>		
18	Full-Time Faculty	1	158		Full-Time Faculty	1	150
19	LTA's	1	10.5		LTA's	1	7
20	Lab/Seminar Instructors		17		Lab/Seminar Instructors		13
21	Total Faculty FTE	2	185.5		Total Faculty FTE	2	170
22	<b>FACULTY WORKLOAD</b>				<b>FACULTY WORKLOAD</b>		
23	Total Credits Offered	123	5398.5		Total Credits Offered	69	4733.5
24	Credits Taught by Tenure/Tenure Track	24	2507		Credits Taught by Tenure/Tenure Track	12	1808
25	Workload Release Coverage	0	108		Workload Release Coverage	0	360
26	Remaining Credits Taught by LTA/Part-Time Instructors	99	2783.5		Remaining Credits Taught by LTA/Part-Time Instructors	57	2565.5
27	% Credits Taught by LTA/Part-Time Instructors	80.50%	52%		% Credits Taught by LTA/Part-Time Instructors	82.60%	54%
28	<b>REVENUE</b>				<b>REVENUE</b>		
29	Grant Revenue	\$32,935	\$27,300,421.00		Grant Revenue	\$33,108	\$28,040,940
30	Tuition Revenue	\$395,613	\$26,879,271.00		Tuition Revenue	\$326,237	\$28,835,124
31	Nursing Tuition Transfer	-\$5,265	-\$1,207,215.00		Nursing Tuition Transfer	-\$2,312	-\$1,023,618
32	Miscellaneous Revenue		\$727,576		Miscellaneous Revenue		\$329,237
33	Total Revenue	\$423,283	\$53,700,053.00		Total Revenue	\$357,033	\$56,181,683
34	<b>EXPENSES</b>				<b>EXPENSES</b>		
35	Direct Expenses	-\$4,362	-\$2,500,982.00		Direct Expenses	-\$4,800	-\$2,354,109
36	Salaries & Benefits	-\$245,691	-\$34,012,692.00		Salaries & Benefits	-\$411,564	-\$35,673,312
37	<b>ADMINISTRATIVE EXPENSES</b>				<b>ADMINISTRATIVE EXPENSES</b>		
38	Dean's Office - Arts & Science	-\$29,266	-\$819,745.00		Dean's Office - Arts & Science	-\$10,840	-\$333,679
39	Dean's Office - Education & Professional Studies		-\$1,250,102.00		Dean's Office - Education & Professional Studies		-\$800,057
40	Graduate Studies	-\$20,878	-\$1,469,565.00		Graduate Studies	-\$13,197	-\$1,179,698
41	Academic Support	-\$40,299	-\$2,836,558.00		Academic Support	-\$35,696	-\$3,190,860
42	Library	-\$26,859	-\$1,890,553.00		Library	-\$21,796	-\$1,948,320
43	Student Services	-\$128,897	-\$9,072,718.00		Student Services	-\$83,942	-\$7,503,558
44	Computing	-\$56,022	-\$3,943,214.00		Computing	-\$47,222	-\$4,221,164
45	Physical Plant	-\$93,584	-\$6,587,119.00		Physical Plant	-\$56,153	-\$5,019,522
46	External Relations	-\$21,500	-\$1,513,352.00		External Relations	-\$13,924	-\$1,244,630
47	Ancillary	\$426	\$30,018.00		Ancillary	\$453	\$40,468
48	Internal Research and Other	\$1,142	\$80,359.00		Internal Research and Other	\$1,526	\$136,393
49	Administration - Grants	\$236,972	\$16,679,851.00		Administration - Grants	\$50,052	\$4,474,142
50	Administration - Incidentals (Ancillary Fees)	\$27,346	\$1,924,814.00		Administration - Incidentals (Ancillary Fees)	\$25,267	\$2,258,637
51	Administration - Other Revenues	\$13,400	\$943,204.00		Administration - Other Revenues	\$4,354	\$389,228
52	Administration - Expenses	-\$52,632	-\$3,704,664.00		Administration - Expenses	-\$52,513	-\$4,694,157
53	Net Administrative Expenses	-\$190,651	-\$13,429,344.00		Net Administrative Expenses	-\$253,631	-\$22,836,777
54	Total Net Expenses	-\$440,704	-\$49,943,018.00		Total Net Expenses	-\$669,995	-\$60,864,198
55	<b>NET RESULT</b>	-\$17,421	\$3,757,035.00		<b>NET RESULT</b>	-\$312,962	-\$4,682,515

This model uses **our current hierarchy** to distribute tuition revenue.

For 2017/18 through 2021/22 all FREN/ESPA tuition is attributed to the Department of Classics however the direct instructional expenses (i.e., salaries and benefits) for FREN and ESPA instruction are not captured in row 36 until the year that the department was changed to the Department of Classics and Modern Lang.

**University Senate**  
**12 May 2023**

## **President's Report**

Good morning fellow Senators, I have a very brief report today.

Our Strategic Planning Steering Committee is pleased to report that a Talking Circle and two focus group sessions were held this week with approximately 100 people participating, bringing our consultations toward the 600 person mark. The Steering Committee is in its writing phase and will have a draft to Senators by the third week of June. Planning towards an operational framework will begin in the Fall as will the Academic planning process.

The Equity Action Planning Task Force met again and is working towards a request for proposals and will soon have a website for updates and information.

The process for hiring a new Provost and Vice-President, Academic continues. I will provide the campus with an update by email I am hoping by the end of next week.

Unfortunately, in spite of the good work of our hiring committee, the search for a new Associate Vice-President Research, Innovation, Graduate Studies was unsuccessful. We will provide an update to the campus on an interim appointment as soon as possible.

We are very close to a slate of candidates for honorary doctorates for convocation in June. I hope to have that information to you fairly soon as well.

We are in negotiations alongside Canadore to have Sodexo as our main campus food provider for September. Full service is available from the Bay Bistro throughout the summer months.

Please join me in congratulating Laura Killam, a faculty member in the School of Nursing at both Nipissing University, who has been chosen as one of only ten people across Canada to receive the 3M National Teaching Fellowship in 2023.

Please join me in congratulating former Senator Sarah Pecoskie-Schweir, who has been chosen as one of 10 students from across Canada to receive a 2023 3M National Student Fellowship, Canada's top award for post-secondary educational leadership and innovation.

**Senate Report**  
**Provost, Vice President Academic and Research (Interim)**  
**May 12, 2023**

1. Work continues to finalize the academic structure for the upcoming year.
  - The Dean of Arts and Science and the Dean of Education and Professional Studies positions will remain interim.
  - In the absence of Directors for Education and Nursing, we have extended the Interim Associate Dean of Bachelor of Education Concurrent and Consecutive Programs and created the Interim Associate Dean of the School of Nursing position for the 2023-24 academic year.The search for the Associate Vice President of Research, Innovation and Graduate Studies is ongoing.

2. Discussion of the academic planning continues at the Academic Quality Assurance and Planning Committee with a detailed presentation of data on our programs.

3. Research Month

Congratulations to all who were involved in all the events for Research Month. The quality and variety of events was outstanding.

At this time of the year, our recruitment efforts are focusing on converting offers to acceptances. Our campus tours continue to be busy, this year we've seen an increase in local schools coming to campus. The admissions team continues to send offers out to applicants as quickly as possible. We're still accepting applications for September for all programs except our 4 year Bachelor of Nursing program.

### **UNDERGRADUATE AND BACHELOR OF EDUCATION CONFIRMATIONS**

On the domestic undergraduate side of things, our 101 and 105 confirmations are up 65% vs. same time last year (316 vs. 191). Confirmations in our BA programs have seen the most growth so far (up 87 confirmations) followed by our BPHE program which is up 23 confirmations from the same time last year.

On the BEd side of things, our Education numbers look strong and we anticipate an incoming cohort of approximately 520 students. In most years we have 80 or so concurrent education students continue into their BEd years, however this year we have a much stronger continuing cohort - approximately 120.

### **GRADUATE STUDIES APPLICATIONS**

Committees are finalizing their decisions regarding offers into our graduate studies programs. What we can say is that applications are up overall (about 35%). The increased interest for Graduate studies this year can be attributed directly to international applicants. The graduate programs of highest interest amongst our international applicants are our MES and MEd with 15 applicants between both programs.

### **INTERNATIONAL APPLICATIONS**

To date, we have received applications from approximately 675 International students. While we have interest in our full breadth of program offerings, our Post-Bacs are the major area of interest, capturing nearly 75% of our International applicants. At this time, things appear to be on track for us to meet our International admissions target of 160FTE for 2023/24.

### **3M ANNOUNCEMENT**

Congratulations to Nipissing University's first 3M National Teaching Fellow – Laura Killam from the School of Nursing. This nomination was created in collaboration with Cambrian College, where Laura is also an instructor. Full details can be found at: <https://macleans.ca/education/teaching-fellowship-awards/>

Please join me in congratulating Laura on her national recognition for excellence and leadership.



**Nipissing University Alumni Advisory Board report to Academic Senate  
May 2023**

**Congratulations, Graduates!**

The Nipissing University Alumni Advisory Board sends our congratulations to all students who are graduating this year, and we welcome them to the Laker Alumni Family. Thanks to all Nipissing Faculty and Staff who supported our new alumni through their educational journeys and for all the work that you put into making Nipissing's 2022-2023 academic year a fantastic success.

**NUAAB Representative to Senate**

During our March 2023 meeting, NUAAB elected Ryan Hehn to be our formal senate representative. We thank Ryan for his willingness to engage and we NUAAB looks forward to having a more active voice at the Senate table.

**NUAAB Annual Retreat**

Members of NUAAB are looking forward to gathering on May 27<sup>th</sup> for our 2023/2024 retreat. During this meeting, we will have the chance to discuss our strategic priorities for the upcoming year, discuss our engagement with the university, and brainstorm ways to bring Alumni closer to the university community.

## **Academic Senate Report May 12th, 2023**

### **Graduation**

Congratulations to all the students that are graduating from Nipissing University in June. We would like to acknowledge and applaud all the countless hours our graduates have dedicated to studying, writing papers, reading textbooks, and preparing for midterms and exams during the course of their degrees. We are extremely proud of all of our students for showing their Lakers Pride throughout the years and continuing to do so as alumni. We hope our graduates remember fondly their time here at Nipissing University and wish everyone well in their future endeavours.

Thank you to the staff and faculty of Nipissing for their dedication and support to our students, especially in the past couple of years. We appreciate how difficult it has been for everyone in this unique situation and how everyone has worked together to ensure student success.

This means so much to these graduates and we appreciate all of the hard work and dedication to making this a success.

### **Indigenous Treaty Course Cancellations**

At the April Academic Senate, there were statements made by both the History department and NUSU regarding the cancellation of HIST-3306 Canada's Forgotten War. The rationale for course cancellations was that the course did not meet the threshold of 15 students for spring summer. During the Academic Senate, the NUSU Executive team announced that they would all register for the course bringing the student count to 16 students, more than the required 15, and this was prior to the SP/SU course registration deadline. After the Academic Senate, the NUSU executive team reached out to the Registrar, Dr. Dan Walters, and Dr. Carole Richardson regarding registering in the course. We received no response. Administration has said the rationale has been the fear of the course registration dropping below the threshold after running. Nipissing University prides itself on small class sizes and uses this as a strong selling point. To cancel this course is going against the TRC calls to action and is a big injustice to the entire Indigenous community. The cancellation of this course also goes against the feedback received from the community engagement summaries for the Strategic Planning Process.

"Indigenization" has been described to NUSU as Indigenous peoples working to make the institution more Indigenous, whereas "decolonization" has been described as non-Indigenous peoples working to do the same work. NUSU's concern lies in the fact that Nipissing University's focus on indigenization puts the work on the backs on Indigenous faculty and community members to change the colonial institution. In addition, it is unclear how far the University is willing to go to seriously decolonize; when asked to upper administration, no clear response was given.

### **NUSU Building Spring/Summer Hours**

The NUSU Office/Food Bank is open Monday to Friday, 8:30am to 4:30pm.

The Bay Bistro Restaurant is open Monday to Friday, 11:30am to 8:30pm.

The NUSU Building is open Monday to Friday, 8:30am to 8:30pm.

Dear Members of Senate,

On behalf of the Strategic Plan Steering Committee, I am very excited to share a draft copy of our new plan:

*Pathways: Our Commitments to Water, Land, and People  
For the Next Seven Generations at Nipissing University*

I trust that you will see how our current plans coalesce with the strategic plan, in the document and, following the official launch in September, we will begin to determine the operational framework for meeting the commitments outlined in the *Pathways* document. Please note that you will not see much academic content in this document because work on the Academic Plan will begin with the arrival of our new Provost, Dr. Ann-Barbara Graff, and it will be completed in June 2024 alongside the broader strategic plan.

It was very important for members of the Steering Committee, who worked hundreds of hours on this process, to have our plan be endorsed by University Senate and receive feedback for consideration.

I look forward to our Senate meeting on Monday, June 26.

Kevin

Kevin B. Wamsley, PhD  
President & Vice Chancellor  
Nipissing University  
North Bay, Ontario



**Pathways:  
Our Commitments to Water, Land, and People**

**For the Next Seven Generations  
at Nipissing University**

June 19, 2023



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## LAND ACKNOWLEDGMENT

*Mii go wewena nsitmang yaayang maa kiing mii-sh dbendmowaad gi  
Nipissing Nishnaabeg wezhibiiyangin i Robinson Huron Treaty iw pii 1850.  
Mii go gchi epiitendaagziyang yaayang maa kiing  
wiijiyangidwaa kina gdinwenmaagnaanig.*

*(Credit: Nishnaabemwin translation by Falcon McLeod, member of Nipissing First Nation, for NUFA 2022)*

*We 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 Anishinabek. We respect and are grateful to be on these lands with all our relations.*

Acknowledging the land on which we are situated signifies much more than the words on the page. It is a recognition of the University's commitment to uphold the Truth and Reconciliation Commission's Calls to Action. It represents a vital and growing piece of our identity and emphasizes the importance of understanding what it means to be situated on traditional territories, whether teaching, conducting research, or serving communities.

The process of creating this plan, entitled, *Pathways*, and our treaty with Indigenous communities signifies our responsibility to navigate the future together for generations to come.

## MESSAGE FROM THE PRESIDENT

Welcome to *Pathways: Our Commitments to Water, Land, and People*, our Strategic Plan, the navigational tool for our collective journey towards a promising future for our campus and surrounding communities. This Strategic Plan emerged from months of broad internal and external consultation with students, staff and faculty members, alumni, Board of Governors members, North Bay and surrounding community members, community leaders, and the Nipissing and Dokis First Nations. We are grateful and honoured to have been gifted with the participation and counsel of the Nipissing University Indigenous Council on Education (NUICE) and its Chair, Maurice Switzer of the Mississaugas of Alderville First Nation, and Nipissing First Nations Elder, Mike Couchie, throughout the consultation, planning, and community dialogue processes.

*Pathways*, the vision for our future, is the culmination of more than 600 representative consultations through public meetings, focus groups, Talking Circles, visioning exercises, and surveys. The many voices of our constituents who spoke about the past, present, and future, led us to six aspirational themes which provide the visionary basis upon which we will transform Nipissing University. This version of the plan is the first stage, exercising a high-level focus on our aspirations for the next five years, with a mind to effecting change for generations into the future. Many Indigenous peoples believe that today's decisions should benefit future generations, commonly referred to as a Seven Generations outlook or philosophy. The second stage will be to create and implement a five-year operational plan which coalesces with our Academic, Research, International, and Strategic Enrolment Plans. The operational plan will provide the necessary framework of action, investment, and accountability to realize our aspirations as a thriving public university.

*Pathways: Our Commitments to Water, Land, and People* is a statement of collective vision and purpose and based in the Anishinaabemowin term, Waawiindamaagewin – which means mutual promises – used by 21 First Nations to describe the Robinson Huron treaty process. As students, staff, faculty, and members of the community walk together towards Truth and Reconciliation, Nipissing University will enter into a treaty of mutual promises, with all of its constituents, underscored by mutual recognition and respect, and shared responsibilities to care for students, care for each other, and to ensure that, in all of our relationships, we are a welcoming, ethical, and responsive place of exceptional teaching, learning, and research, with a responsibility for service to our internal and external communities.

We recognize that exceptional teaching and learning environments are diverse, inclusive, accessible, and equitable and that only through concerted actions to eliminate barriers and create opportunities will these commitments be realized.

We extend our gratitude to all of our community partners who shared thoughts and ideas and provided advice. A special thank you to the Co-Facilitators and all members of the Strategic Planning Steering Committee who generously gave hundreds of hours of their time, energy, expertise, and, most importantly, the care to fairly represent the voices of our internal and external communities in the *Pathways* process.

The passion and collective aspirations expressed by our constituents and partners, throughout the many hours of public conversations, and in the quotations cited throughout *Pathways: Our Commitments to Water, Land, and People*, inspire a strong sense of hope and herald a bright future for Nipissing University.

Kevin B. Wamsley  
President and Vice-Chancellor

# MESSAGE FROM THE NIPISSING UNIVERSITY INDIGENOUS COUNCIL ON EDUCATION

*Aanii/Boozhoo/Wachay/Sekon/Greetings!*

*Bnesi ndizhnikaaz, Wazhashk Doodem Anishinaabe, Wakenyáhten Kanien'keha:ka Haudenosaunee,  
Alderville ndoonjibaa, North Bay endayaan, Anishinaabeg ndaw.*

Canada exists because of treaty promises made by Europeans to the Indigenous peoples who had exclusively occupied these lands for thousands of years.

Despite being constitutionally recognized and affirmed, every single one of some 70 Indian treaties has been violated by the newcomers who made sacred promises in exchange for being allowed to share the resource-rich lands.

After 156 years experiencing Canadian colonialism, Indigenous peoples have good reason to be skeptical of any promises made to them.

But we have always wanted Canada to work, if for no other reason than our DNA is in its soil.

So when an Ontario university says it wants its campus to be a best practice for Indigenous education, we want to help them achieve that goal.

When they promise that Indigenous ways of knowing will be respected by its professors, and that Indigenous communities can be assured that their students will always feel welcome in its classrooms and corridors, we want to help them achieve that goal.

When they pledge that hiring of Indigenous faculty is a priority, we want to help them achieve that goal.

And when they assure us that everyone on their campus must commit to learning more about the historic and contemporary challenges and contributions involving Indigenous peoples in Canada, we will help them achieve that goal.

As Truth and Reconciliation continue to gain traction in Canada, the Indigenous communities represented by Nipissing University's Indigenous Council on Education have been invited into the University's strategic planning process. They have said they want to have a relationship with Nipissing University that exemplifies the type of respectful relationship their ancestors envisioned having with the Crown in Canada when they agreed to enter into treaties. They are looking forward to seeing a tangible symbol of that relationship in the form of a Wampum Belt.

Communities want the promises in the University's strategic plan to be implemented in operational plans in the same way that Canada needs to implement into legislation its constitutional pledges.

The Anishinaabemowin verb "bagosendan" can be translated into English as "to hope", but it specifically means "to wish for something difficult to get."

Promises usually raise expectations. We hope they will be kept.

Maurice Switzer  
Chair, Nipissing University Indigenous Council on Education

## INTRODUCTION

Nipissing University's roots extend back to 1909 and the opening of the North Bay Normal School, the precursor to Nipissing's esteemed Schulich School of Education. As a result of the vision and perseverance of local citizens to establish a university in North Bay, Northeastern University was formed in 1960 and later renamed Nipissing University College in 1967 as an affiliate of Laurentian University. In 1992, Nipissing received its charter as an independent university.

The Nipissing University Act (1992) outlines our special mission "to be a teaching-oriented institution that offers programs in education and in liberal arts and science, and programs that specifically address the needs of northern Ontario." Over the years, Nipissing University has evolved to fulfill this special mission, growing in size, programs, and services, in response to needs identified in our region and beyond. From its inception, Nipissing has strived to maintain a resilient and innovative mindset, small size, strong sense of community, and an outstanding complement of students, staff, faculty, and community partners. These strengths position the University to develop and expand its academic offerings, research agenda, its inclusive and comprehensive campus culture, and its relationships with regional, national, and global partners.

Today, Nipissing University continues to be well-recognized for its unique, student-centred academic and research culture in which quality is valued over size, the notion of community is considered a core value, and where people really do matter. We will maintain these traditions and uphold these values as we look to the future within an increasingly complex post-secondary educational environment.

Our commitment to excellence and integrity in teaching, scholarship, and service, is firmly entrenched in all that we do. As we move forward in an intensely competitive context, Nipissing reaches for creative and innovative ways to prepare students for life beyond Nipissing; importantly, we aim to support students holistically as they realize their potential as leaders and engaged citizens in a diverse, interdependent, and ever-changing world.

This plan underscores the importance of embracing what makes us unique while welcoming change that will help to sustain us for not only five years but seven generations into the future.

## THE JOURNEY

From the outset of this process, establishing a formal commitment to work alongside the Nipissing University Indigenous Council on Education in the spirit of a treaty relationship was the point of departure towards building a respectful, relational, reciprocal, responsible and sustainable future for Nipissing University.

Embracing the work of Murray Sinclair, former member of the Canadian Senate, First Nations lawyer, and Chair of the Indian Residential Schools Truth and Reconciliation Commission from 2009-2015, the Strategic Planning Steering Committee set out to answer the following questions:

*Where have we come from?*

*Where are we going?*

*Why are we here?*

*Who are we?*

These questions address the importance of acknowledging our past and present realities, while guiding and challenging us to imagine our future, our purpose, and our identity.

Through hundreds of conversations, dialogues, and engagements with a broad range of constituent groups, the following six commitments emerged, bridging the Nipissing University of today with the Nipissing University that we aspire to be over the next several years.

We commit to:

- Fulfilling our Responsibility to Truth and Reconciliation
- Nurturing our Relationship with Water, Land, and Place
- Embodying Harmony and Care
- Inspiring Innovative Growth and Development
- Building Sustainable Futures
- Celebrating Who We Are

Within the plan, each of these commitments is accompanied by statements of aspiration and pathways for achieving them together, guiding us with a renewed sense of purpose and responsibility.

# COMMITMENTS

## A. Fulfilling our Responsibility to Truth and Reconciliation

Our campus is located on the outskirts of North Bay, which is home to 7,000 First Nations, Métis, and Inuit residents, many of whom choose to study at Nipissing University. As a public university located on the traditional territory of Nipissing First Nation and on the lands within the Robinson-Huron Treaty of 1850, Nipissing University is bound to advance knowledge and be a good guest on this land. These obligations converge as we deepen our commitment to the Truth and Reconciliation Commission's Calls to Action.

Understanding and embodying our responsibilities to Truth and Reconciliation requires the University community to honour our collective and individual obligations and to learn about historical and contemporary Indigenous Peoples' roles and contributions. There can be no reconciliation without truth, so we commit to listening and acknowledging our shortcomings.

We will build and sustain reciprocal relationships and value Indigenous knowledges and ways of knowing in our teaching, research, and University processes. Employing strengths-based approaches will enable us to create a learning and working environment that is responsive to the needs of Indigenous students, staff, and faculty. And, as one respondent observed: "What is good for Indigenous Peoples and students will be good for all students."

*"Nipissing University can be a great leader . . .  
by offering a stronger student experience that embraces  
its relationships with local Indigenous communities."*

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**Nipissing University will build respectful and reciprocal relationships with the communities it serves.**

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### Pathways

1. Ensure that all students, staff, and faculty understand the history of the traditional lands and the historic and contemporary roles and contributions of Indigenous Peoples in Canada, including the people of Nipissing First Nation, on whose lands and waters our university is situated;
2. Develop a regular forum for ongoing conversations with Indigenous students and communities; implement mechanisms that reciprocally connect Indigenous communities and the University;
3. Engage in the principles of Reconciliation to review internal processes, policies, and practices through a decolonizing lens and framework;
4. Strengthen respectful relationships with Indigenous communities and partners through continued dialogue and conversations to explore and enact our individual and collective Treaty responsibilities.



*“The past shapes our current and future view  
of education and institutions . . . If we are to move forward,  
we must talk about the past and what has and has not happened.”*

---

**Nipissing University will engage in teaching, research, scholarly and/or creative work that advances Truth and Reconciliation.**

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### Pathways

1. Support the development of curricula and pedagogy that incorporate Indigenous knowledges, cosmologies, and ways of knowing;
2. Respect the value of Elders, Métis Senators, Knowledge-Keepers, and their contributions to our teaching, learning, and research, scholarly, and/or creative activities;
3. Prioritize the hiring of Indigenous staff and faculty; prioritize hiring diverse staff and faculty;
4. Implement collaborative internal decision-making processes that address the goals and aspirations of Indigenous communities and organizations;
5. Highlight and support research on Indigenous topics/issues and encourage strong ties between teaching, research, scholarly, and/or creative activities;
6. Conduct collaborative research, scholarly and/or creative activities with Indigenous communities characterized by respect, relationality, relevance, reciprocity, responsibility, and representation.<sup>1</sup>

## B. Nurturing our Relationship with Water, Land, and Place

As a northern university, our connection to the land—the living forests, waterways, rocks, trees, and wildlife—is palpable. We are located on the traditional territory of the Nipissing First Nation, overlooking beautiful Lake Nipissing. Our waterways, green spaces, and trail networks offer opportunities for a wide range of immersive, land-based learning experiences for students. We will weave this vibrant element of our campus throughout our teaching, research, and creative and/or scholarly activities and into the daily lives of our community.

Ensuring we are good neighbours on and to this land, we aspire to work with regional Indigenous communities on issues related to water, land, and place, increase our role in environmental stewardship and, through consultation, develop outdoor spaces to enhance land-based, place-based, and outdoor education. Through these actions, we will increase our capacity to serve the north by meeting the needs of northern and regional communities.

*“We need to . . . be aware of the land we are on.”*

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<sup>1</sup> Randal L. Tsosie, Anne D. Grant, Jennifer Harrington, Ke Wu, Aaron Thomas, Stephan Chase, D’Shane Barnett, Salena Beaumont Hill, Annejeanette Belcourt, Blakely Brown, and Ruth Plenty Sweetgrass-She Kills, “The Six Rs of Indigenous Research,” *Tribal College: Journal of American Indian Higher Education*, 33,4 (2022).



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## **Nipissing aspires to build relationships with regional Indigenous communities and meet the needs of northern and regional communities.**

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### **Pathways**

1. Acknowledge the role and primacy of language in connecting people to place;
2. Align ourselves with other geographically northern entities regarding regional, national, and global issues;
3. Identify strategies for Nipissing University to solve problems related to the north and determine how the northern region can contribute to Nipissing University's priorities;
4. Connect students from the north who want an education in the north, with students from southern Ontario and around the world, who want to study in the north. Nipissing University plays a critical role in bringing diverse people, from diverse regions, together.

*“One of our superpowers is the ability to use the land as part of our teaching. We should increase land-based learning and outdoor education in our recruitment efforts.”*

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## **Nipissing will develop outdoor spaces to enhance land-based, place-based, and outdoor education experiences.**

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### **Pathways**

1. Identify ways that academic programming can better connect with the land we are on and waterways that flow around us, and how research may address, water, land, and environmental issues, regionally;
2. Create opportunities for community members to understand and explore the outdoor campus.

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## **Nipissing will steward its environment, ensuring that we are good neighbours on and to this land.**

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### **Pathways**

1. Improve environmental protection efforts and revitalize outdoor spaces;
2. Develop the organic nature of the campus grounds;
3. Help students, staff, and faculty acclimatize to and embrace the north;
4. Develop physical connections to all campus facilities and grounds

## C. Embodying Harmony and Care

Nipissing University will offer rich and rewarding experiences for students, staff, faculty, and regional communities. We recognize that the good of the individual, the good of society, and the good of the environment are mutually reinforcing aspirations. We aim for consistency and congruity in who we are and what we do. We reaffirm our longstanding commitment to relationality, reciprocity, access, and equity in postsecondary education and to the regional communities we serve. Recognizing that there is work to be carried out in relation to decolonization, equity, diversity, accessibility, and inclusion, we strive to embody a culture of openness, acceptance, trust, and belonging.

*"Together, we are better."*

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**Nipissing embraces a campus-wide, people-centred approach that begins with our relationships and is embedded in our practices, pedagogies, and policies.**

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### Pathways

1. Identify barriers to equitable access, opportunities, and resources, and ensure the full participation of equity-deserving students, staff, and faculty;
2. Explore and examine individual and collective biases, assumptions, and perspectives about each other, our cultures, and environment;
3. Decolonize anti-oppressive frameworks through trauma-informed, culturally responsive actions;
4. Reinforce our shared responsibility and commitment to an ethic of holistic care, high service standards, continuous improvement, and open feedback systems;
5. Enhance interdisciplinary and interdepartmental initiatives that empower people to build stronger relationships grounded in mutual respect, empathy, and compassion.

*"Know who we are and what we need holistically."*

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**Nipissing encourages a campus-wide focus on holistic mental health, resilience, and well-being, so that our people, communities, and planet may thrive.**

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**Pathways**

1. Raise awareness of the spectrum of mental health and well-being differences: holistic, physical, social, cultural, environmental;
2. Deepen our understanding of mental health and well-being as a relational and reciprocal interaction between people, communities, and planet;
3. Identify gaps in campus-wide structures and policies, enhance existing services, and implement innovative solutions that promote life skills and resilience;
4. Integrate mental health and well-being language, practice, supports, and mindset into learning, teaching, research, and workspaces;
5. Create safe, healthy, and accessible spaces that offer the right care at the right time and that address needs identified by students, staff, faculty, and regional communities.

*“People do their best work when they feel supported and empowered.”*

---

**Nipissing aspires to create and maintain strong connections and positive relationships among and between students, staff, faculty, and regional communities.**

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**Pathways**

1. Enhance the student experience through inclusive and responsive teaching practices, accessible and flexible learning environments, and a full continuum of care that acknowledges the life-wide and unique needs of our student population;
2. Enrich the staff and faculty experience through progressive human resource management practices, processes, and policies;
3. Build and enhance interdependent relationships between students, staff, and faculty grounded in trust, consistency, collaboration, and shared values;
4. Create, reinforce, and sustain reciprocal, respectful, responsible, and relevant partnerships with regional communities that promote social justice, empathy, and mutual support;
5. Reinforce people-centred leadership and governance practices that embrace open communication, diversity of perspective, collegiality, transparency, and accountability.

## D. Inspiring Innovative Growth & Development

Nipissing University will explore strategies to strategically increase student enrollment to realize its full potential. Strategically increasing student enrollment will require innovative programs and delivery models that connect local needs with global understanding. As a small, primarily undergraduate university, a focus on teaching excellence and student-centred learning will always be at the forefront of our actions and activities. The impact of emerging technologies will foster innovative program delivery alongside an enhanced relationship with our community, land and water, and place. Creating a supportive environment for diverse perspectives will be essential in all that we do. Finally, opportunities to strengthen our research, scholarship, creative activities, and community engagement must be realized to strengthen Nipissing's reputation as a university that not only encourages critical thinking and discovery, but also positions students for success in regional and global economies.

*"Controlled and "smart" growth is important."*

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**Nipissing will establish innovative programs and partnerships that meet the needs of students and employers of the future, promoting civic engagement and regional responsibility.**

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### Pathways

1. Actively engage with local and global partners to develop new programs that are founded in our current strengths and respond to regional needs and concerns, such as resource extraction, tourism, health care, education, and the environment;
2. Strengthen and nurture relationships with Indigenous community partners and ensure these relationships inform our academic programming;
3. Create new opportunities for interdisciplinary studies out of existing programs with the goal of providing unique learning experiences;
4. Increase the number of research opportunities, community placements, and experiential learning opportunities for students in every program, in partnership with regional business and industry partners;
5. Adopt emerging technologies and delivery methods that are tailored to meet the needs of students living and studying in northern Ontario;
6. Strengthen and increase the number of partnerships and articulation agreements with neighbouring Canadore College and other colleges, universities, and Indigenous institutes;
7. Develop extended and life-long learning opportunities, such as micro credentials, post-baccalaureate programs, and community learning offerings, that students and alumni need to succeed in their chosen fields and to contribute to their communities both locally and globally.

*"I think Nipissing can be a true leader in sustainability, EDI, Indigenous studies etc. and carve a niche in the higher education playing field."*

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## **Nipissing will prioritize innovative and responsive teaching, research, scholarly, and/or creative activities.**

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### **Pathways**

1. Support teaching, research, and scholarly and/or creative activities on local and northern topics;
2. Support transformative work on inclusion, decolonization, and Indigenization including work completed in partnership with Indigenous communities.
3. Support the principles of OCAP<sup>®2</sup>, TCPS 2 (2022)<sup>3</sup> Chapter 9 with work completed in partnership with Indigenous communities
4. Increase external research funding, particularly through Tri-Agency funding and an increase in the number of allotted Canada Research Chairs and endowed chairs.

*"We need to embrace modern technology to provide tools for student/employee engagement, learning, and research."*

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## **Nipissing strives for community and leadership development with the communities it serves.**

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### **Pathways**

1. Enhance our diverse and global perspective through increased international learning opportunities for staff, faculty, and domestic students, as well as increased support and recruitment of international students;
2. Increase opportunities for staff and faculty professional and leadership development;
3. Develop the skills and ideas among staff and faculty needed to foster innovative growth and program development.

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<sup>2</sup> OCAP<sup>®</sup> is a registered trademark of the First Nations Information Governance Centre (FNIGC) (<https://fnigc.ca/ocap-training/>)

<sup>3</sup> Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022) – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada (ethics.gc.ca)

## E. Building Sustainable Futures

Nipissing University strives to be an institution that is sustainable from many perspectives, in particular, economic, environmental, and with respect to our many relationships. The well-being of people and place depends on our long-term viability and, through collaboration, we will ensure a future built on a strong and supportive foundation.

Transparent decision-making and continuous improvement in all programs and services that we provide will enhance Nipissing University's reputation, attract students, and forge meaningful partnerships, while ensuring our infrastructure and operations are resilient in the face of future uncertainties. Prioritizing sustainability will be essential in achieving our vision.

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### Nipissing will work towards long-term financial stability by making efficient use of its fiscal resources.

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#### Pathways

1. Implement metrics to measure and project what is fiscally prudent and responsible and what is not;
2. Strategically increase student enrolment to ensure our financial future;
3. Investigate partnerships with academic institutions, businesses, and organizations, locally and globally;
4. Be an accountable, reliable, and trustworthy university and community partner;
5. Ensure open and transparent decision-making and communication;
6. Increase our visibility and reputation on provincial, national, and international levels.

*"Good leadership equals good outcomes at all levels –  
from the boardroom to the classroom."*

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### Nipissing will work towards protecting the environment by ensuring we instill a forward-looking mindset.

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#### Pathways

1. Work with, and care for, our diverse communities, water, and land;
2. Embed environmentally sustainable practices to reduce our carbon footprint and to preserve and reclaim the natural environment of our campus;
3. Restore vibrance to our campus by modernizing through sustainable and renewable energy resources, processes, and designs.

*“You need to imagine what the world is going to look like 10-20 years from now and position Nipissing to make the most difference. Climate change, clean energy transition, batteries/electrification of the transportation system, water security, carbon emissions reduction, food security, storms, flooding risks, fires, coastal encroachment – these are all existential issues facing humanity.”*

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## **Nipissing will work towards sustainable partnerships with communities and organizations both locally and globally.**

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### **Pathways**

1. Renew relationships with local and regional community partners, businesses, and organizations;
2. Explore and investigate new partnership opportunities on local, provincial, national, and global levels;
3. Continue to build relationships with universities, colleges, and Indigenous institutes across Canada;
4. Uphold our relational responsibilities toward Truth and Reconciliation;
5. Acknowledge and address our shortcomings and limitations with equity, diversity, and inclusion;
6. Attract and retain skilled and dedicated employees and support opportunities for professional growth and development.

*“We need to proactively partner with the top employers and industries of the north and design . . . undergraduate programs that meet those needs.”*



## F. Celebrating Who We Are

Throughout the journey of developing this plan, we explored our identity within past, present, and future contexts in search of a better understanding of who we are. The preceding five commitments represent the voices of our community on what matters most and will form the basis of our renewed identity.

We acknowledge that a lack of identity impacts our ability to market, recruit, and engage with communities, including alumni. Being grounded in who we are, and understanding and embracing what makes us unique, will enable us to more clearly articulate our identity and our purpose.

In so doing, we will be poised to build a culture, relationships, and reputation that embodies the most closely held values of our community and its many constituents.

*“We need to be willing to break the mold and ask ‘why not?’*

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### **Nipissing will nurture its identity as a small, student-centred university.**

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#### **Pathways**

1. Adopt a student-centred mindset that is evident in all our activities, relationships, and actions;
2. Articulate what it is to be a small, northern Ontario university with global reach;
3. Embrace the fact that our size is our strength, providing us with the opportunity to be nimble and adapt to the world around us.
4. Become thought leaders responsive to needs identified by local communities, establishing strong reciprocal partnerships that advance our shared knowledge.

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### **Nipissing is committed to accessibility for students with various lived experiences, socioeconomic backgrounds, and individual learning needs.**

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#### **Pathways**

1. Ensure that every student has an opportunity for success by enhancing student support services;
2. Understand the pathways students have followed to Nipissing University (high school, mature, international, Indigenous, online) and how this defines their needs;
3. Create an inclusive campus community that welcomes students from all backgrounds;



*"We need to chart our own path,  
leveraging what makes Nipissing unique."*

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## **Nipissing will embrace and celebrate its uniqueness in post-secondary education.**

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### **Pathways**

1. Communicate and celebrate who we are and what we stand for, raising our profile regionally, nationally and globally; embrace the role of marketing, communications, and recruitment in articulating our identity and what makes us different;
2. Promote excellence in our brand through a focus on service learning, community work, and Nipissing's impact on its broader communities;
3. Exude what a small, regional university can offer;
4. Ensure that the unique elements that form our identity are authentically captured in our brand.

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## **Nipissing will build, nurture, and promote its identity around the commitments set forth in its strategic plan.**

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### **Pathways**

1. Demonstrate and communicate the significance of our, and wider, treaty relationships and responsibilities to Truth and Reconciliation in all that we do through our words and actions;
2. Highlight our unique relationship to water, land, and place throughout our brand;
3. Embody a culture of care for every person who is a part of our community;
4. Engage actively in strategic, innovative growth, and development;
5. Build a sustainable future for Nipissing University.

## WHAT'S NEXT?

Over the course of the next year, Nipissing University will create an operational plan, grounded in the principles of this document which identifies activities, processes, timelines and accountabilities to ensure its success. Implementing our strategic plan is intended to be a highly participatory exercise involving students, staff, faculty, alumni, Board members, Indigenous communities, and community partners.

One of the initial tasks to be undertaken involves developing mechanisms and protocols for reviewing the plan's implementation and progression on a periodic basis. These measures of accountability will ensure that we remain on course to realize our commitments.

The five-year operational plan will integrate with other campus-wide strategies including the Academic, Research, International, and Strategic Enrolment Plans and will guide our next steps on an annual basis. We will enter a treaty relationship based in Waawiindamaagewin, mutual promises to our constituents which will be reviewed annually, as we move forward into the next seven generations.

## CONCLUSION

The high level of engagement and diversity of voices and perspectives that contributed to the creation of Pathways is inspiring and an indication of the collective passion we share for the important work happening at Nipissing University.

We hope all members of our community feel a sense of pride in our path forward and in the collaborative, community-minded, process through which it was developed. As our journey continues, and we embrace our renewed identity, we will learn together and walk together towards Nipissing University's bright future.

The privilege and significance of walking alongside Indigenous communities throughout this process cannot be understated; our future is together.

*Pathways: Our Commitments to Water, Land, and People*, is a forward-looking plan that will serve as our compass for the next five years, and the Treaty grounds our work for the next seven generations; it is both aspirational and well within our reach.

# ACKNOWLEDGMENTS

A special thank you to all of our constituent groups and to First Nations and Community partners:

- The Nipissing University Council on Indigenous Education
- Nipissing and Dokis First Nations
- University Board of Governors
- University Senate
- Students
- Faculty
- Staff
- Alumni
- Regional Communities at Large
- Regional Education Institutions
- Regional Government/Elected Officials
- University Management Group
- Donors to Nipissing University
- External Relations

## STRATEGIC PLANNING STEERING COMMITTEE

Nipissing University extends its gratitude to the students, staff, faculty, and community members of the Strategic Planning Steering Committee who generously gave their time, expertise and ideas to this process, ensuring the diverse perspectives of our constituents and communities were thoughtfully gathered and represented in Pathways. A special thank you to Co-Facilitators, Romeo Fournier and Cristin Talentino, for their leadership and guiding us through this meaningful journey, and to our members:

Tyrell Chambers	Terra Nevrencan
Sema Chaudhry	Michelann Parr
Chris Hachkowski	Graydon Raymer
Heather Hersemeyer	Steven Smits
Kristin Lucas	Lindsey Voisin
Tanya Matthews	

Barbara Popkie and Melinda DeBenedet, Steering Committee Support

Cherriian Pearson, Nipissing First Nation

Mabel Dokis, Dokis First Nation

Mike Couchie, Elder, Nipissing First Nation

Cindy Peltier, Wiikwemkoong Unceded Territory and Nipissing First Nation,  
Special Advisor to the President on Indigenous Matters

Maurice Switzer, Chair, Nipissing University Indigenous Council on Education,  
Mississaugas of Alderville First Nation

Kevin B. Wamsley (Chair)

**Senate Report**  
**Provost, Vice President Academic and Research (Interim)**  
**June 9, 2023**

1. As communicated in emails from the Teaching Hub, the university will be transitioning from Blackboard Learn to Blackboard Ultra. The Teaching Hub is sending email updates regarding workshops etc.

As you consider this transition, please consider the following **5 Things You Need to Know About the Transition to Blackboard Learn Ultra**, courtesy of Kyle Charron:

1. Attend workshops and keep an eye on the [Teaching Hub website](#) for further resources. The workshops provide an opportunity to have a group discussion and share specific use cases not only with the LSTs but other Instructors.
  2. Please ensure that all course material is backed up outside of Blackboard as soon as possible, but no later than August 1, 2023. Please note that doing regular backups is best practice.
  3. LSTs will not be copying from old shells automatically for the Blackboard version change.
  4. You must import your own content for the move to Blackboard Learn Ultra.
  5. New shells will be available 2-3 weeks after the course offerings for fall are finalized by the Deans' Offices and Registrar's Office.
2. We have begun the testing phase for Student Course Experience Surveys in Explorance Blue. Faculty who will be teaching this summer will be contacted to request their participation. No data will be kept by the university as we are focussed on testing the workflow.
  3. International recruitment, admissions and support is now co-located in Rooms F204 and F205. This area also includes a space for international students to gather and will provide access to services that will support them from recruitment through to graduation and beyond.
  4. The Equity Centre is also moving to a new location beside A238 and A244A.

The PVPAR presented the attached 2022-23 Annual Tenure and Promotion Report and expressed her congratulations.

Congratulations as well to all our graduates and to the faculty, staff and supporters who were part of their journey at Nipissing University.

# Provost's Annual Tenure and Promotion Report

2022-23

January 3, 2023

In accordance with the Tenure and Promotion Procedures of Nipissing University, I am forwarding this report to the next meeting of Senate and the next meeting of our Board of Governors for information.

Article 26.32 (a) of the Collective Agreement states that, "Every year by May 20, the Provost of the University will prepare a Report on Tenure and Promotion which will be appended to the September Senate agenda and submitted to the Board around the same time". Article 26.32 (b) defines the dimensions of the report as follows:

<b>TENURE</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Deferred</b>	<b>Withdrawn</b>
1	1	0	0	0
<b>Applicants Awarded Tenure (Tenure &amp; Promotion Process):</b>				
Dr. Kathryn Ewers				

<b>PROMOTION TO ASSOCIATE PROFESSOR</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>	<b>URAC</b>
3	3	0	0	0
<b>Applicants Awarded Promotion to Associate Professor:</b>				
Dr. Charles Anyinam Dr. Stephen Connor Dr. Ron Hoffman				

<b>PROMOTION TO PROFESSOR</b>			
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>
4	4	0	0
<b>Applicants Awarded Promotion to Professor (T&amp;P Process):</b>			
Dr. Gyllian Phillips			
Dr. Sal Renshaw			
Dr. Kristina Karvinen			
Dr. Veronika Williams			

<b>No. of Applications heard by the University Review Appeals Committee</b>	0
<b>No. of Grievances heard by the University Review Appeals Board</b>	0

<b>No. of Job Candidates awarded Tenure upon appointment</b>	0
<b>No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment</b>	0



## Board of Governors Report to Senate - June 2023

### **Board of Governors Meeting April 27, 2023**

The Annual General Meeting of the Board of Governors was held on April 27, 2023, in the President's Boardroom (F303) and via Zoom remote conferencing, where elections for the 2023/24 Board Officers took place and David Smits, Incoming Board Chair, John D'Agostino, Incoming Board Vice-Chair and Kathy Wilcox, Incoming Board Vice-Chair Pro Tem were elected to a one-year term.

The Board approved revisions to the 'Search & Appointment of Non-Academic Vice-Presidents' policy, to better support recruitment and succession planning, which reflect best practices across the province and country. All Board-approved policies are available for viewing on the Nipissing University website.

The President and Assistant Vice-President, Finance & Infrastructure reviewed the budget package in great detail. Following the presentation, the AVP was pleased to present the first balanced budget at Nipissing University in ten years, and following discussion, the 2023/24 Nipissing University Ancillary Fees, the 2023/24 Nipissing University Student Union Ancillary Fees, the 2023/24 Domestic tuition rates, the 2023/24 Out-of-Province tuition rates and the 2023/24 Budget were approved as presented.





**Nipissing University Alumni Advisory Board report to Academic Senate  
June 2023**

**Congratulations, Graduates!**

The Nipissing University Alumni Advisory Board sends our congratulations to all students who are graduating this year, and we welcome them to the Laker Alumni Family. Thanks to all Nipissing Faculty and Staff who supported our new alumni through their educational journeys and for all the work that you put into making Nipissing's 2022-2023 academic year a fantastic success.

**NUAAB President**

At our annual retreat held at the end of May, NUAAB elected Laurel Muldoon as our new president. Laurel has served as vice-president for the last several years, and we are thrilled she was willing to fulfill the role of President. Laurel will also serve as NUAAB's representative to the Board of Governors commencing in September 2023.

We would like to extend our deepest appreciation to Lisa Snider for her engagement with NUAAB over the years. Her leadership was instrumental in keeping NUAAB engaged during the pandemic, and we wish her continued success on all her journeys ahead!

**Save the Date – Homecoming 2023**

Get ready, Lakers! Homecoming 2023 will be taking place from September 22<sup>nd</sup> – 24<sup>th</sup>, 2023! We look forward to welcoming our Alumni back to campus to celebrate all that Nipissing has to offer, and to reflect on their years on campus as a Laker! This year, we plan to make Homecoming a FREE event, so be sure to rally your friends and join us for a weekend full of exciting events. More details will be available online, soon!



## **Academic Senate Report**

June 26th, 2023

### **National Indigenous History Month**

June is National Indigenous History month. This month is a time of reflection and education. As a country, we need to come together to learn the history, cultures, and contributions of Indigenous peoples. We have only just started to tap into the surface of the real history of Indigenous people. We have so much more work to do and this month should serve as a reminder to our duty to be informed and to embrace Indigenous people culture. The month holds immense importance for the opportunities for all Canadians to learn about the profound legacy of Indigenous peoples and how they shaped our country today. We must do our part towards reconciliation and healing

### **Young Leader Community Builders Award**

This well respected award goes to an individual or group under the age of 25 who is actively involved in wholly community service. We are proud that one of our very own Lakers have won this award, Simone Branch. Simone is a student in Criminal Justice who has contributed to many initiatives both on and off campus. She is a strong leader and through her work as Administrative Director of the Nipissing University Black Association for Student Expression (NUBASE) their ongoing commitment to supporting BIPOC students is truly amazing. Simone has a strong commitment to empowering young people. Please join us in congratulating Simone for this excellent achievement. You can also see in article in the BayToday.

### **Pride Month**

June is the month of observance and celebration of Pride Month. This month is dedicated for the celebration of the 2SLGBTQIA+ community. Pride Month was first started after the Stonewall riots in 1969 which was a series of gay liberation protests. Pride month is a time for celebrating love, acceptance, and diversity. Together, let us stand as allies to help create a safe community. NUSU is collaborating with The Equity Centre in a Community Drag Show on June 28th at 6:30pm at On The Rocks at the NUSU Student Centre. For more information please see @nusutalks instagram.

### **Armed Forces Day**

On June 7th, the NUSU team attended the North Bay Armed Forces Day event at the Waterfront. There was a variety of static displays, different information booths, CF-18



tactical demonstrations, and other activities. On this day we gather as a country to pay tribute to the people who serve in the Armed Forces. We also reflect and extend our gratitude to those who served and their families who stand by their side. The families of veterans are unsung heroes who have stood by their sides of their loved ones. It takes a lot of strength and courage to be in this position. It was a very impactful day of reflection and we express our appreciation for the selflessness displayed by our veterans and their families.

**Bees**

NUSU has welcomed 20,000 new members to their team by adding bee hives to the NUSU Student Centre area. These hives will help pollinate our orchard, future vegetable patch and flowers.

If there are any faculty members who wish to incorporate the bee hives, orchard or surrounding student centre areas into their courses, please contact [communications@nusu.com](mailto:communications@nusu.com).

**Convocation**

Thank you to the staff and faculty of Nipissing for their dedication and support to our students, especially over the past few years. We appreciate how difficult it has been for everyone in this unique situation and how everyone has worked together to ensure student success.

We would also like to thank the convocation team for putting together the ceremonies. This means so much to these graduates and we appreciate all of the hard work and dedication to making this a success.

# NIPISSING UNIVERSITY

## REPORT OF THE SENATE EXECUTIVE COMMITTEE

June 16, 2023

A meeting of the Senate Executive Committee took place in person and by Zoom conference on June 16, 2023.

The following members participated:

C. Richardson, (Vice-Chair), B. Law, C. Mady, D. Walters D. Iafrate, T. Sibbald (Speaker), J. Allison, D. Hay, T. McParland, H. Panchal, S. Landriault (Recording Secretary, n-v)

Regrets: K. Wamsley, P. Maher, S. Renshaw

The purpose of the meeting was to set the agenda for the June 26, 2023 Senate meeting.

Under Business Arising from the Minutes and as continuation to the discussion from the May 12, 2023 Senate meeting, it was advised that the Chair will provide follow-up regarding By-laws Article 6.6(b) A non-member of Senate may be recognized and permitted to speak at any open portion of a Senate meeting: (i) with the prior approval of the Senate Executive Committee; or (ii) at the discretion of the Speaker; or (iii) by Senate vote on a motion to that effect, which shall not be debatable.

It was advised that the Strategic Plan will be sent out to everyone by email as soon as it is available prior to the Senate meeting. The President will provide a paragraph of context with the email that goes out. Remarks will be provided as part of his report and he will introduce members of the Steering Committee and open the floor for discussion. A motion to the effect that Senate endorses the proposed plan will be presented.

Annual Reports of the Academic, Appeals and Petitions Committee, the Academic Awards Committee, the Graduate Studies Committee, the Honorary Degrees Committee, the Joint Committee of the Board and Senate on Governance, and the Research Committee were provided to the Senate Executive Committee for inclusion in the Senate agenda.

Reports of the Academic Curriculum Committee, Academic Quality Assurance and Planning Committee, By-laws and Elections Committee and the Teaching and Learning Committee were provided to the Senate Executive Committee for inclusion in the Senate agenda.

The Speaker will advise under announcements that some dates will change in the 2023-2024 Senate schedule and a revised schedule of dates will be provided.

The Deans will announce the numbers of graduands by faculty and degree and express congratulations under Announcements.

Moved by C. Richardson, seconded by C. Mady that the Senate Executive Committee approves the June 26, 2023 Senate agenda.

CARRIED

Respectfully submitted,



C. Richardson  
Vice-Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated June 16, 2023.



**ANNUAL REPORT OF THE  
ACADEMIC APPEALS AND PETITIONS COMMITTEE**

April 20, 2023

The Senate Committee on Academic Appeals and Petitions (AAPC) met a total of four times between July 1, 2022 and April 20, 2023, and the Petitions Executive Committee met 26 times. The membership is as follows:

**COMMITTEE MEMBERS**

Debra Iafrate (Chair)  
Anahit Amenakyan  
Robin Gendron  
Logan Hoehn  
Corina Irwin  
Paul Millar  
Prasad Ravi  
Jared Gagne  
Harikesh Panchal  
Sarah Pecoskie-Schweir  
Chantal Phillips

The Academic Appeals and Petitions Committee heard a total of 253 petitions. These included consideration of late registrations, honourable withdrawal from courses and variations in degree requirements.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', written over a large, stylized, circular flourish.

Debra Iafrate, Chair  
Academic Appeals and Petitions Committee

Motion 1: That the Annual Report of the Academic Appeals and Petitions Committee dated April 20, 2023, be received by Senate.



**ANNUAL REPORT OF THE  
ACADEMIC AWARDS COMMITTEE**

April 20, 2023

The membership of the Senate Committee on Academic Awards (AAC) is as follows:

**COMMITTEE MEMBERS**

Debra Iafrate (Chair)  
Dr. Casey Phillips  
Romeo Fournier  
Dana Mackfall  
Steven Smits  
Dr. Ali Hatef (A&S Senator)  
Dr. James Abbott (A&S non-Senator)  
Dr. Jane Barker (EPS Senator)  
Anna Przednowek (EPS non-Senator)  
Riley McEntee (NUSU President)  
Sarah Pecoskie-Schweir (Student Senator)

The Senate Committee on Academic Awards (AAC) met a total of three times between July 1, 2022, and April 20, 2023, and selected various Academic Award recipients.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Debra Iafrate', with a large loop at the bottom.

Debra Iafrate, Chair  
Academic Awards Committee

Motion 1: That the Annual Report of the Academic Awards Committee dated April 20, 2023, be received by Senate.

**Report of the  
Academic Curriculum Committee**

**June 12, 2023**

The meeting of the Academic Curriculum Committee was held on Monday, June 12, 2023, at 1:00 pm in F303 and Teams. The following members participated:

Members Present:

Carole Richardson  
Charles Anyinam  
Blaine Hatt  
Rosemary Nagy

Dan Walters  
Julie Corkett  
Alexandre Karassev  
Harikesh Panchal

Debra Iafrate  
Chris Greco  
James Murton

Absent with Regrets:

Nancy Black, Callie Mady, Samuel Greco

Guests:

Beth Holden, April James, Mark Wachowiak, Haibin Zhu

Jane Hughes, Recording Secretary

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

Respectfully submitted,



Dr. Carole Richardson  
Provost & Vice-President,  
Academic and Research (Interim)

Motion 1: That Senate receive the Report of the Academic Curriculum Committee, dated June 12, 2023.

**1. Faculty of Arts & Science**

Motion 2: That Senate approve that the following statement **be removed** from the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degree requirements:

*"Must successfully complete [ACAD 1601](#) within the first 60 Nipissing credits. [ACAD 1601](#) will count towards three credits of the Humanities (Group I) requirement."*

### Environmental Studies

Motion 3: That Senate approve that ENST-5346 Integrated Watershed Management be unbanked.

### Computer Science

Motion 4: That Senate approve the new Post Baccalaureate Diploma in Artificial Intelligence and Machine Learning as outlined in the attached supporting documentation.

## **2. Faculty of Education and Professional Studies**

### School of Nursing

**Non-substantive:** The course title for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 2007 Concepts in Mental Health Nursing

*To:* NSGD 2007 Concepts in Mental Health and Addictions

**Non-substantive:** The academic calendar course description for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

*From:* This course provides an overview of the theory and practice of effective communication, with emphasis on cultural and therapeutic relationships. Students will cultivate skills in the use of empathy, assertiveness, and conflict resolution. Students will review assessment of individuals with mental health concerns and strategies for intervening to assist these persons to meet their goals. Mental

*To:* Students examine the concepts of addictions, mental health and illness, and concurrent disorders. They explore the prevention and treatment continuum in Canada, and various perspectives including historical and cultural. Frameworks and models used in practice are addressed and current practices and strategies for supporting individuals and their families experiencing mental illness and addictions across the life span are discussed, including research and best practice guidelines.

Motion 5: That Senate approve motions 6 to 24 as an omibus motion.

Motion 6: That Senate approve that the learning objectives for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined in the attached supporting documentation.

**Non-substantive:** The pre-requisites for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, BIOL 1011, NSGD 2147, NSGD 2116 NSGD 2117

*To:* Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 2256 with a minimum grade of 60%; ACAD 1601, BIOL 1011

**Non-substantive:** The course title for NSGD 2147 Professional Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 2147 Professional Nursing Practice

*To:* NSGD 2147 RPN to BScN Role Transition

Motion 7: That Senate approve that NSGD 2226 Concepts in Reproductive Health and Developmental Growth be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 8: That Senate approve that NSGD 2236 Population Health be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 9: That Senate approve that NSGD 2246 Chronic Illness and Palliative Health Challenges be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 10: That Senate approve that NSGD 2256 Advanced Health Assessment and Clinical Reasoning be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

**Non-substantive:** The course title for NSGD 3006 Nursing Theories be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 3006 Nursing Theories

*To:* NSGD 3006 Theoretical Foundations of Nursing Practice

**Non-substantive:** The academic calendar course description for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

This course focuses on the exploration of the evolution of scientific nursing theories over time. The role and relationship of nursing theory to practice, education and research will be presented using selected grand, mid-range and practice specific theories as examples.

*To:*

Students explore the history of nursing and the development of the scientific and theoretical basis of nursing practice with an emphasis on conceptual models, frameworks, patterns of knowing and selected nursing theories. They critically examine how nursing theories and models relate to practice, education, and research and how they are applied.



Motion 11: That Senate approve that the learning objectives for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined in the attached supporting documentation..

**Non-substantive:** The pre-requisites for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, NSGD 2007, NSGD 2017

*To:*

Pre-requisites: NSGD 2147 with a minimum grade of 60%; ACAD 1601

Motion 12: That Senate approve that NSGD 3116 Concepts in Family and Community Health be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 13: That Senate approve that NSGD 3126 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 14: That Senate approve that NSGD 3706 Practice Experience 1 be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 15: That Senate approve that NSGD 3707 Practice Experience 2 be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

**Non-substantive:** The course title for NSGD 4137 Complex Health Challenges II be changed as outlined below.

*From:* NSGD 4137 Complex Health Challenges II

*To:* NSGD 4137: Complex and Multi-System Health Challenges

**Non-substantive:** The academic calendar course description for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below.

*From:*

Students develop and refine critical thinking strategies required to provide safe nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn advanced concepts relevant to the care of individuals, families, and communities experiencing complex health challenges. The complex health challenges explored will include gastrointestinal disorders, renal dysfunction, musculoskeletal disorders, neurological disorders, respiratory emergencies, and trauma.

*To:*

Students build on previous knowledge and learn about concepts relevant to the care of individuals and families, groups and communities experiencing varying levels of severity of

complex and multi-system health challenges. Students examine nursing care and develop clinical judgement skills in this context using a patient-centred, holistic, evidenced-informed and culturally humble approach, considering interprofessional collaboration in health care.

Motion 16: That Senate approve that the learning outcomes for the course NSGD 4137 Complex and Multi-System Health Challenges as outlined in the attached supporting documentation.

**Non-substantive:** The pre-/co- requisites for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: All 2000 and 3000 level NSGD courses in the RPN to BScN Blended Learning Program with a passing grade of 60% or SAT, [BIOL 1011](#), [BIOL 2116](#), [MATH 1257](#), [NSGD 4136](#)  
Corequisites: [NSGD 4026](#)

*To:*

Pre-requisites: All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT; BIOL 1011, BIOL 2116, MATH 1267  
Co-requisites: None

Motion 17: That Senate approve that NSGD 4706 Practice Experience 3 be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 18: That Senate approve that NSGD 4704 Integrated Practice Experience be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 19: That Senate approve that NSGD 4236 Population and Community Health Nursing Practice be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 20: That Senate approve that NSGD 4276 Promoting Healthy Workplace Environments be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 21: That Senate approve that NSGD 4256 High Acuity Nursing be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 22: That Senate approve that NSGD 4266 Advanced Topics in Leadership and Management be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal.

Motion 23: That Senate approve that NSGD 4246 Disability, Society, and Health Care be added to the academic calendar as outlined in the attached supporting documentation.and in line with the major modification proposal

Motion 24: That Senate approve that NSGD 4286 Advanced Pharmacotherapeutics be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 25: That Senate approve the RPN to BScN Blended Learning Program Major Modification Proposal as outlined in the attached document.

**Non-substantive:** The pre-requisites for NSGD 2216 Critical Inquiry and Evidence Informed Practice be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117

*To:* Pre-requisites: none

**Non-substantive:** The prerequisites for NSGD 3216 Research in Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: All RPN to BScN NSGD courses at the 2000-level with a passing grade of 60% or SAT; MATH 1257

*To:*

Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 3006 with a minimum grade of 60%; MATH 1267

**Non-substantive:** The pre-requisites for NSGD 3336 Culture and Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: ACAD 1601, BIOL 1011, NSGD 2116, NSGD 2117, NSGD 2147, NSGD 2216, NSGD 2007, NSGD 2017

*To:*

Pre-requisites: NSGD 2147, NSGD 2216, and NSGD 2256 with a minimum grade of 60%; ACAD 1601

**Non-substantive:** The prerequisites for NSGD 4777 Leadership in Action be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: All 2000 and 3000-level RPN to BScN Blended Learning NSGD courses with a minimum grade of 60% or SAT, NSGD 4136, NSGD 4137, NSGD 4026

*To:*

Pre-requisites: All 2000 level NSGD courses, NSGD 3006, NSGD 3336, NSGD 3126 and NSGD 3216 with a minimum grade of 60%

### Education

Motion 26: That Senate approve that the change of wording be made to the Education section of the *NU Academic Standing and Progression* policy as outlined in the attached supporting documentation.

### **3. Transfer Credit/Pathways**

Motion 27: That Senate approve the transfer credit pathway for graduates of the Computer Engineering Technician to the Bachelor of Science degree (Honours Specialization, Specialization or three-year degree) in Computer Science at Nipissing University.

Motion 28: That Senate approve the amendment to the transfer credit pathway for graduates of the Computer Engineering Technology to the Bachelor of Science degree (Honours Specialization or Specialization) in Computer Science at Nipissing University to include all Ontario Colleges.

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## 1. Faculty of Arts & Science

Motion 2: That the Academic Curriculum Committee recommend to Senate that the following statement **be removed** from the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degree requirements:

*"Must successfully complete [ACAD 1601](#) within the first 60 Nipissing credits. [ACAD 1601](#) will count towards three credits of the Humanities (Group I) requirement."*

### Rationale:

The current BA, BSc and BFA degree requirements indicate that students must complete a minimum of 6 credits from each of Humanities (Group I), Social Science and Professional Studies (Groups II and IV), and Science (Group III). Removing the ACAD 1601 requirement from these degree requirements will not impact those breadth requirements. Instead, students studying in programs outside of the Humanities will be able to choose all 6 of their Humanities credits (whereas 3 credits are currently allotted for ACAD 1601). Students studying in the Humanities will have the opportunity to select an additional 3 credit elective based on their own academic goals and areas of interest.

Students may still select ACAD 1601 to fulfill their Humanities (or elective) requirements.

Should an individual department feel ACAD 1601 is essential for their students, they can consider adding the course as a requirement in their Honours Specialization, Specialization, and Major program requirements.

This change would be implemented before the September 2024 course enrolment deadlines.

Please [refer to this link for the ACAD Review Committee Report](#) for the impetus for and additional rationale for this Motion.

## Environmental Studies

Motion 3: That the Academic Curriculum Committee recommend to Senate that ENST-5346 Integrated Watershed Management be unbanked.

### Rationale:

The course was banked last year. The course was available for graduates student to enroll in; however no one had enrolled in the course over the 5 year period. There is a need for more MES.MESc graduate courses as the Major Research Paper route becomes more popular. We hope there will be interest in the course moving forward.

## Computer Science

Motion 4: That the Academic Curriculum Committee recommend to Senate the approval of the new Post Baccalaureate Diploma in Artificial Intelligence and Machine Learning as outlined below.

### Rationale:

There are three primary reasons for developing a Post-baccalaureate Diploma in Artificial Intelligence and Machine Learning Application. First, based on conversations with Laura Solano Moya, Manager of International Recruitment & Admissions, there is a demand for computer science related diploma from international students from India. On her recent recruitment trip to Bengaluru, the agents inquired as to whether Nipissing University offered any computer science diploma. However, there is also interest in computer science related diplomas among international students in other

markets, including South-east Asia and the Americas. Second, the recently completed IQAP External Examiners report recommended developing a Post-baccalaureate diploma to help address the low enrollment issues within the program. The number of domestic students is low, which presents a challenge to offer courses at the upper level. The international market provides a possible solution to resolve this problem. The External Reviewers recommended minor curriculum changes, but overall were very supportive of the quality of the instructors and program. The external examiners noted that the lack of a co-op program was another reason for low enrollment among domestic students, which will be addressed in a separate major modification document. Third, increasing the number of international students will provide the necessary revenue to re-build dedicated computer science laboratory space. We need investment in computer science labs to be able to offer the program, and attract both domestic and international students.

### **Letter of Intent for a New Post Baccalaureate Diploma in Artificial Intelligence and Machine Learning**

Academic Unit(s) Submitting the Proposal:	<b>Computer Science</b>
Proposed Start Date:	<b>January 2024</b>

Please provide a description of the proposed Post Baccalaureate Diploma, Certificate, or Minor.

The proposed two-year Post-Baccalaureate Diploma is intended primarily for international applicants with an undergraduate degree in computer science or cognate disciplines (e.g. Data Science, Informatics). Through a selection of advanced courses from computer science, data science, and game technology, as well as elective courses in the geospatial science, the diploma is designed to provide an advanced, state-of-the-art knowledge of new computational techniques and paradigms, including machine learning, artificial intelligence, advanced visualization and graphics, and data science.

The program will enhance students' knowledge of emerging and increasingly important interdisciplinary professions in areas ranging from data analytics, "Big Data", high performance computing and parallel computing, game artificial intelligence and other game technologies, geomatics and geographic information systems, and computational tools and techniques in the humanities. Students will have access to state-of-the-art computational resources and high performance computing resources through the SHARCNET consortium (part of Digital Research Alliance of Canada), of which Nipissing University is a member institution. Students are prepared to undertake careers in software development, data science, scientific computing, scientific software engineering, game development, and machine learning engineering. In addition, students will be poised to advance various computational fields.

What initiated this proposal (student demand, recommendations from cyclical review, external funding, etc.)?

There are three primary reasons for developing a Post-baccalaureate Diploma in Artificial Intelligence and Machine Learning Application. First, based on conversations with Laura Solano Moya, Manager of International Recruitment & Admissions, there is a demand for computer science related diploma from international students from India. On her recent recruitment trip to Bengaluru, the agents inquired as to whether Nipissing University offered any computer science diploma. However, there is also interest in computer science related diplomas among international students in other markets, including South-east Asia and the Americas. Second, the recently completed IQAP External Examiners report recommended developing a Post-baccalaureate diploma to help address the low enrollment issues within the program. The number of domestic students is low, which presents a challenge to offer courses at the upper level. The international market provides a possible solution to resolve

this problem. The External Reviewers recommended minor curriculum changes, but overall were very supportive of the quality of the instructors and program. The external examiners noted that the lack of a co-op program was another reason for low enrollment among domestic students, which will be addressed in a separate major modification document. Third, increasing the number of international students will provide the necessary revenue to re-build dedicated computer science laboratory space. We need investment in computer science labs to be able to offer the program, and attract both domestic and international students.

Provide details of existing and new resources (human, physical and budgetary) required to support this proposal. If financial resources are required, please include a preliminary budget with this Letter of Intent.

In order for this diploma to be successful, we will need investment in human, physical, and budgetary resources. With a recent retirement, computer science has only two full-time faculty members. This is not enough faculty members to offer an Honours Specialization degree, nor a Post-baccalaureate diploma. The addition of a tenure-track position in computer science, plus part-time contracts, are essential to support the proposed Post-baccalaureate diploma and existing computer science degree programs. We need re-investment in computers (hardware and software) to offer the Post-baccalaureate and degree programs. The previous computer lab was converted to laboratory space for the new standalone BSc in Nursing. However, we anticipate that A134, the geomatics laboratory, could be a shared computing laboratory with Geography. The high-end computers will be sufficient. However, there are different software needs for computer science courses. It is important that students have access to these state-of-the-art workstations on-site. For advanced and specialized student projects and research, high performance computing hardware (distributed memory clusters, shared-memory supercomputers, graphics processing units) are available through Nipissing University's participation in the SHARCNET (Shared Hierarchical Research Computing Network) consortium (part of the Digital Research Alliance of Canada). However, these high performance computing resources are shared amongst a number of colleges and universities in Ontario, and therefore on-site hardware and software are crucial.

Overall, the request for human and physical resources will ultimately require a budgetary increase for the department. In addition to the salary and benefits associated with a new Tenure-track position the hardware and software resources indicated above, as well as teaching assistantships to assist in program delivery, necessitate this increase.

### **Letter of Intent for a New Program**

#### **Post-Baccalaureate (PBD) in Artificial Intelligence and Machine Learning Applications – Nipissing University**

**10 March 2023**

#### **Program Description**

The proposed two-year Post-Baccalaureate Diploma is intended primarily for applicants with an undergraduate degree in computer science or cognate disciplines. Drawing on a selection of advanced courses from computer science, data science, and game technology, as well as elective courses in computer science, data science, and geospatial science, the diploma is designed to provide an advanced, state-of-the-art knowledge of new computational techniques and paradigms, including machine learning, artificial intelligence, advanced visualization and graphics, and data science. An integral part of the program is state-of-the-art and emerging interdisciplinary application areas. Through course work and research and practicum courses, students will expand their knowledge of these areas.

The program will enhance students' knowledge of emerging and increasingly important interdisciplinary professions in areas ranging from data analytics, "Big Data", high performance computing and parallel computing, game artificial intelligence and other game technologies, geomatics and geographic information systems, and computational tools and techniques in the humanities. Students will have access to state-of-the-art computational resources and high

performance computing resources through the SHARCNET consortium (part of Digital Research Alliance of Canada), of which Nipissing University is a member institution. Students are prepared to undertake careers in software development, data science, scientific computing, scientific software engineering, game development, and machine learning engineering. In addition, students will be poised to advance various computational fields.

#### **The PBD in Artificial Intelligence and Machine Learning Applications is designed for**

- International students who already have an undergraduate degree in computer science or cognate science discipline and who want to pursue employment in the technology or scientific sectors, business, industry, or research, or to pursue graduate studies in computer science, artificial intelligence and machine learning, or data science in Canada.

#### **The PBD in Artificial Intelligence and Machine Learning Applications provides students who have a background in computer science**

- With a pathway to extend computer science training in the technology, scientific, or industrial sectors in Canada.
- With experience using state-of-the-art computational resources that will be housed on-site. High performance computing hardware for specialized and advanced student projects and research are available through the SHARCNET (Digital Research Alliance of Canada) consortium.

#### **Students are required to have**

- An undergraduate degree computer science or cognate discipline (e.g. Data Science, Informatics) with a GPA of 70% or higher.
- English language proficiency requirements.

#### **Program requirements (16 courses x 3 cr = 48 cr)**

- The PBD is a two-year program in which students will complete 16 one-term courses. Required courses are listed below by category (prerequisites for each course that are in the PDB are in parentheses).

#### **Core Requirements (7 one-term courses x 3 cr = 21 cr)**

The core courses offer students five computer science course, one data science course, and one philosophy course.

- |             |                                   |    |
|-------------|-----------------------------------|----|
| • COSC 3007 | Artificial Intelligence           | FA |
| • COSC 3206 | Theory of Computation             | FA |
| • COSC 3207 | Computer Graphics                 | WI |
| • COSC 3306 | Programming Paradigms             | FA |
| • COSC 3606 | Databases and Database Management | WI |
| • DATA 3006 | Machine Learning                  | WI |
| • PHIL 2816 | Digital Ethics                    | FA |

#### **Advanced Computer Science (7 one-term courses x 3 cr = 21 cr)**

These courses offer international students advanced content on computational tools, techniques, algorithms, high performance computing, emerging technologies, and software engineering (design, analysis, documentation, and testing). The advanced courses also provide students with opportunities to work with high performance computational resources and supercomputers, as well as to further develop English language skills.

- |             |                                      |    |                                 |
|-------------|--------------------------------------|----|---------------------------------|
| • COSC 3106 | Human Computer Interaction           | FA | (COSC 3657)                     |
| • COSC 3307 | 3D Computer Graphics                 | WI | (COSC 3207)                     |
| • COSC 3406 | Advanced Game Design and Development | FA | (3 <sup>rd</sup> year standing) |
| • COSC 3657 | Distributed Systems                  | WI |                                 |



- |             |                              |    |                                      |
|-------------|------------------------------|----|--------------------------------------|
| • COSC 4206 | Topics in Computing Science  | FA | (4 <sup>th</sup> year, Honours COSC) |
| • COSC 4207 | Seminars in Computer Science | WI | (4 <sup>th</sup> year, Honours COSC) |
| • COSC 4406 | Software Engineering         | FA |                                      |
| • COSC 4607 | Security and Protection      | WI |                                      |

**Two additional electives from outside of Computer Science, or intermediate or advanced Computer Science courses selected from the following (if not already used to satisfy above) (2 one-term courses x 3 cr = 6 cr)**

These courses provide students with an opportunity to develop and apply computational skills in application areas.

- |                            |                                      |       |                        |
|----------------------------|--------------------------------------|-------|------------------------|
| • Upper level COSC courses |                                      | FA/WI |                        |
| • COSC 2006                | Data Structures I                    |       |                        |
| • COSC 2007                | Data Structures II                   |       |                        |
| • COSC 2667                | Operating Systems                    |       |                        |
| • COSC 2767                | Object-Oriented Programming          |       |                        |
| • DATA 3016                | Tools and Techniques in Data Science | FA    | (DATA 3006)            |
| • DATA 4006                | Data Analytics                       | WI    | (DATA 3016)            |
| • GEOG 4027                | Spatial Computing                    | FA    | (GEOG 3056, GEOG 3066) |

### Departmental Support Required for Offering

- This PBD program is designed, in part, to directly address issues with low enrollments in upper-level courses in computer science and data science. We have targeted upper year courses (third and fourth year) with low enrollments in computer science that are permanently offered. All courses are offered on the North Bay campus. We have explicitly not included first and second year courses.
- The program includes courses that allow international students to develop theoretical and hands-on practical computational skills.
- Offering this program will require continued departmental allocation for laboratory equipment and software, and appropriate on-campus student computer access.
- Several courses offering applied and laboratory experiences (e.g. COSC 3606, DATA 3006) require TA-support.
- We request that a percentage of incoming international student tuition to be directed to Arts and Science, and specifically to the BSc and PBD (Artificial Intelligence and Machine Learning Applications) programs to support the experiential learning opportunities and core courses that will be the flagship of these programs.
- The funds will support equipment (hardware), software, teaching assistantships, and additional faculty to meet the program deliverables.

### Additional Department Questions and Concerns

There are a number of outstanding questions and concerns specifically related to the PBD program management and to supporting international students on campus that have been raised in drafting of this PBD.

- Some of the courses needed for the PDB are currently banked, and would need to be unbanked. There is a concern about how quickly this can be done.
- The course master for 2023-2024 was completed and submitted in late 2022. At that time, the PDB program was being developed. As the PDB has not been approved, not all the courses needed for it will be offered starting in January 2024. Additionally, the 2023-2024 draft schedule will be available soon. Therefore, if intake is to begin in January 2024, some exceptions to the proposed program are required. Administrative support is needed to help implement these exceptions.

- Additionally, given the point above, options for individualized study courses need to be considered, especially if initial enrollment is low.
- Most of the 3000- and 4000-level COSC and DATA courses have prerequisites at the 1000- or 2000-level. Nipissing University and the Department would need to assess students' undergraduate background in computer science and mathematics to determine prerequisite exemptions. This issue is particularly acute for the Data Science (DATA) courses that require a strong mathematics and computer science background, as well as an introductory data science course (DATA 1006). In this case, to attract PDB students (and international students in general) into the course, it is anticipated that prerequisite exemptions will be the norm, but dependent upon the background of each student.
- For the 1000- and 2000-level computer science prerequisites in most 3000- and 4000-level COSC courses, students' undergraduate background in computer science and mathematics would suffice. Academic Advising and other Nipissing University administrative offices need to support these exemptions/waivers of lower-level computer science and mathematics courses.
- The initial enrollment in the upper-level courses may be initially relatively low. Therefore, during the early stages of the PDB implementation, support is needed to ensure that these low-enrollment courses are offered to facilitate students moving through the program.
- Scheduling difficulties are anticipated due to the limited number of available courses and the prescribed nature of the PDB program. The Registrar's Office and Dean's Office must work with the Department to ensure that sufficient courses are regularly offered to allow students to complete the program in a timely manner.

Sample schedule for WI 2024 Start. Core requirements are in boldface.

YEAR 1		YEAR 2	
Winter 2024	Fall 2024	Winter 2025	Fall 2025
<b>COSC 3207</b>	<b>COSC 3007</b>	COSC 3307	COSC 3406
<b>COSC 3606</b>	<b>COSC 3206</b>	COSC 4406	COSC 4607
<b>COSC 3306</b>	<b>DATA 3006</b>	Elective	Elective
COSC 3657	<b>PHIL 2816</b>	COSC 4207	COSC 4206

**Appendix 1.** Post-Baccalaureate (PBD) and Graduate Diplomas in Computer Science or other programs at Canadian Universities (select examples only). Universities across Canada are developing PBD programs for both domestic and international student audiences.

<u>Institution</u>	<u>Post Bac</u>	<u>Length of Program</u>	<u>Program Structure &amp; Course Codes</u>	<u>Website</u>	<u>Notes</u>
<b>Simon Fraser University</b>	<b>Computing Science Post-Baccalaureate Diploma</b>	1 Full Year - 30 Units	Students complete an approved program consisting of at least 30 units which include the following or equivalent:	<a href="https://www.sfu.ca/students/calendar/2023/summer/programs/computing-science/post-baccalaureate-">https://www.sfu.ca/students/calendar/2023/summer/programs/computing-science/post-baccalaureate-</a>	Admission is competitive and based on the upper division (third and fourth year)

			<ul style="list-style-type: none"> <li>•CMPT 354 - Database Systems I (3)</li> <li>•CMPT 307 - Data Structures and Algorithms (3)</li> <li>•CMPT 354 - Database Systems I (3)</li> </ul> <p>Students complete additional upper division courses to total at least 30 units. At least 24 units must be CMPT courses. Graduate courses may be included with permission of the school.</p>	<a href="#">diploma.html</a>	performance in the prior bachelor's degree and a program Computing Related GPA (CRGPA).
<b>St. Francis Xavier</b>	<b>Post-Baccalaureate Diploma in Artificial Intelligence</b>	2 years	<p>Students will need to successfully complete 16 courses (48 credits) over 2 years to obtain the Post-Baccalaureate Diploma in AI.</p> <ul style="list-style-type: none"> <li>•CSCI 162 - Programming and Data Structures</li> <li>•CSCI 223 - Data Science</li> <li>•CSCI 225 - Health Analytics</li> <li>•CSCI 277 - Discrete Structures</li> </ul>	<a href="https://www.stfx.ca/academics/science/artificial-intelligence-diploma">https://www.stfx.ca/academics/science/artificial-intelligence-diploma</a>	<ul style="list-style-type: none"> <li>•The diploma is geared towards students whose undergraduate degree is not in Computer Science.</li> <li>•Please see Program Structure PDF saved in folder</li> </ul>
<b>Concordia University</b>	<b>Post-Graduate Diploma in Computer Science</b>	1 Year	<p>Below 31 credits of required courses (4 credits ea.):</p> <ul style="list-style-type: none"> <li>•COMP 5201 - Computer Organization and Assembly Language</li> <li>•COMP 5361 Discrete Structures and Formal Languages</li> <li>•COMP 5421 - Advanced Programming</li> <li>•COMP 5511 - Principles of Data</li> </ul>	<a href="https://www.concordia.ca/academics/graduate/computer-science-diploma.html">https://www.concordia.ca/academics/graduate/computer-science-diploma.html</a>	Completion of COMP 248 Object-Oriented Programming I or equivalent courses in an object-oriented language such as C++ or Java prior to entry into the Diploma program. Equivalence

			<p>Structures</p> <ul style="list-style-type: none"> <li>•COMP 5461 - Operating Systems</li> <li>• COMP 5531 - Files and Databases</li> <li>•COMP 5541 - Tools and Techniques for Software Engineering</li> <li>•ENCS 6721 - Technical Writing and REsearch Methods for Scientistes and Engineers</li> </ul>		will be determined by the Diploma Program Director.
<b>Carleton University</b>	<b>Post-Baccalaureate Diploma in Cognitive Sciences</b>	1 Academic Year	<p>The program consists of the equivalent of 4.0 credits (8 one-term courses). After taking an introductory Cognitive Science course, Students take advanced courses (third-and-fourth-year courses) that are required in the B.Cog.Sc. degree, as well as either the honours thesis or honours project course.</p> <ul style="list-style-type: none"> <li>•CGSC 2001 - Theories in Cognitive Science</li> <li>•CGSC 2002 - Methods in Cognitive Science</li> <li>•CGSC 3601 - Artificial Intelligence &amp; Cognitive Science</li> <li>•CGSC 3908 - Honors Seminar in Cognitive Science</li> <li>•CGSC 4908 - Honours Thesis</li> <li>•CGSC 4909 - Honours Project</li> </ul>	<a href="https://carleton.ca/cognitivescience/academic-programs-2/post-baccalaureate-diploma-pbd-in-cognitive-science/">https://carleton.ca/cognitivescience/academic-programs-2/post-baccalaureate-diploma-pbd-in-cognitive-science/</a>	70% GPA Admission Requirement

## Post-Baccalaureate Diploma in Artificial and Machine Learning Applications

### Post-Baccalaureate Diploma in Artificial Intelligence and Machine Learning Applications

#### Graduation Requirements:

In order to graduate with the Post-Baccalaureate Diploma in Artificial Intelligence and Machine Learning Applications, students must obtain a minimum overall average of 60% on all courses presented for the diploma.

#### Program Requirements:

To graduate with a Post-Baccalaureate Diploma in Artificial Intelligence and Machine Learning Applications, students must complete 48 credits as follows:

21 cr. Core:

COSC 3007	Artificial Intelligence	3 cr.
COSC 3206	Computational Theory	3 cr.
COSC 3207	Computer Graphics	3 cr.
COSC 3306	Programming Paradigms	3 cr.
COSC 3606	Databases and Database Management	3 cr.
DATA 3006	Machine Learning	3 cr.
PHIL 2816	Digital Ethics	3 cr.

21 cr. Advance Computer Science Topics:

COSC 3106	Human Computer Interaction	3 cr.
COSC 3307	3D Computer Graphics	3 cr.
COSC 3406	Advanced Game Design and Development	3 cr.
COSC 3657	Distributed Systems	3 cr.
COSC 4206	Topics in Computing Science	3 cr.
COSC 4207	Seminars in Computer Science	3 cr.
COSC 4406	Software Engineering	3 cr.
COSC 4607	Security and Protection	3 cr.

Plus 6 Computer Science or Data Analytics and Machine Learning from the following (if not already used to satisfy above):

Upper level COSC Courses*		3 cr.
COSC 2006	Data Structures I	3 cr.

COSC 2007	Data Structures II	3 cr.
COSC 2667	Operating Systems	3 cr.
COSC 2767	Object-Oriented Programming	3 cr.
DATA 3016	Tools and Techniques in Data Science	3 cr.
DATA 4006	Data Analytics	3 cr.
GEOG 4027	Spatial Computing	3 cr.

\*Students will be provided with a recommended list of COSC options each year based on course availability and content.

## 2. Faculty of Education and Professional Studies

### School of Nursing

2000 Level Motions:

**Non-substantive:** The course title for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 2007 Concepts in Mental Health Nursing

*To:* NSGD 2007 Concepts in Mental Health and Addictions

JUSTIFICATION (Rationale):

We recommend the change in course title to support the concept-based and competency-driven focus of the revised curriculum. It allows for improved scaffolding of learning throughout the program.

**Non-substantive:** The academic calendar course description for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

*From:* This course provides an overview of the theory and practice of effective communication, with emphasis on cultural and therapeutic relationships. Students will cultivate skills in the use of empathy, assertiveness, and conflict resolution. Students will review assessment of individuals with mental health concerns and strategies for intervening to assist these persons to meet their goals. Mental

*To:* Students examine the concepts of addictions, mental health and illness, and concurrent disorders. They explore the prevention and treatment continuum in Canada, and various perspectives including historical and cultural. Frameworks and models used in practice are addressed and current practices and strategies for supporting individuals and their families experiencing mental illness and addictions across the life span are discussed, including research and best practice guidelines.

JUSTIFICATION (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 description changes, including active voice.

Motion 5: That Senate approve motions 6 to 24 as an omibus motion.

Motion 6: That the Academic Curriculum Committee recommend to Senate that the learning objectives for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below.

*From:*

By the end of the course, students will be able to:

1. Evaluate the personal beliefs, feelings, attitudes and skills which influence one's ability to establish a therapeutic relationship.
2. Define psychiatric-mental health nursing and examine the emergence of mental health nursing in Canada.
3. Consider relevant medications used as one treatment modality used in mental health practice.
4. Examine therapeutic relationships in clinical practice. Examine the College of Nurses of Ontario perspective and guidelines on therapeutic relationships, interviewing and assessment.
5. Examine and discuss the etiology, clinical signs and symptoms, treatment modalities and nursing care of the client with mood disorders.
6. Examine and discuss the etiology, clinical signs and symptoms, treatment modalities and nursing care of clients with schizophrenia and cognitive disorders. The similarities between dementia, delirium and depression will be a focus.
7. Examine and discuss the etiology, clinical signs and symptoms, treatment modalities and nursing care of individuals with substance and addictive disorders.
8. Examine and discuss the etiology, clinical signs and symptoms, treatment modalities and nursing care of individuals with substance and personality disorders.
9. Examine and discuss the etiology, clinical signs and symptoms, treatment and nursing care of clients experiencing a trauma, violence, crisis and disaster.
10. Examine and discuss the etiology, clinical signs and symptoms, treatment modalities and nursing care of individuals experiencing suicidal ideation.
11. Examine and discuss the etiology, clinical signs and symptoms, treatment modalities and nursing care of individuals with intimate partner violence.
12. Examine and discuss the etiology, clinical signs and symptoms, treatment modalities and nursing care of individuals who have experienced sexual assault.
13. Develop an understanding of mental health nursing interventions from evidenced-based practice, nursing, health sciences and related mental health disciplines.
14. Develop an understanding of the role of the mental health nurse in the promotion of mental health and the prevention of mental disorders.
15. Develop an appreciation of the concepts of collaborative partnering, interprofessional practice, mental health promotion and community development.

*To:*

Students who successfully complete this course will:

1. Critically examine addictions and mental health and illness within contemporary society across the lifespan, of clients, families, and groups within the community from varying perspectives
2. Describe selected therapeutic approaches currently implemented by nurses and other members of mental health care team.
3. Assess individuals experiencing addiction and mental health challenges using appropriate tools and strategies, recognizing acuity that requires immediate action.
4. Appraise relevant evidence to support evidence-informed decision-making

5. Apply ethics and legalities related to mental health and addictions care
6. Discuss inter-professional competencies in mental health promotion, mental illness, and addictions care
7. Discuss mental health and addictions stigma and the barriers and issues faced by clients, families, and groups within the community related to mental illness and addictions

**JUSTIFICATION (Rationale):**

We recommend the course outcomes change to support a more conceptual underpinning to the curriculum and will allow for improved scaffolding of learning throughout the program. The changes also reflect recent University-wide recommendations for course description changes, including active voice and be limited to 6-8 outcomes.

**Non-substantive:** The pre-requisites for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, BIOL 1011, NSGD 2147, NSGD 2116 NSGD 2117

*To:* Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 2256 with a minimum grade of 60%; ACAD 1601, BIOL 1011

**JUSTIFICATION (Rationale):**

We recommend the change in course prerequisites to reflect the major modifications proposed that impact this course, including course deletions and changes to course sequencing.

**Non-substantive:** The course title for NSGD 2147 Professional Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 2147 Professional Nursing Practice

*To:* NSGD 2147 RPN to BScN Role Transition

**Rationale:**

We recommend a change in the course title to align the title with the conceptual focus of the course.

Motion 7: That the Academic Curriculum Committee recommend to Senate that NSGD 2226 Concepts in Reproductive Health and Developmental Growth be added to the academic calendar as outlined in the template below 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 RPN to BScN Blended Delivery program. While this new course retains the conceptual and foundational content related to maternity and pediatric nursing it replaces (NSGD 2017), it fills a gap within the current curriculum by incorporating concepts of reproductive health and growth and development across the lifespan and for all gender identities. Broadening the focus beyond maternity and pediatric nursing practice care ensures that graduates have the foundational knowledge and competencies articulated by several national and international nursing and health bodies. Course concepts will address the present and future role of nurses in improving the health of individuals, families, communities, and populations by addressing reproductive health and reproductive justice for all, sexual health, contraception, and emerging issues such as inequality in maternal and perinatal health, maternal and



newborn morbidity and mortality, particularly for socially and economically marginalized, rural and remote communities.

Course Code	<b>NSGD 2226</b>
Course Title	Concepts in Reproductive Health and Developmental Growth
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students build on their knowledge of theories and concepts applied through the nursing process in caring for child-rearing families and gender-affirming reproductive health throughout the life span. Concepts explored include developmental growth, gender-affirming care, sexual health, maternal and perinatal health, contraception and pregnancy prevention, men's sexual and reproductive health, and reproductive health justice.
Course Prerequisite	NSGD 2216; NSGD 2147, and NSGD 2256 with a minimum grade of 60%; ACAD 1601, BIOL 1011;
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	NSGD 2017, NURS 2017
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 enrolled in the RPN to BScN Blended Learning 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 If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to enter department</a>
<a href="#">Program Implications</a>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Critically examine sexual and reproductive health issues and challenges across the life span, drawing on a range of theories and perspectives from nursing and other disciplines.</li> <li>2. Discuss reproductive justice and rights in the Canadian context</li> <li>3. Critically appraise relevant research to practice evidence-informed decision-making when providing sexual, reproductive, and pediatric health nursing care.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Apply ethical considerations to decision making in sexual, reproductive, and pediatric health care across the life span.</li> <li>5. Assess individuals in need of sexual, reproductive, and pediatric health care using appropriate tools and strategies.</li> <li>6. Describe the growth and development expectations of the well child from newborn through adolescence</li> <li>7. Examine current and past demographic and sociopolitical changes that influence or have influenced sexual, reproductive, and pediatric health care.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> 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.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><a href="#">Click here to enter additional resources</a></p>

Motion 8:      That the Academic Curriculum Committee recommend to Senate that NSGD 2236 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 RPN to BScN Blended Delivery program. While the course retains the conceptual and foundational content related to community health that it replaces (NSGD 3007), it fills a gap within the current curriculum by incorporating teaching and learning about population health approaches and 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, addressing social determinants of health and providing effective, efficient, equitable, and accessible care. The course addresses system facilitators and barriers to achieving population healthcare goals and nursing competencies and roles.

Course Code	<b>NSGD 2236</b>
Course Title	Population Health
Course Credits	<b>3 credits</b> <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)	Using a synthesis of public health theory, epidemiology, theories of health promotion, and nursing theory, students explore population-based strategies of health promotion in Canada, emphasizing diversity. They examine issues in population health over the lifespan and the impact of current practices, policies, and laws on public and community health. Concepts and topics include health determinants epidemiology of morbidity and mortality; community health, primary health, health promotion, social justice, advocacy, and public policy.
Course Prerequisite	NSGD 2216, NSGD 2147, and NSGD 2256 with a minimum grade of 60%; ACAD 1601, BIOL 1011.
Course Corequisite	NURS 3706
Antirequisite	NSGD 3007, NURS 3007, NURS 3516
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 enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	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. For example, two hours of lecture and one hour of laboratory work.	
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	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 (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Describe and discuss social determinants of health frameworks</li> <li>2. Explain the impact of social determinants on health and illness</li> <li>3. Explain principles and concepts relevant to community and population health care</li> <li>4. Identify the underlying principles of epidemiology as relevant to community and public health nursing</li> <li>5. Develop health promotion strategies at a community</li> </ol>

	<p>and population level</p> <p>6. Apply principles of social justice, advocacy, and health in all policies to health care delivery.</p> <p>7. Discuss the impact of environment and lifestyle on the health of populations</p>
Will this request affect another faculty other than your own?	<p>Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</p>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<p>X Yes <input type="checkbox"/> No</p> <p>Virtual and remote lab and simulation products</p>

Motion 9: That the Academic Curriculum Committee recommend to Senate that NSGD 2246 Chronic Illness and Palliative Health Challenges 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 RPN to BScN Blended Delivery program. The proposed course retains the conceptual and foundational content related to common health challenges Canadians face in the courses it replaces (NSGD 2116 and 2117 Health challenges I and II, respectively). However, it moves away from a systems approach to focus on concepts related to common health challenges Canadians face (most of which are chronic). The new course also addresses significant conceptual gaps in the current curriculum related to palliative health and death and dying. This is important given recent changes in the Canadian health care system related to medical assistance in dying. A conceptual curricular approach and broadening the focus beyond a systems approach, ensures that graduates have the foundational knowledge and competencies articulated as necessary in the care of individuals, families, communities, and populations experiencing chronic health issues and in need of palliative care and medical assistance in dying.

Course Code	<b>NSGD 2246</b>
Course Title	Chronic Illness and Palliative Health Challenges
Course Credits	<b>3 credits</b> <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students holistically and critically examine the influence of factors, such as biological, psychological, social, cultural and political, on living with chronic, progressive chronic, and palliative health challenges in the Canadian context. Students explore evidence-informed, strength-based approaches and interventions in providing nursing care for persons and their families experiencing health challenges.
Course Prerequisite	NSGD 2216 NSGD 2147, and NSGD 2256 with a minimum grade of 60%; ACAD 1601, BIOL 1011
Course Corequisite	<a href="#">Click here to enter Course Prerequisite</a>
Antirequisite	NSGD 2016, NSGD 2116, NSGD 2117

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 enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	Yes    X No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes    X No
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	Yes    X 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 (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Integrate evidence and apply critical thinking and clinical reasoning to the scenarios they may encounter in caring for individuals and families experiencing chronic disease and illness or receiving palliative care</li> <li>2. Discuss the influence of biological, psychological and sociocultural factors on living with chronic and palliative health challenges</li> <li>3. Explain the framework for palliative care in Canada</li> <li>4. Identify supportive practices, values, and skills for engaging with grieving individuals and groups.</li> <li>5. Explore the registered nurse's (RN) role in interdisciplinary chronic illness care and palliative care</li> <li>6. Apply the principles and concepts of chronic disease and illness management in the care of individuals experiencing chronic disease and illness and their families.</li> </ol>
Will this request affect another faculty other than your own?	Yes    X No If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	X Yes <input type="checkbox"/> No Virtual and remote lab and simulation products

Motion 10: That the Academic Curriculum Committee recommend to Senate that NSGD 2256 Advanced Health Assessment and Clinical Reasoning be added to the academic calendar as outlined in the attached template in line with the major modification proposal.

**JUSTIFICATION (Rationale):** This course builds on learners' previous knowledge and skills related to health assessment and clinical thinking developed through practical nursing education. It will provide foundational scaffolding (i.e., knowledge and skills) learners need to assess health needs, evaluate data, and collaborate with clients to address health relating to the various concepts and contexts addressed in other courses of the curriculum. It provides learners to also self-identify learning gaps and needs related to health assessment and clinical reasoning. This course will be a prerequisite for most of the courses in the program.

Course Code	NSGD 2256
Course Title	Advanced Health Assessment and Clinical Reasoning
Course Credits	X 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 develop knowledge, skills, and processes required for advanced health assessment. Elements of an advanced health assessment include physical and mental health, psychosocial, family, cultural, and community factors, the determinants of health, and risk appraisal as they relate to a client's health status. Students further their clinical reasoning skills by synthesizing clinical, theoretical, and scientific knowledge to identify and manage of existing and potential states of health and illness.
Course Prerequisite	
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	NURS 1037
List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	This course is restricted to students enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Will this course have an Experiential Learning component? If so, please indicate the type(s).	X Yes <input type="checkbox"/> No If yes, click here to indicate type(s). Virtual and remote simulation
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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 <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Describe the pathophysiological basis of clinical findings</li> <li>2. Integrate approaches to effective written and verbal communication of assessment findings to lay and interprofessional team members.</li> <li>3. Synthesize and integrate knowledge with the nursing process with an emphasis on assessment and planning to collect, analyze, and interpret physical, psychological, sociocultural, and spiritual data gathered from clients across the lifespan</li> <li>4. Apply history taking, physical examination, and clinical reasoning skills in the assessment of client problems and clinical scenarios.</li> <li>5. Conduct focused assessments in context of family health, and mental health and status.</li> <li>6. Identify developmental and socio-cultural considerations in the performance of complete and focused health assessments.</li> <li>7. Use thinking strategies to gather, analyze and interpret client information, evaluate the relevance of the information, and decide on possible nursing actions to improve the client outcomes.</li> <li>8. Demonstrate physical examination skills including focused physical, behavioral, psychological, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches and according to established criteria.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> 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>X Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Virtual and remote simulation resources</p>

3000 Level Motions:

**Non-substantive:** The course title for NSGD 3006 Nursing Theories be changed as outlined below and in line with the major modification proposal.

*From:* NSGD 3006 Nursing Theories

*To:* NSGD 3006 Theoretical Foundations of Nursing Practice

**JUSTIFICATION (Rationale):**

We recommend the change in course title to support the concept-based and competency-driven focus of the revised curriculum. It allows for improved scaffolding of learning throughout the program.

**Non-substantive:** The academic calendar course description for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

This course focuses on the exploration of the evolution of scientific nursing theories over time. The role and relationship of nursing theory to practice, education and research will be presented using selected grand, mid-range and practice specific theories as examples.

*To:*

Students explore the history of nursing and the development of the scientific and theoretical basis of nursing practice with an emphasis on conceptual models, frameworks, patterns of knowing and selected nursing theories. They critically examine how nursing theories and models relate to practice, education, and research and how they are applied.

**JUSTIFICATION (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 11: That the Academic Curriculum Committee recommend to Senate that the learning objectives for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below.

*From:*

Students will demonstrate:

1. Explain the nature of knowledge, philosophy of science, concepts, models, theory and paradigms.
2. Understand the history of theory development in nursing.
3. Discuss the knowledge base of theory in nursing and relevance to evidence-informed nursing.
4. Demonstrate an understanding of the theoretical formulation and concept analysis in continuing the development and progress of the nursing discipline.
5. Understand the terminology involved in nursing theory development.
6. Understand the accepted criteria to analyze and critique nursing theories and understand the different type of theories.
7. Demonstrate an understanding of the interrelationship among nursing theory, research and clinical practice.
8. Recognize the usefulness of theories from other disciplines as guidelines contributing to specific areas of nursing practice and utilize critical thinking skills in the application of theories/models in the in a variety of clinical environments.

*To:*

Students who successfully complete this course will:

1. Discuss the nature of knowledge, science, theory, and paradigms in nursing.
2. Explore the historical development of nursing knowledge and theories.
3. Discuss the use of theory in evidence-based practice and ethical decision making.
4. Apply critical thinking skills in the application of theories and models to practice situations in various settings.



5. Recognize the usefulness of theories from other disciplines as guidelines contributing to specific areas of nursing practice.
6. Analyze the dynamic and iterative relationship of nursing theory, research, and practice.
7. Explain the role nursing theories play in nursing education, practice, and patient interaction.

**JUSTIFICATION (Rationale):**

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

**Non-substantive:** The pre-requisites for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, NSGD 2007, NSGD 2017

*To:*

Pre-requisites: NSGD 2147 with a minimum grade of 60%; ACAD 1601

**JUSTIFICATION (Rationale):**

We recommend the change in course prerequisites to reflect the major modifications proposed that impact this course, including course deletions and changes to course sequencing.

Motion 12: That the Academic Curriculum Committee recommend to Senate that NSGD 3116 Concepts in Family and Community 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 RPN to BScN Blended Delivery program. Building on knowledge and skills learned in the advanced health assessment course, the new course moves away from the population-driven focus of the course it replaces (NSGD 3016 Family Nursing) to a conceptual-based and competency-driven focus. The new course retains the conceptual and foundational concepts related to family nursing. It incorporates the community practice-related concepts from NSGD 3007 Community Health Practice aligned with family nursing practice concepts. This course broadens the focus to include both family and community nursing-related concepts and provides the scaffolding for the 3000-level practice experiences courses. These changes ensure that graduates have the foundational entry to registered nursing knowledge and competencies to address a diversity of issues and needs experienced by families, groups, and communities.

Course Code	<b>NSGD 3116</b>
Course Title	Concepts in Family and Community Health
Course Credits	▣ 3 credits   ▣ 6 credits   ▣ Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students deepen their understanding of health, health promotion, and caring in the context of family, community, and populations across the lifespan. Philosophical and theoretical foundations for understanding family and community health issues and implementing nursing

	interventions guided by practice standards to promote family and community health are addressed.
Course Prerequisite	NSGD 2147, NSGD 2216, NSGD 2226, NSGD 2256, and NSGD 3006 with a minimum grade of 60%; BIOL 1011.
Course Corequisite	NGGD 3707
Antirequisite	NSGD 3016; NURS 3016
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 enrolled in the RPN to BScN Blended Learning 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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No Virtual and remote simulation
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">If yes, click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course replaces NSGD 3016 Family Nursing as a required course
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Discuss the foundational pillars of family and community health nursing in Canada.</li> <li>2. Outline and analyze the implications of societal trends and social determinants of health on the health of families, groups, and communities.</li> <li>3. Further develop and apply knowledge of normal growth and development across the lifespan in the context of family and community health nursing</li> <li>4. Develop a beginning understanding of supportive and empowering strategies to build individual and community capacity for self-advocacy.</li> <li>5. Examine family nursing as relational practice, and in the context of cultural humility, family centered care, and inter-professional teamwork.</li> <li>6. Recognize healthy public policies and public health policies and services that promotes and protects the health of individuals, families, and communities in the context of health and social inequities.</li> <li>7. Reflect on personal experiences and values and how they may shape personal, professional, and</li> </ol>

	interprofessional beliefs and behaviours in the context of family and community health nursing practice 8. Apply information literacy, critical thinking, and clinical reasoning skills to integrate and synthesize knowledge related to family and community health to the planning and provision of nursing care.
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 <a href="#">Departmental Curriculum Approval form</a> 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 Virtual simulation software

Motion 13: That the Academic Curriculum Committee recommend to Senate that NSGD 3126 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached template 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	NSGD 3126
Course Title	Indigenous Health and Wellness
Course Credits	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 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	NSGD 2256, NSGD 2147, and NSGD 2216 with a minimum grade of 60%
Course Corequisite	Click here to enter Course Corequisite
Antirequisite	NURS 3536

List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	This course is restricted to students enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	Yes    X No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	Yes    X No If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	Yes <input type="checkbox"/> No If yes, click here to enter department
Program Implications	N/A
Learning Outcomes (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Describe Indigenous ways of knowing to health and wellness;</li> <li>2. Develop a holistic model of practise that incorporates an understanding of Indigenous healing practises;</li> <li>3. Discuss how colonisation led to intergenerational trauma that impacts the health and wellness of Indigenous peoples;</li> <li>4. Explain how the current health disparities faced by Indigenous peoples have their roots in their historical and current institutional experiences;</li> <li>5. Reflect upon how reclaiming Indigenous culture and beliefs may allow for healing;</li> <li>6. Describe how the current socio-political and economic environment contributes to health disparities.</li> <li>7. Develop communication strategies that create and enhance culturally respectful nursing care.</li> </ol>
Will this request affect another faculty other than your own?	Yes    X No If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes    X No Click here to enter additional resources

Motion 14: That the Academic Curriculum Committee recommend to Senate that NSGD 3706 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):

SON Academic Council recommends a more flexible approach to experiential nursing practice education and allows for a more diverse range of experiences within each nursing practice experience course. Therefore, we are proposing four new nursing practice experience courses across the program while offering students the opportunity to integrate the theoretical nursing and other health-related knowledge they are developing in the program into practice, providing for a 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 (NSGD 3027) Clinical Practicum: Nursing Communities and Populations, which focused exclusively on practice experiences in a community setting.

Course Code	<b>NURS 3706</b>
Course Title	Practice Experience 1
Course Credits	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, groups, communities 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 remote simulation) and clinical practice settings over 12 weeks.
Course Prerequisite	NSGD 2256, NSGD 2147, NSGD 2216, and NSGD 3006 with a minimum grade of 60%
Course Corequisite	NSGD 2236
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 enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	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>	Yes <input type="checkbox"/> No If yes, click here to enter department

<p><u>Program Implications</u> <i>For example, changing a required 6 credit course to 3 credit course.</i></p>	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 <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ol style="list-style-type: none"> <li>1. Identify and evaluate situations requiring nursing advocacy in practice.</li> <li>2. Communicate and collaborate with individuals, groups, communities and interprofessional teams in the planning and delivery of quality care.</li> <li>3. Discuss cultural humility in the context of nursing practice.</li> <li>4. Discusses the principles of teaching-learning as they apply to educational strategies aimed towards achieving optimal health outcomes.</li> <li>5. Identify and discuss leadership concepts in providing client- centered care</li> <li>6. Assume accountability for personal and professional behaviors and uphold nursing practice standards and ethics.</li> <li>7. Integrate evidence, critical thinking, clinical reasoning, and client values and preferences to provide safe care with increasing competence and confidence.</li> <li>8. Use communication strategies and relevant technologies to initiate professional relationships, share information, and support therapeutic environments.</li> </ol>
<p>Will this request affect another faculty other than your own?</p>	<p>Yes <input type="checkbox"/> No</p> <p><i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> 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>Yes <input type="checkbox"/> No Simulation Centre</p> <p>Virtual and remote simulation resources</p>

Motion 15: That the Academic Curriculum Committee recommend to Senate that NSGD 3707 Practice Experience 2 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

**JUSTIFICATION (Rationale):**

SON Academic Council recommends 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 four new nursing practice experiences courses across the program while offering students the opportunity to integrate the theoretical nursing and other health related knowledge they are developing in 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 (NSGD 3026) Clinical Practicum – Family Nursing in Diverse Setting, which focused exclusively on practice experiences caring for families.

Course Code	<b>NSGD 3707</b>
Course Title	Practice Experience 2
Course Credits	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 remote simulation) and clinical practice settings over 12 weeks.
Course Prerequisite	NSGD 2007, NSGD 2256, NSGD 2147, NSGD 2216, and NSGD 3006 with a minimum grade of 60%;
Course Corequisite	NSGD 3116
Antirequisite	NURS 3026, NSGD 3026
List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	This course is restricted to students enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	Yes <input checked="" type="checkbox"/> No Placement in practice 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 <a href="#">Cross-Listed</a> ? If so, with what department?	Yes <input 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 (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Apply advocacy skills to promote the health and ongoing growth of individuals and families and communities</li> <li>2. Communicate and collaborate with individuals, families, communities and interprofessional teams in the planning and delivery of quality care.</li> <li>3. Critically reflect on cultural humility, engaging with it to discover self and personal beliefs to become more aware of bias, stereotypes, and judgement in nursing practice</li> <li>4. Incorporate principles of teaching-learning in</li> </ol>



	<p>developing educational strategies aimed towards achieving optimal health outcomes.</p> <ol style="list-style-type: none"> <li>5. Apply leadership concepts and skills in the provision of patient centered care.</li> <li>6. Assume accountability for personal and professional behaviors and uphold nursing practice standards and ethics.</li> <li>7. Integrate evidence, critical thinking, clinical reasoning, and client values and preferences to provide safe care with increasing competence and confidence</li> <li>8. Use communication strategies and relevant technologies to initiate and establish professional relationships, share information, and support therapeutic environments</li> </ol>
Will this request affect another faculty other than your own?	<p>Yes    <input checked="" type="checkbox"/> No</p> <p>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</p>
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<p>Yes    <input type="checkbox"/> No Simulation Centre</p> <p>Virtual and remote simulation resources</p>

#### 4000 Level Motions:

**Non-substantive:** That the Academic Curriculum Committee recommend to Senate that the course title for NSGD 4137 Complex Health Challenges II be changed as outlined below.

*From:* NSGD 4137 Complex Health Challenges II

*To:* NSGD 4137: Complex and Multi-System Health Challenges

#### JUSTIFICATION (Rationale):

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

**Non-substantive:** The academic calendar course description for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below.

#### *From:*

Students develop and refine critical thinking strategies required to provide safe nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn advanced concepts relevant to the care of individuals, families, and communities experiencing complex health challenges. The complex health challenges explored will include gastrointestinal disorders, renal dysfunction, musculoskeletal disorders, neurological disorders, respiratory emergencies, and trauma.



*To:*

Students build on previous knowledge and learn about concepts relevant to the care of individuals and families, groups and communities experiencing varying levels of severity of complex and multi-system health challenges. Students examine nursing care and develop clinical judgement skills in this context using a patient-centred, holistic, evidenced-informed and culturally humble approach, considering interprofessional collaboration in health care.

## JUSTIFICATION (Rationale):

We recommend the change in the course description to support a more conceptual underpinning to the curriculum. The revision moves away from the systems approach in this course and NSGD 4136 (Complex Health Challenges I) to focus on a conceptually based, competency-driven approach to understanding multi-system health challenges and nursing care in this context.

Motion 16: That the Academic Curriculum Committee recommend to Senate that the learning outcomes for the course NSGD 4137 Complex and Multi-System Health Challenges.

*From:*

1. Exemplify professional communication and collaborative behaviours in the online learning community.
2. Use caring theory to explore the experiences of individuals, families, and communities living with complex health challenges.
3. Integrate evidence informed literature with the nursing process to describe the registered nurse's role when providing safe and competent care for individual clients, families, and communities experiencing complex health challenges.
4. Examine the registered nurse's role in interprofessional collaboration when caring for individuals, families, and communities with complex health challenges
5. Explore the registered nurse's leadership role while advocating for individuals, families, and communities with complex health challenges.
6. Integrate and apply knowledge from anatomy, physiology, pathophysiology, and pharmacology theory related to care required for the individual, family, and community experience with complex health challenges.

*To:*

1. Synthesize conceptual knowledge relevant to the experiences of individuals, families, and communities living with complex and multi-system health issues
2. Use theories, critical perspectives, best -practice guidelines and research evidence to explore the experiences of individuals, families, and communities living with complex and multi-system health issues.
3. Integrate evidence informed literature to inform the nursing process and the RN's role in provision of interdisciplinary care for individuals, families, and communities living with complex and multi-system health issues.
4. Examine the registered nurse's advocacy and leadership role in interprofessional collaboration when caring for individuals, families, and communities living with complex and multi-system health issues.
5. Apply principles of critical reasoning and critical thinking.
6. Explore how social determinants of health and health disparities impact the health of individuals, families, and communities living with complex and multi-system health issues.

**JUSTIFICATION (Rationale):**

We recommend the change in course outcomes to support a more conceptual underpinning to the curriculum. The revision moves away from the systems approach in this course and NSGD 4136 (Complex Health Challenges I) to focus on a conceptually based, competency-driven approach to understanding multi-system health challenges and nursing care in this context. The changes in learning outcomes also reflect the move to current University guidelines to develop learning outcomes that are measurable, visible and use active voice.

**Non-substantive:** That the Academic Curriculum Committee recommend to Senate that the pre-/co-requisites for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below and in line with the major modification proposal.

**From:**

Prerequisites: All 2000 and 3000 level NSGD courses in the RPN to BScN Blended Learning Program with a passing grade of 60% or SAT, [BIOL 1011](#), [BIOL 2116](#), [MATH 1257](#), [NSGD 4136](#)  
Corequisites: [NSGD 4026](#)

**To:**

Pre-requisites: All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT; BIOL 1011, BIOL 2116, MATH 1267  
Co-requisites: None

**JUSTIFICATION (Rationale):**

We recommend the change in course prerequisites to reflect the major modifications proposed that impact this course, including course deletions and changes to course sequencing.

Motion 17: That the Academic Curriculum Committee recommend to Senate that NSGD 4706 Practice Experience 3 be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

**JUSTIFICATION (Rationale):**

SON Academic Council recommends a more flexible approach to experiential nursing practice education, allowing for a more diverse range of experiences within each nursing practice experience course. Therefore, we propose four new nursing practice experience courses across the program while offering students the opportunity to integrate the theoretical nursing and other health-related knowledge they are developing into practice, providing a 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 (NSGD 3026) Clinical Practicum – Family Nursing in Diverse Setting, which focused exclusively on practice experiences caring for families.

Course Code	<b>NSGD 4706</b>
Course Title	Practice Experience 3
Course Credits	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 and alliances with clients and the interprofessional care team continue to be a care focus. The course includes 168 hours of practice experience, including simulation settings (virtual

	and remote simulation) and clinical practice settings over 12 weeks.
Course Prerequisite	All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT; BIOL 1011, BIOL 2116
Course Corequisite	
Antirequisite	NURS 4026, NSGD 4026
List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	This course is restricted to students enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	Yes <input checked="" type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	Yes <input checked="" type="checkbox"/> No Placement in practice 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 <a href="#">Cross-Listed</a> ? If so, with what department?	Yes <input 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 (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Advocate for diverse patient and their families and communities in ways that promote health, self-determination, integrity, and ongoing growth as human beings</li> <li>2. Communicate and collaborate effectively with individuals, families, and interprofessional teams to plan and deliver quality care.</li> <li>3. Demonstrate cultural humility in caring for individuals and their families in a context of varying care acuity levels</li> <li>4. Incorporate teaching-learning principles and apply an increasing range of educational strategies toward achieving optimal health outcomes.</li> <li>5. Apply leadership concepts and skills in the provision of patient-centred care and to influence others to achieve optimal health outcomes</li> <li>6. Assume accountability to the public and the profession for personal and professional behaviours and uphold nursing practice standards and ethics.</li> <li>7. Integrate evidence, beginning clinical judgement skills, interprofessional perspectives, and patient values and preferences to provide safe, competent, ethical, compassionate, and evidence-informed care</li> </ol>

	to families in a context of varying care acuity levels. 8. Use various communication strategies and relevant technologies to initiate and establish professional relationships, share information, and support therapeutic environments.
Will this request affect another faculty other than your own?	Yes <input type="checkbox"/> No If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	Yes <input type="checkbox"/> No Simulation Centre Virtual and remote simulation resources

Motion 18: That the Academic Curriculum Committee recommend to Senate that NSGD 4704 Integrated Practice Experience 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 and replaces NSGD 4027 Learning outcomes reflect the new institutional requirement for curricular learning outcomes. Hours have been adjusted to support student success in academic courses and reflect current standard practice at other Schools of Nursing in Ontario. Course credits have been changed to align with the course credit allotted to the equivalent course with the same number of practice hours in the on-campus BScN and RPN to BScN program.

Course Code	NURS 4704
Course Title	Integrated Practice Experience
Course Credits	3 credits <input type="checkbox"/> 6 credits <b>X Other 12 credits</b>
Course Description <i>(restricted to 50-75 words, present tense and active voice)</i>	Students assume incremental responsibility for client care. The 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 judgement, independent evidence-informed decision-making skills, professional accountability, responsibility, and identity. Students complete 324 hours of practice experience.
Course Prerequisite	NSGD 4706 and NSGD 4137 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 enrolled in the RPN to BScN Blended Learning Program.

Is this a Topic Course? (Topic courses are courses that students can take more than once for credit.)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Will this course have an Experiential Learning component? If so, please indicate the type(s).	X Yes <input type="checkbox"/> No Clinical placement, simulation
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	324 hours in a clinical setting following the schedule of their preceptor-mentor.
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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 (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Advocate holistically for diverse patient populations, their families and communities in ways that promote health, self-determination, integrity, and ongoing growth as human beings</li> <li>2. Communicate and collaborate effectively with individuals, families and interprofessional teams in the planning and delivery of quality patient care.</li> <li>3. Demonstrate cultural humility in nursing practice among diverse populations in various contexts.</li> <li>4. Incorporate teaching-learning principles and apply a broad range of educational strategies toward achieving optimal health outcomes.</li> <li>5. Apply leadership concepts and skills in patient-centred care and influence and inspire others to achieve optimal health outcomes.</li> <li>6. Assume accountability to the public and the profession for personal and professional behaviours and uphold nursing practice standards and ethics.</li> <li>7. Integrate evidence, clinical judgement, interprofessional perspectives, and patient values and preferences to provide safe, competent, ethical, compassionate, and evidence-informed care across the lifespan in response to client needs.</li> <li>8. Use various communication strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.</li> </ol>
Will this request affect another faculty other than your own?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.

Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	Yes <input type="checkbox"/> No
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Motion 19: That the Academic Curriculum Committee recommend to Senate that NSGD 4236 Population and Community Health Nursing Practice be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

#### JUSTIFICATION (Rationale):

The advanced topic requirement is being added to the program to recognize the uniqueness of RPN to BScN student academic and practice background and experiences. As registered practical nurses, many students enter the program with specific career paths in mind, focusing on more advanced practice than expected of traditional BScN graduates without previous experience. The advanced topic requirement offers students the choice to take courses that meet their learning needs and interests cultivated through the program or practice. As they prepare to enter practice, students build upon and advance their knowledge and skills related to topics and practice areas of interest. Additional courses will be added to the list of course options as faculty develop courses based on their expertise and student demand.

This course builds on knowledge and skills students have developed through required courses in the program that address concepts relevant to population health and community health. The course focuses on nursing practice in these areas, emphasizing applying concepts and theory to the nursing process. Students explore the competencies and skills needed to work in these specialty areas of professional nursing practice as well as the role of nurses in managing current population and community health issues such as the COVID-19 pandemic and the opioid crisis in the Canadian context.

Course Code	<b>NSGD 4236</b>
Course Title	Population and Community Health Nursing Practice
Course Credits	<b>3 credits</b> <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 continue to develop knowledge and skills relating to public and community health nursing. The course introduces the core competencies, key theoretical models and concepts that guide population and community health nursing. Students examine current population health issues in Canada and the role of nursing in population health and health system management.
Course Prerequisite	All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT;
Course Corequisite	Click here to enter Course Prerequisite
Antirequisite	NSGD 3007; NURS 3516, NURS 3007

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 enrolled in the RPN to BScN Blended Learning Program.
Is this a Topic Course? <i>(Topic courses are courses that students can take more than once for credit.)</i>	Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	
Is this course <a href="#">Cross-Listed</a> ? If so, with what department?	Yes <input 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 (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Identify and describe the roles of nurses in population health management.</li> <li>2. Analyze policy, politics, and economic influences impacting health care delivery for community and population-focused care.</li> <li>3. Apply theories of nursing, public health, and social and behavioural sciences to the delivery of population-focused nursing care.</li> <li>4. Explain the scope and standards of practice of public health and community health nursing</li> <li>5. Describe key competencies and roles of nurses who work in population health and community health</li> <li>6. Describe the role of data collection, analysis, and management in population health.</li> <li>7. Apply population health concepts and methods to regional and national health concerns.</li> </ol>
Will this request affect another faculty other than your own?	Yes <input type="checkbox"/> No If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Motion 20: That the Academic Curriculum Committee recommend to Senate that [NSGD 4276 Promoting Healthy Workplace Environments](#) be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

**JUSTIFICATION (Rationale):**

The advanced topic requirement is being added to the program to recognize the uniqueness of RPN to BScN student academic and practice background and experiences. As registered practical nurses, many students enter the program with specific career paths in mind, focusing on more advanced practice than expected of traditional BScN graduates without previous experience. The advanced topic requirement offers students the choice to take courses that meet their learning needs and interests cultivated through the program or practice. As they prepare to enter practice, students build upon and advance their knowledge and skills related to topics and practice areas of interest. Additional courses will be added to the list of course options as faculty develop courses based on their expertise and student demand.

**Nurse managers and leaders must understand how to create and advocate for positive practice environments for nurses. The nursing literature identifies that unhealthy practice environments negatively impact nurse satisfaction, retention, and patient outcomes. The pandemic has exacerbated and highlighted how nurses and patients have been negatively affected by unhealthy practice environments. In this course, students interested in the workplace issues nurses and other health professionals face will build upon knowledge and skills developed in the program related to concepts such as advocacy, safety, healthcare quality, leadership and policy. The course will prepare the learner to contribute to improving unhealthy work environments.**

Course Code	<b>NSGD 4276</b>
Course Title	Promoting Healthy Workplace Environments
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description ( <i>restricted to 50-75 words, present tense and active voice</i> )	Students explore nursing evidence-based literature regarding healthy work environments. Students examine and apply leadership and management best practices for promoting a positive practice environment. Concepts explored include workplace health, safety, and mental and physical well-being of the nurse; effective staffing and workload practices; principles of transformational leadership; leading and managing change.
Course Prerequisite	All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT;
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. <i>For example "This course is restricted to BPHE students".</i>	
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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable.	<a href="#">Click here to enter hours per week.</a>



<i>For example, two hours of lecture and one hour of laboratory work.</i>	
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	This course is restricted to students enrolled in the RPN to BScN Blended Learning Program.
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Explore healthy work environment models.</li> <li>2. Identify nursing leadership strategies for implementing and advocating for healthy work environments.</li> <li>3. Apply best practice strategies for fostering a healthy work environment to a real practice setting.</li> <li>4. Devise change management strategies in the context of promoting a healthy work environment.</li> <li>5. Discuss the role of transformational leadership practices in fostering positive healthy work environments.</li> <li>6. Examine barriers and facilitators for promoting healthy work environments.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> 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 type="checkbox"/> No Click here to enter additional resources

Motion 21: That the Academic Curriculum Committee recommend to Senate that [NSGD 4256 High Acuity Nursing](#) be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

#### JUSTIFICATION (Rationale):

As registered practical nurses, many students enter the program with specific career paths in mind, focusing on more advanced practice than expected of traditional BScN graduates without previous experience. The advanced topic requirement offers students the choice to take courses that meet their learning needs and interests cultivated through the program or practice. As they prepare to enter practice, students build upon and advance their knowledge and skills related to topics and practice areas of interest. Additional courses will be added to the list of course options as faculty develop courses based on their expertise and student demand.

**The course introduces students interested in high acuity practice settings with the foundational knowledge required to practice in high acuity care settings. Students will build on their knowledge and skills developed relating to complex and multi-system health**

**challenges, contexts of patient health experiences, such as determinants of health, and comprehensive health assessment.**

Course Code	<b>NSGD 4256</b>
Course Title	High Acuity Nursing
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students explore and apply concepts central to nursing practice in high acuity settings. They develop knowledge and skill in a range of competencies associated with high acuity nursing practice. The role of the Registered Nurse in providing care to patients in high acuity settings within the context of interprofessional team practice is examined.
Course Prerequisite	NSGD 4706; NSGD 4137 with a minimum grade of 75%
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
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 enrolled in the RPN to BScN Blended Learning 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 If yes, <a href="#">click here to indicate type(s)</a> .
Hours of contact time expected per week, if applicable. <i>For example, two hours of lecture and one hour of laboratory work.</i>	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, <a href="#">click here to enter department</a>
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>41 Differentiate high acuity nursing practice with respect to the role of the nurse, context of practice, nature of illness and experience of the patient</li> <li>51 Recognize cues to form clinical judgments about potential and actual problems for high acuity patients</li> <li>61 Discuss care of patients experiencing a range of acute physiological health challenges and identify the required nursing interventions</li> <li>71 Explain the role of the Registered Nurse in providing care to patients in high acuity settings within the context of interprofessional team</li> </ul>

	<p>practice</p> <p>81 Apply theories relevant to high acuity care and ethical, evidence-informed decision-making to examine situations involving high acuity patients</p> <p>91 Describe advanced health assessment techniques and formulate conclusions about potential and actual problems for high acuity patients</p>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> 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 type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

Motion 22: That the Academic Curriculum Committee recommend to Senate that NSGD 4266 Advanced Topics in Leadership and Management be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

**JUSTIFICATION (Rationale):**

As registered practical nurses, many students enter the program with specific career paths in mind, focusing on more advanced practice than expected of traditional BScN graduates without previous experience. The advanced topic requirement offers students the choice to take courses that meet their learning needs and interests cultivated through the program or practice. As they prepare to enter practice, students build upon and advance their knowledge and skills related to topics and practice areas of interest. Additional courses will be added to the list of course options as faculty develop courses based on their expertise and student demand.

This course may interest students who want to advance their leadership and management skills to align with their professional career aspirations. This course will build on leadership and management concepts and skills explored in NURS 4777, Leadership in Action.

Course Code	<b>NSGD 4266</b>
Course Title	Advanced Topics in Leadership and Management
Course Credits	p 3 credits    " 6 credits    " Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students build on their knowledge, exploring advanced leadership and management concepts and RN roles to enhance their leadership and management competencies and skills. They examine novel and emerging topics and approaches to leadership and management in contemporary environments. Concepts and Topics covered include organizational structure and culture; decision- making models; managing nursing human and budgetary resources; care delivery strategies; legal and ethical issues; managing quality and risk; and strategic planning and leading change.

Course Prerequisite	All 2000 and 3000 level NSGD courses and NSGD 4777 with a minimum grade of 60% or SAT
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	NSGD 4007, NURS 4007
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 enrolled in the RPN to BScN Blended Learning 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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input 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>	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Explore factors influencing organizational structure and organizational culture.</li> <li>2. Discuss how various models of decision-making can be utilized by nurse leaders and managers in their practice.</li> <li>3. Describe approaches for selecting, scheduling, developing, and evaluating staff.</li> <li>4. Evaluate how selected care delivery models impact staffing resources and quality of care.</li> <li>5. Explain the budgeting process.</li> <li>6. Apply the quality improvement process and risk management principles to address a quality improvement need or to prevent a patient-care problem.</li> <li>7. Explain the role of nurse leaders in developing institutional policies, procedures, and protocols that address legal and ethical issues.</li> <li>8. Describe how nurse leaders utilize the phases of the strategic planning process to lead change.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.</i>
Will additional resources be	<input type="checkbox"/> Yes <input type="checkbox"/> No

required? If so, please list them. <i>(ie. additional faculty, library resources or new laboratory space)?</i>	<a href="#">Click here to enter additional resources</a>
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Motion 23: That the Academic Curriculum Committee recommend to Senate that NSGD 4246 Disability, Society, and Health Care be added to the academic calendar as outlined in the attached template and in line with the major modification proposal

JUSTIFICATION (Rationale):

As registered practical nurses, many students enter the program with specific career paths in mind, focusing on more advanced practice than expected of traditional BScN graduates without previous experience. The advanced topic requirement offers students the choice to take courses that meet their learning needs and interests cultivated through the program or practice. As they prepare to enter practice, students build upon and advance their knowledge and skills related to topics and practice areas of interest. Additional courses will be added to the list of course options as faculty develop courses based on their expertise and student demand.

**Disability is ubiquitous in Canadian society but is rarely examined in health professions education. Within the literature, scholars have problematized representations of disability in nursing and healthcare, arguing that disability discourses contribute to the social inequalities and discrimination that people with disabilities experience. The course introduces students interested in disability to historical and contemporary thoughts about disability and their influence on healthcare practice and policy and, subsequently, on the health experiences of persons with disability. Students gain insight and knowledge to support the cultivation of a registered nursing practice that is anti-ableist.**

Course Code	<b>NSGD 4246</b>
Course Title	Disability, Society and Health Care
Course Credits	<input type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students examine disability and health in the context of Canadian society and the Canadian healthcare system through the various disability theories and perspectives. Topics include access to health care for persons with disabilities, ableism and stigma, health inequities and the politics of identity in health care. The voices and lived experience of persons with disability is a theme threaded through the topics explored.
Course Prerequisite	All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
List any restrictions or special notes for this course. For example "This course is restricted to BPHE students".	This course is restricted to students enrolled in the RPN to BScN Blended Learning 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 If yes, click here to indicate type(s).
Hours of contact time expected per week, if applicable. For example, two hours of lecture and one hour of laboratory work.	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> For example, <a href="#">changing a required 6 credit course to 3 credit course.</a>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Examine the concept of 'disability' from biomedical, biopsychosocial, social, and post-social perspectives.</li> <li>2. Discuss how the complex interrelationship between race, class, gender, sexuality, religion, culture, and language shapes experiences of disability.</li> <li>3. Critically examine personal values, beliefs and attitudes related to disability.</li> <li>4. Challenge ableism and the concept of normalcy in the context of the health care system and practice</li> <li>5. Relate the healthcare experiences of persons with disabilities to positive and negative dimensions</li> </ol>

	<p>of <i>societal perspectives on disability</i>.</p> <p>6. Identify the impact of ableism and disability discrimination and stigma in the health care system on the lives of persons with disabilities.</p> <p>7. Explore the advocacy and allyship role of nurses and other health care professionals in health care delivery to persons with disabilities.</p>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval form</a> 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 type="checkbox"/> No Click here to enter additional resources

Motion 24: That the Academic Curriculum Committee recommend to Senate that NSGD 4286 Advanced Pharmacotherapeutics be added to the academic calendar as outlined in the attached template and in line with the major modification proposal.

#### JUSTIFICATION (Rationale):

As registered practical nurses, many students enter the program with specific career paths in mind, focusing on more advanced practice than expected of traditional BScN graduates without previous experience. The advanced topic requirement offers students the choice to take courses that meet their learning needs and interests cultivated through the program or practice. As they prepare to enter practice, students build upon and advance their knowledge and skills related to topics and practice areas of interest. Additional courses will be added to the list of course options as faculty develop courses based on their expertise and student demand.

**Students enter the RPN to BScN Blended program with credit for foundational pharmacology knowledge. Students build on this knowledge in various courses of the program. Many of our students aspire to career paths where advanced pharmacotherapeutics knowledge is an asset. This course will build student confidence related to the nursing role in pharmacotherapeutic management of complex and multi-system challenges. In the context of the increasing complexity of the health of Canadians and the emerging post-acute sequelae of Covid-19, any student interested in pharmacotherapeutics would benefit from the knowledge and skill development offered through this course.**

Course Code	<b>NSGD 4286</b>
Course Title	Advanced Pharmacotherapeutics
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other <a href="#">Click here to specify</a>
Course Description (restricted to 50-75 words, present tense and active voice)	Students build upon knowledge to enhance their understanding of the complexities of treatment with pharmacological interventions. The application of <b>pharmacological principles and concepts and knowledge of diseases with the nursing process emphasizing theory-guided evidence-informed decision-making to develop interventions to support</b>



	<b>the prevention and treatment of illnesses will be addressed.</b>
Course Prerequisite	NSGD 4137 and NSGD 4706 with a minimum grade of 60% or SAT
Course Corequisite	<a href="#">Click here to enter Course Corequisite</a>
Antirequisite	<a href="#">Click here to enter Antirequisite</a>
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 enrolled in the RPN to BScN Blended Learning 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 type="checkbox"/> No
Will this course have an Experiential Learning component? If so, please indicate the type(s).	<input type="checkbox"/> Yes <input 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>	<a href="#">Click here to enter hours per week.</a>
<a href="#">Is this course Cross-Listed? If so, with what department?</a>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, click here to enter department
<a href="#">Program Implications</a> <i>For example, changing a required 6 credit course to 3 credit course.</i>	<a href="#">Click here to enter Program Implications.</a>
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>1. Evaluate current and relevant research evidence to develop appropriate care plans in response to pharmacological interventions</li> <li>2. Describe strategies for monitoring expected effects and potential adverse effects of medications, including legal and ethical ramifications</li> <li>3. Develop relevant client education strategies to facilitate client collaboration in treatment and to maximize therapeutic response.</li> <li>4. Discuss the major drug classifications regarding indications, rationale, efficacy, and risks for pharmacotherapeutic agents commonly prescribed in primary and acute care settings.</li> <li>5. Discuss the concepts and principles related to pharmacokinetics, pharmacodynamics, and pharmacotherapeutics.</li> <li>6. Apply clinical reasoning skills to identify factors that impact selecting, monitoring and individualizing pharmacotherapeutic treatment.</li> </ol>
Will this request affect another faculty other than your own?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please use the <a href="#">Departmental Curriculum Approval</a></i>



	<a href="#">form</a> to indicate the approval of all departments/disciplines whose programs are affected by this proposal.
Will additional resources be required? If so, please list them. (ie. additional faculty, library resources or new laboratory space)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">Click here to enter additional resources</a>

Motion 25: That the Academic Curriculum Committee recommend to Senate the approval of the RPN to BScN Blended Learning Program 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:	<b>Registered Practical Nurse (RPN) to BScN Blended Learning Program</b>
If changing, Proposed Program Name:	
Academic Unit Proposing the Modification:	<b>School of Nursing (SoN)</b>
Proposed Start Date:	<b>September 2023</b>
Submitted by:	<b>Nursing Faculty Committee on behalf of the SoN</b>

Provide a brief summary of the proposed Major Modification.
<p>Today's healthcare practice environment is complex, and ever-changing. It is increasingly imperative that our nursing curriculum prepare nursing graduates to have effective critical thinking and clinical reasoning skills, interpersonal and practice skills to confidently provide safe, quality care in this challenging environment. The following summary of the proposed major modifications is geared toward modernizing our nursing curriculum to address these needs and the needs of the 21<sup>st</sup> century, RPN to BScN learner. These proposed changes reflect a more active, learner-centered approach to learning that acknowledges and builds on the knowledge, skills, and experiences that RPN learners bring to the program. Accordingly, the proposed major modifications include the following:</p> <ol style="list-style-type: none"> <li>1. Aligning the program mission, vision, and values with those of the NUSchool of</li> </ol>

## Nursing.

- 2.** Offering more flexible learner-centered options within the program to address the personal and professional goals of learners. This entails providing:
  - a.** three program study plan options (a 15-, 10-, 7-semester plan)
  - b.** revisions to course requisite requirements to provide flexibility in developing individualized study plans when necessary; and
  - c.** increasing course options for learners to meet their professional interests (see 5e below)
- 3.** Reducing the number of practice experiences from six to four (5c) and enhancement of use of virtual simulation in theory and practice experience courses.
- 4.** Changing the curriculum to address the Truth and Reconciliation Commission's (TRC) Call to Action #24 (5d): Schools of Nursing in Canada 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 (TRC, 2015).
- 5.** Adopting a concept-based curricular approach to learning based on Giddens' (2019) Concepts of Nursing Practice Model, and the Understand-Know-Do Model (Education Gazette, 2021.), which informs the following proposed changes to program requirements:
  - a.** Revisions to program outcomes to align with concept-based learning, the College of Nurses of Ontario Registered Nurse Entry to Practice Competencies (2020), School of Nursing program approval standards; accreditation standards of the Canadian Association of Schools of Nursing (CASN); and Nipissing University learning outcomes.
  - b.** Revision of course titles, course descriptions, and course outcomes of four existing courses.
  - c.** Replacement of eight courses, including four clinical courses that move from a practice context-driven focus to a conceptually-based, and competency-driven focus.
  - d.** Development of three new courses to address gaps within the curriculum including an Indigenous health and wellness-focused course.
  - e.** Addition of 6 credits of advanced nursing topic courses at the 4000 level from two groupings of existing and new courses.

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 rationale for the proposed modifications is provided as follows:

1. **Alignment of the program mission vision and values with those of the NU School of Nursing.** This modification addresses feedback from faculty and program reviewers. This change should also provide a more cohesive approach to program planning within and across the school of nursing programs. It may also be helpful to other stakeholders within the university or the community at large.
2. **Adoption of a Concept Based Curriculum.** The nursing education literature (Getha- Eby et al., 2014; Benner, 2010; Giddens & Brady, 2007; Tanner, 2006, 2004; Ironside, 2004) supports the adoption of concept-based curriculum as an effective pedagogy for graduating nurses who are practice-ready to address both current and future healthcare realities. Although the current RPN to BScN curriculum is innovative in its delivery of online courses, courses are organized in a traditional, disease-centered model and focus on passive, instructor-driven learning. Content is siloed in courses by subject and students often have difficulty making connections and applying knowledge to other courses in and across the curriculum. In contrast, a concept-based curriculum fosters integrative learning and the promotion of thinking and clinical reasoning skills. This approach is also consistent with changes to the launching of the revised nursing registration exam, the Next Generation, National Council Licensure Examination-Registered Nurses (NCLEX-RN) in the spring of 2023, which utilizes a clinical judgement model to assess competency. Offering a concept-based curriculum is timely and offers a strategy for supporting student success on NCLEX-RN. Our current NCLEX-RN pass score rates are below the College of Nurses (2022) school of nursing program approval standard of 80% pass rate on the first attempt. Giddens' (2019) concepts of nursing were recently adopted for the new Nipissing University BScN curriculum, which should facilitate faculty application of this model across the two programs. Implementation of Giddens' model requires that courses be organized under three major conceptual themes of Health and Illness, Client and Context, and Professional Foundations. Concomitant with the adoption of Giddens' concept-based model is the proposal to support learning via the Understand (Big ideas)-Know (content)-Do (Competencies) (UKD) framework. The UKD model aligns with Benner's novice nurse to expert theory (2000), which supports a progressive scaffolding to competencies. Overall, the adoption of these models promotes a curriculum that is holistic, is learner-centered and addresses the needs of the 21<sup>st</sup> century learner. Adoption of a concept-based curriculum will require the following:
  - a. Revision/creation of program and course outcomes to align with concept-based learning, the College of Nurses of Ontario Registered Nurse Entry to Practice Competencies and School of Nursing program approval standards; accreditation standards of the Canadian Association of School of Nursing (CASN); and Nipissing University learning outcomes. Specifically, this includes:
    - i. Revision of six existing courses;
    - ii. Development of ten new courses, including online experiential courses;
    - iii. Replacement of four clinical courses with new courses that are conceptual-based, and competency-driven rather than practice-context driven.

3. **Reduction of the number of clinical experiences from six to four and replacement with four new courses as described in 2 (iii) and enhancing the use of virtual simulation.** Although reducing the number of clinical courses may seem counterintuitive at first glance, the rationale for the current requirement of six practice experience courses is unclear and not consistent with other comparable schools of nursing program approaches. Reducing the required number of clinical courses by two courses acknowledges prior student learning and could positively impact student satisfaction with the program. Competencies of deleted practice courses will be integrated into revised theory courses and augmented by the increased use of virtual simulation, which will better support knowledge transfer between theory and clinical courses, thereby mitigating the theory to practice gap that students often experience. Virtual simulation supports clinical learning and is widely used in nursing curricula to support or replace some traditional clinical experiences.
4. **Offering more flexible learner-centered program study options within the program to address the personal and professional goals of learners.** The adoption of concept-based curriculum provides a more flexible approach to finding and planning clinical practice course placements. Currently, students are placed in similar clinical practice areas, which are linked with specific theory courses. Uncoupling existing clinical courses from theory courses and offering four nursing practice experience courses will provide students with the opportunity to explore concepts of nursing practice across the continuum of care-in acute, long-term and community care settings. This might facilitate increased enrollment in the future while not placing additional burdens on clinical placement agencies.
5. **Course Creation to address the TRC Call to Action #24.** We propose a new course, Indigenous Health and Wellness, and the integration of the related concepts and competencies throughout the curriculum. Our program has a moral, ethical, and legal obligation to include content that addresses call to action #24 relating to education surrounding or about Indigenous health issues, including the history and legacy of residential schools. Call to action #24 also requires skill-based education in intercultural competency, conflict resolution, human rights, and anti-racism. The College of Nurses of Ontario requires nursing programs to demonstrate that students are provided with opportunities to develop competencies related to cultural safety, Indigenous knowledge, and advocacy of Indigenous clients.

In summary, the proposed major changes will allow us to offer a nursing degree that meets the educational needs for future graduate nurses in our ever-changing and challenging healthcare landscape. It would also prepare students for graduate studies, which are hoped to be offered by the School of Nursing in the near future.

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](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 revisions align with Nipissing University's vision of providing an exceptional and personalized student experience with a focus on excellence, innovation, and creativity in scholarship and teaching. Curriculum changes uphold our commitment to embrace lifelong learning and making a difference locally, nationally, and internationally.

These revisions also support Nipissing University's mission to exemplify the highest standards in scholarship, teaching, and research.

The Strategic Mandate Agreement (SMA) highlights the importance to address local community needs and the impact of academic education. The RPN to BScN Blended Nursing Program contributes to the SMA by attracting RPN graduates into our program and graduating practice-ready RNs who can fill the local need for healthcare providers. This will help to address the current and historical shortage of nurses (Canadian Nurses Association, 2009) that which has been exacerbated by the pandemic. The critical shortage of registered nurses underscores the urgent need to educate 'nurses of the future' whose skills and knowledge meet the present and future needs of the healthcare system.

The SMA highlights the role of experiential education. The RPN to BScN Blended program has a long history of providing excellent, student-centred experiential education. The proposed modifications to our RPN to BScN Blended program aim to build on this expertise via implementation and integration of a concept-based curriculum to bridge the gap between theoretical and practice experience courses; by offering enhanced of state-of-the-art clinical simulation experiences; and by offering more student choice and flexibility in the selection of advanced nursing topics that meet individual student learning experiential needs and professional goals. Although we already have several effective partnership agreements with clinical and community agencies in place, there are opportunities to further develop these partnerships and also reach out to agencies further afield.

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.

While the revisions are not part of a cyclical program review, they result from a year-long consultation process with faculty, staff, and administrators associated with the RPN to BScN Blended program, in addition to a review of competitor programs and the analysis of institutional and other relevant data; we also consulted recent program reviews such as the College of Nurses of Ontario (CNO) and the Canadian Association of Schools of Nursing (CASN) program reports. The proposed changes are indirect responses to the Calls for Action for healthcare professions' education from the Truth and Reconciliation Commission of

Canada (2015). Lastly, given that the Ontario Colleges of Arts and Technologies are now

permitted to offer BScN degrees, it is critical to keep our program updated and innovative to attract RPN applicants who now have more program options. The major modifications have an estimated cost of \$113,500 are as follows:

- Adoption of a concept-based curriculum;
- Revision of six existing courses ;
- Ten new courses, including online experiential courses;
- The development of a mandatory Indigenous health and wellness course to address the TRC Call to Action 24 (aligns with revisions to the on-campus BScN program, enabling sharing of expertise and allowing for more coherent program evaluation)
- Revised course sequence;
- Additional program study options;
- Enhanced use of virtual simulation at the cost of \$100/student/year not included in \$113 500 above, could be added to that cost or passed onto students.

Provided details of existing and new resources (human, physical and budgetary) required to modify the program.

The following existing resources are required to modify the program:

- Tenure track or contract limited faculty with content and practice expertise to support the delivery of the new courses, particularly indigenous health and wellness, population health and mental health courses.
  - The school has been approved to hire three tenure track faculty with expertise in these areas. These new faculty will teach across programs. If we cannot hire an academic with Indigenous expertise, there are opportunities to collaborate with the Indigenous Studies department and cross-list the Indigenous Health and Wellness course.
- Simulation instructors to provide remote simulation and experiential lab education at Nipissing in the Interprofessional Center for Simulation
  - The existing resourcing for the Interprofessional Center for Simulation covers this resource.

The following new resources are required to modify the program<sup>3</sup>:

- Course release or compensation for content expert to revise or develop 16 full course packages;<sup>1</sup>
- New user software licenses for virtual simulation products (e.g., an immersive virtual simulation program for community and population health in a Canadian context);<sup>1,2</sup>
- Two course releases for faculty member(s) (included in cost prediction above) to develop simulation and NCLEX-RN strategy, including teaching and learning materials.<sup>2</sup>

Notes:

1. As we roll out the revised curriculum, these resources will be implemented in staggered phases.



2. These resources will be utilized across the School of Nursing and benefit all existing Nursing programs. Notably, the simulation and NCLEX-RN preparation strategy will be for all programs, and the related materials will be available for faculty and students across programs. These resources will support our ability to meet program approval requirements, such as an NCLEX pass rate of 80%. The pass rate for the RPN to BScN program is currently below this threshold. In addition, the strategy will help us address the new NCLEX test format being used for the first time in the spring of 2023.
3. Notwithstanding costs associated with added resources, net cost savings will result from the proposed modifications, which will more than cover the \$113,500 and allow us to cover the cost of virtual simulation and still be of great savings to the university. These savings will come primarily from instructor costs for the following clinical practicum courses to be deleted (NSGD 2106, 2028, 2029). The average total instructor cost (pre-COVID) of these courses is nearing \$1 million/year (Total = \$990,891; NSGD 2106 = 485,961; NSG 2028 = \$211,800; NSGD 2029 = \$293,130). Additionally, there will be savings by shifting to a faculty-led clinical curriculum rather than Clinical Instructor hourly rate delivery (i.e., shifting hourly paid non-contact time to faculty standard contracts).

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 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

Dr Mady's comments: This letter of intent has balanced the importance of providing quality to the students, supporting student learning, while considering financial implications. The initial funding costs will be covered in the first year of the program offering and the university will then benefit financially and offer our students a better program. The faculty have gone above and beyond their present course releases to propose these modifications and I believe they will continue to do so beyond that of the proposed course releases to see this through. I am in full support of these modifications.

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.

## Program Requirements:

### Admission:

Admission to the RPN to BScN Blended Learning Program is limited. Further information can be found in the [Admission Requirements](#) section of the Academic Calendar.

Students must complete all nursing theory courses with a minimum grade of 60% in order to progress through the program and 50% in non-nursing required courses.

Students will be required to withdraw from the nursing program should they receive more than one grade of “unsatisfactory” in clinical courses.

Students must complete the Bachelor of Science in Nursing Program in seven (7) years from the original date of admission.

**Note:** One year refers to both the Fall/Winter and Spring/Summer term.

All NSGD courses are restricted to students enrolled in the RPN to BScN Blended Learning program. Special permission may be granted from the School of Nursing.

### Year 1

<a href="#">BIOL 1011</a>	Human Biology and Biochemistry	3 cr.
<a href="#">ACAD 1601</a>	Academic Writing	3 cr.
<a href="#">NSGD 2106</a>	Clinical Practicum for RPN to BScN	3 cr.
<a href="#">NSGD 2116</a>	Health Challenges I	3 cr.
<a href="#">NSGD 2117</a>	Health Challenges II	3 cr.
<a href="#">NSGD 2147</a>	Professional Nursing Practice	3 cr.
<a href="#">MATH 1257</a>	Technical Statistics	3 cr.
<a href="#">BIOL 2116</a>	Principles of Microbiology	3 cr.
<a href="#">NSGD 2017</a>	Concepts in Maternity and Pediatric Nursing	3 cr.
<a href="#">NSGD 2007</a>	Concepts in Mental Health Nursing	3 cr.
<a href="#">NSGD 2028</a>	Clinical Practicum – Nursing in Specialized Settings: Mental Health	1.5 cr.
<a href="#">NSGD 2029</a>	Clinical Practicum – Nursing in Specialized Settings: Women and Children	1.5 cr.
<a href="#">NSGD 2216</a>	Critical Inquiry and Evidenced Informed Practice	3 cr.

### Year 3

<a href="#">NSGD 3016</a>	Family Nursing	3 cr.
<a href="#">NSGD 3026</a>	Clinical Practicum – Family Nursing in Diverse Settings	3 cr. <a href="#">NSGD 3006</a>
	Nursing Theories	3 cr.
<a href="#">NSGD 3216</a>	Research in Nursing Practice	3 cr.
<a href="#">NSGD 3336</a>	Culture and Nursing Practice	3 cr.
Elective		3 cr.

Year 4		
<a href="#">NSGD 3007</a>	Community Health Nursing	3 cr.
<a href="#">NSGD 3027</a>	Clinical Practicum – Nursing Communities and Populations	3 cr.
<a href="#">NSGD 4006</a>	Nursing Informatics	3 cr.
<a href="#">NSGD 4026</a>	Clinical Practicum – Advanced Nursing Practice	3 cr.
<a href="#">NSGD 4136</a>	Complex Health Challenges I	3 cr.
<a href="#">NSGD 4137</a>	Complex Health Challenges II	3 cr.
Year 5		
<a href="#">NSGD 4027</a>	Clinical Practicum – Preceptorship	9 cr.
<a href="#">NSGD 4777</a>	Leadership in Action	3 cr.
Elective		6 cr.

**Note:**

**Non-Academic Clinical Placement for all Practicum Courses:**

Upon admission to the program, and on an annual basis, each student is required to submit their nonacademic clinical placement requirements. These requirements include School of Nursing forms, Proof of Vaccinations including Influenza Vaccination, proof of CPR certification, proof of successful Mask Fit Testing, and a valid Police Vulnerable Sector Check. Students are required to follow email notices from the Clearance office informing them of all clearance requirements, the acceptable dates for each document as well as clearance deadlines. Submission of false, misleading, misrepresented, altered, omitted or forged documentation is considered academic and professional dishonesty. Such behaviour will be reported to the College of Nurses in Ontario and will also result in serious consequences as listed in the university policy on academic dishonesty up to, and including suspension and expulsion from the university.

**Dosage Calculation Testing:**

Each student must successfully compete the three mandatory Dosage Calculation Competency Tests while in the program as per the schedule below to be eligible for the next acute care setting practicum.

Dosage Calculation Competency Test	When Test is to be Taken	Completion Required For
<b>Test 1</b>	During <a href="#">NSGD 2106</a>	<a href="#">NSGD 2028/NSGD 2029</a>
<b>Test 2</b>	During <a href="#">NSGD 2028/NSGD 2029</a>	<a href="#">NSGD 4026</a>
<b>Test 3</b>	During <a href="#">NSGD 4026</a>	<a href="#">NSGD 4027</a>

## Revised Program Requirements:

### Admission:

Admission to the RPN to BScN Blended Learning Program is limited. Further information can be found in the [Admission Requirements](#) section of the Academic Calendar.

Students must complete all nursing theory courses with a minimum grade of 60% in order to progress through the program and 50% in non-nursing required courses.

Students will be required to withdraw from the nursing program should they receive more than one grade of “unsatisfactory” in clinical courses.

Students must complete the Bachelor of Science in Nursing Program in seven (7) years from the original date of admission.

ACAD1601	Academic Writing	3 cr.
BIOL1011	Human Biology and Biochemistry	3 cr.
MATH 1267	Applied Health Statistics	3 cr.
BIOL2116	Principles of Microbiology	3 cr.
NSGD2007	Concepts in Mental Health and Addictions	3 cr.
NSGD2147	RPN to BScN Role Transition	3 cr.
NSGD2216	Critical Inquiry and Evidence Informed Practice	3 cr.
NSGD2226	Concepts in Reproductive Health and Developmental Growth	3 cr.
NSGD2236	Population Health	3 cr.
NSGD2246	Chronic Illness and Palliative Health Challenges	3 cr.
NSGD2256	Advanced Health Assessment and Clinical Reasoning	3 cr. NSGD 3006
	Theoretical Foundations of Nursing Practice	3 cr.
NSGD3216	Research in Nursing Practice	3 cr.
NSGD3336	Culture and Nursing Practice	3 cr.
NSGD3116	Concepts in Family and Community Health	3 cr.
NSGD3126	Indigenous Health and Wellness	3 cr.
NSGD3706	Practice Experience 1	3 cr.
NSGD3707	Practice Experience 2	3 cr.
NSGD4137	Complex Health and Multi-System Challenges	3 cr.
NSGD4777	Leadership in Action	3 cr.
NSGD4706	Practice Experience 3	3 cr.
NSGD4704	Integrated Practice Experience	12 cr.
	3 NSGD credits from one of Advanced Topic Group A*	3 cr.
	3 NSGD credits from one of Advanced Topic Group B*	3 cr.
	Electives	9 cr.

### \*Note: Advanced Topics

Students are required to take at least 3 NSGD credit from each of the Advanced Topics groupings listed below:

Group A: NSGD 4006 Nursing Informatics; NSGD 4266 Advanced Topics in Leadership and Management; NSGD 4286 Advanced Pharmacotherapeutics; NSGD 4276 Promoting Healthy Workplace Environments

Group B: NSGD 4246 Disability, Society and Health Care; NSGD 4256 High Acuity Nursing; NSGD 4236 Population and Community Health Nursing Practice

A maximum of 9 credits from NSGD Advanced Topics courses may be counted toward the BScN degree. *Courses offered will vary each term. Some courses may be limited enrolment or may not be offered every term or year.*

### Note: Non-Academic Clinical Placement for all Practicum Courses:

Upon admission to the program, and on an annual basis, each student is required to submit their non-academic clinical placement requirements. These requirements include School of Nursing forms, Proof of Vaccinations including Influenza Vaccination, proof of CPR certification, proof of successful Mask Fit Testing, and a valid Police Vulnerable Sector Check. Students are required to follow email notices from the Clearance office informing them of all clearance requirements, the acceptable dates for each document as well as clearance deadlines. Submission of false, misleading, misrepresented, altered, omitted or forged documentation is considered academic and professional dishonesty. Such behaviour will be reported to the College of Nurses in Ontario and will also result in serious consequences as listed in the university policy on academic dishonesty up to and including suspension and expulsion from the university.

**Dosage Calculation Testing:** Each student must successfully complete three mandatory Dosage Calculation Competency Tests while in the program to be eligible for the Practice Experience courses. Refer to Program Student Handbook for test schedule and additional requirements.

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.

The learning outcomes were revised to reflect the updated College of Nurses of Ontario, Entry to Practice Competencies (2020) and the changing roles of RNs.

### **Current Program Student Learning Outcomes**

- 1.** Apply the caring concepts and caring theory when practicing professionally within the legislative and ethical requirements.
- 2.** Exemplify professional communication and collaborative behaviours in relationships with individuals, families, interprofessional healthcare team members
- 3.** Demonstrate the cultural competence in nursing practice among diverse populations in a variety of contexts ensure culturally safe care.
- 4.** Integrate critical inquiry through ongoing reflection and examination of relevant theories and knowledge in nursing practice.
- 5.** Demonstrate leadership attributes that promote adaptation, goal achievement, and innovation.
- 6.** Commit to self-regulation, scholarship, and nursing competence through the personalized role transition from RPN to BScN.
- 7.** Integrate evidence-informed literature with the nursing process to practice safe and competent nursing care.
- 8.** Synthesize new knowledge by using various sources of information and communication technologies towards monitoring and evaluating health outcomes in individuals, families, and populations.

### **Revised Program Student Learning Outcomes**

- 1.** Advocate holistically for diverse patient populations, their families and communities in ways that promote health, self-determination, integrity, and ongoing growth as human beings.
- 2.** Communicate and collaborate effectively with individuals, families, and interprofessional teams in the planning and delivery of quality patient care.
- 3.** Demonstrate cultural humility in nursing practice among diverse populations in various contexts.
- 4.** Incorporate teaching-learning principles and apply a broad range of educational strategies toward achieving optimal health outcomes.
- 5.** Apply leadership concepts and skills in patient-centred care and influence and inspire others to achieve optimal health outcomes.
- 6.** Assume accountability to the public and the profession for personal and professional behaviours and uphold nursing practice standards and ethics.
- 7.** Integrate evidence, clinical judgment, interprofessional perspectives, and patient values and preferences to provide safe, competent, ethical, compassionate, and evidence-informed care across the lifespan in response to client needs.

8. Use various communication strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.

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

As discussed previously, the NU School of Nursing has been approved to hire three tenure track faculty. Hiring one faculty with expertise in Indigenous health studies who could teach across all nursing programs would be ideal. If we are not successful in hiring an academic with Indigenous expertise either via a tenure track position or via a contract/limited term position, there are opportunities to collaborate with the Indigenous Studies department and cross-list the Indigenous Health and Wellness course.

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

Students currently enrolled in the RPN to BScN Blended program will continue to be supported to complete their degree in their current program. Students will receive regular communication about their program of study progress and the options to complete their program of studies based on their learning needs.

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.

Please see this section on page 2 of this document regarding our rationale for adopting a concept-based curriculum.

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.

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- Tanner, C. (2006). Thinking like a nurse: A research-based model of clinical judgement in nursing. *Journal of Nursing Education* (45), 204-211
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**Non-substantive:** That the Academic Curriculum Committee recommend to Senate that the pre-requisites for NSGD 2216 Critical Inquiry and Evidence Informed Practice be changed as outlined below and in line with the major modification proposal.

*From:* Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117

*To:* Pre-requisites: none

JUSTIFICATION (Rationale):

We recommend the change in course prerequisites to reflect the major modifications proposed that impact this course, including course deletions and changes to course sequencing.

**Non-substantive:** That the Academic Curriculum Committee recommend to Senate that the prerequisites for NSGD 3216 Research in Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: All RPN to BScN NSGD courses at the 2000-level with a passing grade of 60% or SAT; MATH 1257

*To:*

Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 3006 with a minimum grade of 60%; MATH 1267

JUSTIFICATION (Rationale):

We recommend the change in course prerequisites to reflect the major modifications proposed that impact this course, including course deletions and changes to course sequencing.

**Non-substantive:** That the Academic Curriculum Committee recommend to the Education and Professional Studies Executive that the pre-requisites for NSGD 3336 Culture and Nursing Practice be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: ACAD 1601, BIOL 1011, NSGD 2116, NSGD 2117, NSGD 2147, NSGD 2216, NSGD 2007, NSGD 2017

*To:*

Pre-requisites: NSGD 2147, NSGD 2216, and NSGD 2256 with a minimum grade of 60%; ACAD 1601

JUSTIFICATION (Rationale):

We recommend the change in course prerequisites to reflect the major modifications proposed that impact this course, including course deletions and changes to course sequencing.

**Non-substantive:** That the Academic Curriculum Committee recommend to Senate that the prerequisites for NSGD 4777 Leadership in Action be changed as outlined below and in line with the major modification proposal.

*From:*

Prerequisites: All 2000 and 3000-level RPN to BScN Blended Learning NSGD courses with a minimum grade of 60% or SAT, NSGD 4136, NSGD 4137, NSGD 4026

*To:*

Pre-requisites: All 2000 level NSGD courses, NSGD 3006, NSGD 3336, NSGD 3126 and NSGD 3216 with a minimum grade of 60%

JUSTIFICATION (Rationale):

We recommend the change in course prerequisites to reflect the major modifications proposed that impact this course, including course deletions and changes to course sequencing.

### Education

Motion 26: That the Academic Curriculum Committee recommend to Senate that the following change of wording be made to the Education section of the *NU Academic Standing and Progression* policy:

Under **Academic Standing and Progression** ([here](#)) it currently reads, in the 2022-23 version:

#### **1.4 Education**

The BEd degree is offered as a two-year program and must be completed in its entirety. Credit is not retained for passed courses in a failed attempt at the Bachelor of Education Program. Students are permitted to fail (below 60%) one course in the Bachelor of Education program, with the exception of the following courses listed below. In this case, students are only allowed to make one attempt at the course.

- EDUC 0106 Introduction to Teaching (required in the Concurrent Education option)
- EDUC 4714 Practicum I
- EDUC 4855 Practicum II
- EDUC 4858 Community Leadership Experience

...

#### **6.0 Required Withdrawal from a Program**

Students will be asked to withdraw from their program if they do not meet the requirements outlined below. Students who have been asked to withdraw from their program may request a program change to a different Nipissing program for which they may be eligible. Credit for already completed courses may be applied to the new program if applicable.

...

#### **6.4 Education**

Students will be required to withdraw from the program if the second attempt at the failed course is unsuccessful. Students who are required to withdraw will not be considered for readmission. Separate course offerings will not be available until the following academic year.

We are asking that Section 6.4 be changed, for sake of clarity, to now read as follows:

## 6.4 Education

Students will be required to withdraw from the program if:

- (i) they fail one of the courses listed in Section 1.4, all of which may only be attempted once;
- (ii) they earn two failing grades in a particular course (i.e., fail the repeated attempt), or fail two different courses, not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of two failed courses permitted.

### 3. Transfer Credit/Pathways

Motion 27: That the Academic Curriculum Committee recommend to Senate that the transfer credit pathway for graduates of the Computer Engineering Technician to the Bachelor of Science degree (Honours Specialization, Specialization or three-year degree) in Computer Science at Nipissing University be approved.

#### **Proposed Transfer Credit Policies for graduates of the Computer Engineering Technician Diploma:**

Graduates of the Computer Engineering Technician (two-year) diploma program at an accredited Ontario College with an overall average of at least 75 percent will be considered for admission to the Bachelor of Science (Honours Specialization or Specialization) in Computer Science with 45 transfer credits.

Graduates of the Computer Engineering Technician (two-year) diploma program at an accredited Ontario College with an overall average of at least 70 percent will be considered for admission to the Bachelor of Science (three-year degree) in Computer Science with 30 transfer credits.

#### Rationale:

Changing demographics are making it increasingly important for Nipissing to offer reasonable and innovative pathways and remove barriers for transfer students. These pathways would extend the educational opportunities for college graduates and may assist in increasing enrollment at Nipissing.

*Submitted by: Marney Leclerc, Pathway Development Coordinator, for the Department of Computer Science and Mathematics*

<b>Ontario Colleges Offering Computer Engineering Technician</b>		
Algonquin College	Computer Engineering Technician	<a href="https://www.algonquincollege.com/programs/computer-engineering-technology-computing-science-co-op-and-non-co-op-version">Computer Engineering Technology - Computing Science (Co-op and Non Co-op Version) - School of Advanced Technology (algonquincollege.com)</a>
Fleming College	Computer Engineering Technician	<a href="https://www.flemingcollege.com/programs/computer-engineering-technician">Computer Engineering Technician : Fleming College</a>
La Cité Collegiale	Computer Engineering	<a href="https://www.collegelacite.ca/programmes/technologie-du-genie-informatique-61001">Technologie du génie informatique (61001) - La Cité (collegelacite.ca)</a>

	Technology	
Mohawk College	Computer Engineering Technician - Mechatronic Systems	<a href="https://www.mohawkcollege.ca/programs/technology/computer-engineering-technology-mechatronic-systems-562">https://www.mohawkcollege.ca/programs/technology/computer-engineering-technology-mechatronic-systems-562</a>
Niagara College	Computer Engineering Technician	<a href="https://www.niagaracollege.ca/technology/program/computer-engineering/#courses">https://www.niagaracollege.ca/technology/program/computer-engineering/#courses</a>
Northern College	Computer Engineering Technician	<a href="#">Computer Engineering Technician - Northern College</a>
Sheridan College	Computer Engineering Technician	<a href="https://www.sheridancollege.ca/programs/computer-engineering-technician#tab=courses">https://www.sheridancollege.ca/programs/computer-engineering-technician#tab=courses</a>

<b>Other Comparable Transfer Pathways in Province</b>	
Algoma University & Northern College	Computer Engineering Technician to Bachelor of Computer Science - Collaborative Online Bridge Program (3 or 4 year) 45 transfer credits – 37.5% Reference: <a href="https://www.northerncollege.ca/pathways/transfer-beyond/">https://www.northerncollege.ca/pathways/transfer-beyond/</a>
Northern College & Sheridan College	Computer Engineering Technician to Bachelor of Computer Science 31 transfer credits – 19% Reference: ONTransfer.ca

### DEPARTMENTAL CURRICULUM APPROVAL FORM

#### Proposed Amendment to Transfer Credit Policy for Computer Engineering Technician Graduates:

1. Graduates of the Computer Engineering Technician diploma program at an accredited Ontario College with an overall average of at least 75 percent will be considered for admission to the Bachelor of Science (Honours Specialization or Specialization) in Computer Science with 45 transfer credits.
2. Graduates of the Computer Engineering Technician diploma program at an accredited Ontario College with an overall average of at least 70 percent will be considered for admission to the Bachelor of Science (three-year degree) in Computer Science with 30 transfer credits.

*(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)*

<b>DEPARTMENT/ DISCIPLINE</b>	<b>NAME (print)</b>	<b>SIGNATURE</b>	<b>DATE</b>
	Alexandre Karassev	approve	May 12,2023
	Ali Hatef	Approved	May 12,2023
	Vesko Valov	approve	May 12, 2023
	Logan Hoehn	Approve	May 12, 2023
	Murat Tuncali	Approved	May 14, 2023
	Haibin Zhu	Approve	May 15, 2023

Motion 28: That the Academic Curriculum Committee recommend to Senate that the amendment to the transfer credit pathway for graduates of the Computer Engineering Technology to the Bachelor of Science degree (Honours Specialization or Specialization) in Computer Science at Nipissing University be approved to include all Ontario Colleges.

#### **Current Transfer Credit/Pathway Policy for graduates of the Computer Engineering Technology Diploma:**

Applicants who are graduates of the Computer Engineering Technology (CET) diploma program at **Humber College** with a cumulative 3.0 GPA or better can be considered for admission to the Bachelor of Science (Honours Specialization or Specialization) in Computer Science with transfer credit to a maximum of 60 credits.

#### **Proposed Amended Transfer Credit Policy for graduates of the Computer Engineering Technology Diploma:**

Graduates of the Computer Engineering Technology diploma program at an accredited **Ontario College** with an overall average of at least 70 percent will be considered for admission to the Bachelor of Science (Honours Specialization or Specialization) in Computer Science with 60 transfer credits.

#### **Rationale:**

Changing demographics are making it increasingly important for Nipissing to offer reasonable and innovative pathways for transfer students. Opening this pathway to all Ontario Colleges would extend the educational opportunities for college graduates and assist in increasing enrollment at Nipissing.

*Submitted by: Marney Leclerc, Pathway Development Coordinator, for the Department of Computer Science and Mathematics*

Algonquin College	Computer Engineering Technology	<a href="https://www.algonquincollege.com/school-of-advanced-technology/computer-engineering-technology">Computer Engineering Technology - Computing Science (Co-op and Non Co-op Version) - School of Advanced Technology (algonquincollege.com)</a>
Fleming College	Computer Engineering Technology	<a href="https://www.flemingcollege.com/computer-engineering-technology">Computer Engineering Technology : Fleming College</a>
Humber College	Computer Engineering Technology	<a href="https://www.humbercollege.com/computer-engineering-technology">Computer Engineering Technology - Humber College</a>
La Cite Collegiale	Computer Engineering Technology	<a href="https://www.collegelacite.ca/technologie-du-genie-informatique-61001">Technologie du génie informatique (61001) - La Cité (collegelacite.ca)</a>
Mohawk College	Computer Engineering Technology - Mechatronic Systems	<a href="https://www.mohawkcollege.ca/programs/technology/computer-engineering-technology-mechatronic-systems-562">https://www.mohawkcollege.ca/programs/technology/computer-engineering-technology-mechatronic-systems-562</a>
Sheridan College	Computer Engineering Technology	<a href="https://www.sheridancollege.com/computer-engineering-technology">Computer Engineering Technology   Programs   Sheridan College</a>

### DEPARTMENTAL CURRICULUM APPROVAL FORM

#### Proposed Amendment to Transfer Credit Policy for Computer Engineering Technology Graduates:

Graduates of the Computer Engineering Technology diploma program at an accredited Ontario College with an overall average of at least 70 percent will be considered for admission to the Bachelor of Science (Honours Specialization or Specialization) in Computer Science with 60 transfer credits.

*(to be used to substantiate the approval of any department/discipline/program affected by proposed curriculum changes)*

DEPARTMENT/ DISCIPLINE	NAME (print)	SIGNATURE	DATE
Computer Sci/Math	Murat Tuncali	APPROVED	May 10, 2023
Computer Sci/Math	Alexandre Karassev	APPROVED	May 10, 2023
Computer Sci/Math	Vesko Valov	APPROVED	May 10, 2023
Computer Sci/Math	Tzvetalin Vassilev	APPROVED	May 11, 2023
Computer Sci/Math	Ali Hatef	APPROVED	May 11, 2023
Computer Sci/Math	Haibin Zhu	Approved	May 11, 2023

**Report of the  
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE  
Academic Year 2022-2023**

May 19, 2023

The fifth meeting of the Academic Quality Assurance and Planning Committee of 2022-2023 was held on Friday, May 19, 2023 in person and via Zoom conference.

**COMMITTEE MEMBERS:**

Carole Richardson (Chair)	Judy Smith	Alireza Khorakian
Dan Jarvis	Cameron McFarlane	Veronica Williams
Dan Walters	Jamie Murton	Riley McEntee
Debra Iafrate	Andrew Ackerman	Sam Greco
Stephen Tedesco	Nathan Kozuskanich	
Nancy Black	Ron Hoffman	

Regrets: Barbie Law, Pat Maher, Prasad Ravi

Guest: Beth Holden

Recording Secretary: S. Landriault

**Review, Approve and Recommend to Senate the Nipissing University Institutional Quality Assurance Protocol (NU-IQAP), re-ratified by Quality Council on May 8, 2023**

The Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) re-ratified by Quality Council (QC) on May 8, 2023 was provided and discussed. The Provost advised that the NU-IQAP has been in place since 2013. The Protocol was approved at Senate in October 2018, and forwarded to the QC for ratification. The review process started about 15 months ago in response to changes that the QC made to the actual document. She advised that the format of the document was changed so that when it goes live on the website the live links will be easier to follow and will be much more helpful to guide departments through the processes. The next step will be to revitalize the outward facing website with the final assessment reports and executive summaries and have all the documents available. The Provost noted that it was a long and involved process that required a lot of input from departments. She thanked all those involved, including Martee Storms, Beth Holden, Stephen Tedesco, the Registrar, and the Deans.

MOTION 1: Moved by D. Iafrate, seconded by N. Black that the AQAPC approve the attached Nipissing University Institutional Quality Assurance Protocol (NU-IQAP), re-ratified by Quality Council on May 8, 2023, and that it be included in the next Senate Agenda.  
CARRIED

Respectfully submitted,



Carole Richardson, PhD  
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated May 19, 2023.

Motion 2: That Senate approve the attached Nipissing University Institutional Quality Assurance Protocol (NU-IQAP), re-ratified by Quality Council on May 8, 2023.

**Nipissing University**  
**Institutional Quality Assurance Protocol (NU-IQAP)**

**Governing**  
**Cyclical Program Reviews, New Programs**  
**and**  
**Major Modifications (Program Renewal and Significant Change)**

Recommended to Senate  
by the Academic Quality Assurance and Planning Committee

*Approved May 21, 2013*  
*Revised October 9, 2018*  
*Approved October 19, 2018*  
*Revised August 2022*  
*Approved*

Submitted to the Quality Council of the Council of Ontario Universities  
November 27, 2018  
Re-ratified April 26, 2019  
Revised and submitted to Quality Council of the Council of Ontario  
Universities  
November 3, 2022  
Re-ratified May 5, 2023

**Purpose of Policy**

Nipissing's Institutional Quality Assurance Policy (IQAP) governs the development of new programs and the review and revision of existing programs.

Quality assurance is a shared responsibility between the Ontario Universities Council on Quality Assurance (the Quality Council) and Ontario's universities. This collaboration ensures a culture of continuous improvement and supports a vision of a student-centred education. Quality assurance processes result in an educational system that is open, accountable, and transparent. Bringing Ontario's universities quality assurance practices into line with the latest international quality assurance standards facilitates greater international acceptance of an institute's degrees and improves graduate access to university programs and employment worldwide.

The Quality Council is the provincial body responsible for assuring the quality of degree programs/graduate diploma programs and the integrity of the universities' quality assurance processes as set by the Quality Assurance Framework (QAF). Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of its programs and for developing a policy that meets the requirements of this Framework.



Based on the Quality Assurance Framework, Nipissing University has created a holistic and integrated approach to quality assurance that is built on the Guiding Principles that inform every aspect of quality assurance and provide broad terms of best practices. The most relevant Principles (4 of the 15) have been included here, as they best reflect the quality assurance processes at the university level, and support Nipissing's approach to continuous improvement.

- **Principle 1 – Experience of the Student**

The best interest of students is at the core of quality assurance activities. Quality assurance is ultimately about the centrality of the student experience in Ontario. It is about student achievement in programs that lead to a degree or diploma about ensuring the value of the university degree in Ontario, and of ensuring that our highly qualified graduates continue to be strong and innovative contributors to the well-being of Ontario's economy and society.

- **Principle 9 – Transparency**

The Quality Council operates in accordance with publicly communicated principles, policies, and procedures. Both the Quality Council's assessment process and the internal quality assurance process of individual institutions is open, transparent, and accountable, except as limited by constraints of laws and regulations for the protection of individuals.

- **Principle 13 – Continuous Monitoring and Quality Improvement**

Quality is not static, and continuous improvement should be a driver of quality assurance and be measurable. An important goal for quality assurance is to reach beyond merely demonstrating quality at a moment in time and to demonstrate ongoing and continuous quality improvement. The Quality Council is committed to sharing effective best practices in quality assurance to assist institutions in their quality improvement work.

- **Principle 14 – Expert Independent Peer Review**

Whether for new programs or cyclical review of existing programs, expert independent peer review is foundational to quality assurance.

The full set of Principles guide and inform all aspects of quality assurance while each Protocol includes a set of specific and detailed procedures that aligns with the Principles and best practices to ensure the ongoing improvement and enhancement of program offerings, specifically:

- To ensure that educational experiences of students are engaging and rigorous
- To actively monitor and review curriculum, to identify opportunities and develop plans for change, as necessary, to improve the student experience
- To meet evolving standards and measures of quality in the program and in response to the ongoing evolution of the discipline
- To focus on the continuous improvement of those facets of education that most directly impact academic experiences of students
- To ensure the continuing quality and relevance of programs to stakeholders, including the university, students, the public and the government

The IQAP and its associated Procedures establish the requirements and criteria for each of the Protocols and are in compliance with the Quality Assurance Framework (QAF) as developed by the Ontario Council of Academic Vice Presidents (OCAV) and have been adopted by the Council of Ontario Universities (COU).

Protocols governed by the IQAP include: *[Link each section to its corresponding section within the document](#)*

- Cyclical Program Review Protocol – Section 1
- New Program Protocol - Section 2
- Expedited Approval Protocol - Section 3
- Major Modification Protocol (Program Renewal and Significant Change) - Section 4
- Audit Protocol – Section 5

**Acronyms you may encounter in the document:**

ACC	Academic Curriculum Committee
AQAPC	Academic Quality Assurance and Planning Committee
COU	Council of Ontario Universities
DLEs	University Degree Level Expectations
FAR	Final Assessment Report
GDLEs	Graduate Degree Level Expectations
GSC	Graduate Studies Council
IQAP	Institutional Quality Assurance Policy
IP	Implementation Plan
OCAV	Ontario Council of Academic Vice Presidents
OIPA	Office of Institutional Planning and Analysis
QAF	Quality Assurance Framework
UDLEs	Undergraduate Degree Level Expectations

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# **Scope and Purpose of Protocols**

## **Cyclical Program Review Protocol (CPR)**

The purpose of this protocol is to assess the quality of existing academic programs and identify ongoing improvements, resulting in Final Assessment Report (FAR) and an Implementation Plan (IP) that will become the basis of a continuous improvement process through the monitoring of key performance indicators. Cyclical program review is a self-regulatory process subject to periodic audit by the Quality Council.

- All existing undergraduate degree programs, graduate degree programs, and for-credit graduate diploma programs will be subject to a periodic Cyclical Program Review conducted at a minimum once every eight years.
- Programs that have been closed or for which admission has been suspended are out of the scope of this review.
- Cyclical Program Review is a self-regulatory process subject to periodic audit by the Quality Council with the express purpose of assessing the quality of existing academic programs and identifying ongoing improvements.

## **New Program Protocol**

The purpose of this protocol is to ensure that new academic programs are developed using internationally accepted practices and are based on the Degree Level Expectations that identify expectations of performance by graduates at a specified level of learning, e.g., Bachelor, Master and Doctoral.

- This protocol applies to new undergraduate and new graduate programs whether offered by one institution or jointly with another institution.
- New degree programs require approval by the Quality Council.

## **Expedited Approval Protocol**

The purpose of this protocol is to enable universities to secure approvals more efficiently for changes that are considered less wide-ranging than new programs and do not require an external review.

- The scope of this protocol will apply to new for-credit graduate diplomas (Types 2 and 3), major modifications that may require Quality Council approval, as well as the creation of a new standalone degree from an existing field in a graduate program.
- Final approval for this protocol rests with the Quality Council Appraisal Committee

## **Major Modification Protocol**

The purpose of this protocol is to allow for timely program renewal of existing programs on an ongoing and continuous basis. Academic units are encouraged to actively evaluate and identify revisions and modifications to curriculum and experiences that can be implemented at the University level. Major modifications will be reported annually to Quality Council.

- The scope of this protocol will include significant changes made to existing programs that are considered less than a new program and greater than a minor modification.
- The Provost will be the final arbiter in determining if a major modification should be considered a new program.

## **Audit Protocol**

The purpose of the Audit, to be conducted by the Quality Council once every eight (8) years, is to ensure transparency and accountability in the development and review of academic programs, and to assure stakeholders (students, citizens, and the government) of the international standards of Nipissing's quality assurance processes.

- This protocol will monitor the extent to which the University has improved/enhanced its quality assurance processes and practices, created an ethos of continuous improvement, and developed a culture that supports program-level learning outcomes and student-centered learning.

- The Audit will include an evaluation of past and current practices, a review of institutional changes made in policy, procedures, and practices in response to recommendations from the previous audit, confirmation that university's practices comply with its ratified IQAP and a review of the university's approach to continuous improvement of programs.

## Responsibilities and Supports

### **Provost and Vice President, Academic and Research (Provost)**

The Provost and Vice President, Academic and Research (from here on in referred to as Provost) is the administrative authority responsible for the University's quality assurance policy and procedures and serves as Nipissing's authoritative contact with the Quality Council. The Provost is the arbiter in deciding whether a proposal constitutes a new program or a major modification. The Office of the Provost supports the day-to-day workings of the processes governed by the IQAP.

### **Deans**

The Deans are responsible for the following:

- **For Cyclical Review** – ensures that Chairs/Directors or academic units, scheduled to undergo cyclical program review, understand their roles and responsibilities; sign off on the Self-Study and Appendices; consult with the Office of Provost on the ranking of external reviewers; provide a Decanal Response to the External Reviewers' Report and Departmental Response; consult on the Implementation Plan; and, ensure academic units are considering and acting on the recommendations requiring action. The Dean will be responsible for ensuring that the academic unit submits the follow-up Monitoring Report in accordance with the deadline provided in the Final Assessment Report
- **For New Programs** – provide guidance and support for the development of new program proposals; ensure broad consultation (with interested parties including faculty, academic units and decanal councils); approval of budgets and proposed resources, review and sign-off on the Program Proposal and Appendices; consult with the Office of the Provost on the ranking of external reviewers; and completion and submission of Monitoring Reports.

### **Academic Units**

Academic Unit refers to a department or a school. Reference to a 'Chair of a department' in this policy is taken to include a Chair or Director of an undergraduate or graduate program, department or a school. Academic units will be responsible for the following:

- **For Cyclical Review** – Academic Units will be responsible for: writing the Self-Study and Appendices for degree programs/diplomas under their responsibility for cyclical program; nominating external reviewers, participating in the site visit; responding to the External Reviewers' Report; implementing and reporting on recommendations identified for action in the Implementation Plan of the Final Assessment Report; and providing a Monitoring Report.
- **For New Programs** – Academic units are often the proponents of new academic programming and are significantly involved in the development and consultation processes for new program proposals.

### **Provost's Council (PC)**

PC is the senior administrative committee that reviews and approves initial proposals for, major modifications and new programs.

### **Registrar's Office (RO)**

The Registrar's Office provides the first stage of consultation to ensure major and minor modifications and new degree programs follow the university degree structures.

### **Senate**

Senate is responsible for:

- approving the Institutional Quality Assurance Policy and any subsequent revisions,
- approving new degree programs, new graduate diplomas, major modifications to existing programs.

Senate receives:

- information on Final Assessment Reports on Cyclical Program Reviews,
- notification that the cyclical review process is completed,
- notification that Monitoring Reports for new programs have been reviewed and accepted by AQAPC.

### **Academic Quality Assurance and Planning Committee (AQAPC)**

AQAPC, a committee of Senate, is responsible for long-range academic planning, including quality assurance, in accordance with the overall academic objectives of the University and or making recommendations to Senate as necessary and appropriate. AQAPC reviews and recommends for approval to Senate all new degree programs and graduate diplomas. AQAPC – (1) initial review of program proposals prior to external review; (2) final review and approval of program documentation following external review and makes recommendations to Senate; and (3) review of Monitoring Reports. AQAPC is also responsible for recommending to Senate the termination of an existing degree program.

## **Provision of Support**

### **Teaching Hub (TH)**

The Teaching Hub provides workshops and consultations to academic units to assist in the articulation of program objectives, program-level learning outcomes and mapping of curricula against degree level expectations.

### **Registrar's Office**

**The Registrar's Office provides support to academic units to ensure adherence to program and degree structures.**

### **Deans**

The Deans are responsible for the following:

- **For Cyclical Review** – provides guidance and support to academic units undergoing a cyclical review; consults with academic units on recommendations identified for action and ensures that recommendations are being carried out prior to submission of the Implementation Plan.
- **For New Programs** – provides guidance and support for the development of new programs.

### **Finance Office**

At the request of the Academic Unit, the Dean(s) or Provost, the Associate Vice President Finance will review and consult on budgets for new program proposals.

### **Library**

The Library will provide a Statement of Support for new degree programs and for degree programs undergoing cyclical review. The Office of the Provost will provide the University Librarian with a list of programs coming up for cyclical review.

### **Office of Institutional Planning and Analysis (OIPA)**

- **For Cyclical Review:** OIPA collects, aggregates, and distributes institutional data to assist undergraduate academic units in writing their Self-Studies, including but not limited to enrolment, retention and graduation data as well facilitating current student and alumni surveys. This ensures data being used for the Self-Studies are both accurate and consistent across university degree programs. Programs are responsible for providing an analysis of the data. OIPA will aim to provide data by the beginning of May of the spring that academic units are preparing their Self-Studies. The Office of the Provost will notify OIPA of upcoming reviews.
- **For New Programs:** At the request of the Academic Unit for new programs, OIPA will review and consult on budgets for new program proposals.

### **Research Office**

At the request of the Office of the Provost or the Academic Unit, the Office of Research will provide information on faculty and related research funding.

### **School of Graduate Studies**

- **For Cyclical Review of Graduate Programs:** the School of Graduate Studies will provide relevant graduate data, including but not limited to enrolment and retention, for graduate programs coming up for cyclical program review. This ensures data being used for the Self-Studies are both accurate and consistent across university degree programs. Programs will be responsible for providing an analysis of the data. The Office of the Provost will notify the School of upcoming reviews.

### **Templates**

The Office of the Provost develops and posts templates that, where appropriate, clearly reflect the Evaluation Criteria outlined in the QAF. Available templates will include the following:

- **For Cyclical Reviews:** Self-Study, Nomination of External Reviewers, External Reviewers' Report, Monitoring Reports
- **For New Degree Programs:** Program Proposal, Nomination of External Reviewers, External Reviewers' Report, Monitoring Reports

### **Workshop**

Each fall, the Office of the Provost holds a workshop for academic units who will undergo a cyclical review in the following year. Normally chairs/directors will attend the workshop. Deans may also attend. The workshop provides an overview of the cyclical review process and guidance in completing the self-study and appendices.



## **Section 1 – Cyclical Program Review Protocol**

### **1.1 Prelude**

Periodic cyclical reviews will be conducted of all undergraduate and graduate degree programs, as well as for-credit graduate diploma programs. Undergraduate and related graduate degree programs will be reviewed concurrently, as determined by the unit, but will appear separately on the schedule of reviews. Programs that have been closed or have had admissions suspended will not be part of the cyclical review process.

The Review will look closely at the key performance indicators including:

- performance by graduates at specified levels of learning (DLEs);
- clearly identified program objectives,
- articulation of program-level learning outcomes
- student achievement of the learning outcomes.

Specifically, the cyclical review process will look at the program's approach to and plans for continuous improvement of the program to ensure that educational experiences offered to students are engaging and rigorous, and that plans for monitoring the program are sufficient to ensure continuous improvement.

Continuous improvement factors significantly in the Cyclical Program Review Protocol, therefore, those facets of education that most directly impact the academic experiences of students will be considered.

- The Self-Study and External Reviewers' Reports will provide internal and external perspectives on the program's objectives, program-level learning outcomes and graduate outcomes.
- Degree level expectations, combined with the expert judgment of external disciplinary scholars, will provide the benchmarks for assessing a program's standards and quality.
- The internal response to the external report will identify changes required to maintain the quality of the academic programs and will be identified through the Final Assessment Report (FAR) and associated Implementation Plan (IP).

Broad Outcomes of the Cyclical Program Review will include recommendations:

- to ensure the continuous improvement of the program
- to provide information to help make decisions for improvements or enhancements
- to provide benchmarks for assessing program's standards and quality
- to ensure that curriculum remains relevant, current and effective
- to provide assurance of quality to students, partners and government

The key outcomes in this process will be the Final Assessment Report (FAR) and the Implementation Plan (IP), both of which will become the basis of a continuous improvement process through the monitoring of key performance indicators.

The FAR provides an institutional synthesis of the external evaluation of the program and strategies for continuous improvement, and:

- identifies significant strengths of the program;
- identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;
- lists all recommendations of the external reviewers, separate internal responses and assessments
- includes any additional recommendations requiring action
- identifies who is responsible for approving the recommendations

The IP:

- sets out and prioritizes the recommendations that are selected for implementation
- identifies who is responsible for acting on the recommendations
- provides specific timelines for acting on and monitoring the implementation of the recommendation

## 1.2 Schedule of Reviews

The Office of the Provost establishes and maintains a Schedule of Review dates that consists of the university's full complement of undergraduate and graduate degree programs, as well as graduate diplomas. Each program must be reviewed every eight years. New programs will be subject to an interim monitoring process after the program's first enrolment (approximately in year 4) with the first cyclical review scheduled no more than 8 years from the first enrolment.

A master list of Nipissing's review schedule will be posted to the website of the Office of the Provost. The list includes all independent offerings for each program. The plan identifies the academic unit responsible for each degree program, year of next review and year of previous review, if applicable.

**Note:** The Schedule of Reviews indicates the year in which the site visit will take place and academic units are expected to begin preparing review documentation in the academic year prior to the site visit.

**Undergraduate and related graduate programs.** Undergraduate and related graduate degree programs will be reviewed concurrently, as determined by the unit, and approved by the Provost and Dean, but will appear separately on the schedule of reviews.

**Multiple Locations and/or Modes of Delivery.** In cases where a degree program is delivered in more than one location with different faculty and resources or is offered through more than one mode of delivery, each distinct offering will occur on the master list of degree programs, though reviews of related degree programs will normally occur concurrently.

**Joint Programs with Other Institutions.** The University will work with other Quality Assurance offices to identify the date for review where a program is offered in partnership with another university and/or college, and with institutions federated and affiliated with the university.

## 1.3 Principal Components and Timelines

The Cyclical Program Review takes place over a three-to-five-year period and centres around five components.

### a) Principal Components

- **Self-Study** – a critical self-appraisal of the strengths and weaknesses and a plan for continuous improvement for the degree program from the perspective of members of the academic unit responsible for delivery of the degree program
- **External Reviewers' Report** – external evaluation of program quality by disciplinary/interdisciplinary experts including recommendations for the improvement of the degree program
- **Internal Responses by both the Program and Dean(s)** – provides internal perspective in response to External Reviewers' Report
- **Final Assessment Report and Implementation Plan** – institutional evaluation by AQAPC based on the review of the Self-Study, the External Reviewers' Report, and the Responses by the academic unit(s) and the Dean(s); will include a Summary and an Implementation Plan.
- **Monitoring Report** – follow-up reporting on the principal findings of the review and the implementation of the recommendations. The academic unit will provide detailed reporting on each recommendation identified as requiring action.

## b) Timeline:

- Year 1– Preparation of Self-Study and Appendices (in academic year prior to site visit)
- Year 2– Site Visit (takes place in academic year indicated on Schedule of Reviews) and External Reviewers' Report submission
- Year 2– Program and Decanal Responses (prepared in response to External Reviewers' Report)
- Year 2– Final Assessment Report and Implementation Plan
- Years 3-5 – Monitoring Report (academic unit will follow up on recommendations identified for action in Implementation Plan)

## 1.4 Relationship with Accreditation Processes

In the case of programs which must also receive review by a professional accreditation body (e.g. Business, Nursing, Social Work, etc.), these some review documents may substituted for or added to those prescribed by this policy if all information required by the policy is contained and appended. The Provost will make a determination of the suitability of accreditation documents for the purposes of program review. In these cases, adaptations may be made for certain components of the program review process, but only when these elements are fully consistent with the requirements established in this Protocol.

A Record of Substitution or Addition (for elements of the CPR that are substituted or augmented with elements from an accreditation review, together with a description of the grounds on which such substitution/augmentation decisions were made), including rationales for each, must be kept and is subject to audit.

## 1.5 Joint Degree Programs

In cases where a Nipissing degree program is offered jointly or in partnership with another institution, the Office of the Provost will work with the partner institution's counterpart office to ensure that the requirements of both institutions' quality assurance policies and procedures will be met in a way that avoids duplication and streamlines the process as much as possible. In cases where Nipissing's processes are different from the partner institution, all efforts will be made to comply with the QAF.

Specifically:

- There will be a single Self-Study that will explain how input was received from faculty, staff and students at each partner institution.
- Each partner institution will be involved in nominating, selecting and ranking of external reviewers.
- Each partner institution may include an internal representative that will participate in the site visit with the external reviewers.
- Site visits will include all partner universities and, at least where partners are institutions in Ontario, will include all sites.
- There will be a single Response to the External Reviewers' Report, prepared jointly by members of the academic units of each partner institution. There will be a single Decanal Response prepared jointly by the Deans of each partner institution.
- There will be a single Final Assessment Report (FAR) and an Implementation Plan (IP).
- The FAR will be subject to the governance processes at each partner institution and will require approval by both institutions.
- Partner institutions will agree on an appropriate monitoring process for the Implementation Plan.
- The FAR and the Implementation Plan will be posted on the websites of affiliated institutions.

## 1.6 Steps in the Cyclical Program Review Process

Site visits will be conducted in the fall or the winter. The timing of the visit will determine the deadline for completing review documentation.

Date of Site Visit	External Reviewer Nomination	Completion of Self-Study & Appendices	
	To Dean & Office of Provost	To Dean	To Office of Provost
Fall (Sept – Dec)	March 1	August 1	September 1
Winter (Jan – Mar)	May 1	October 1	November 1
Steps	Description	Documentation Required for Auditing Purposes	Responsibility
Step 1	Notification of Cyclical Program Review	<ul style="list-style-type: none"> <li>Notification Letter</li> </ul>	Provost's Office
Step 2	Workshop/Orientation Session	<ul style="list-style-type: none"> <li>Agenda</li> <li>Presentation</li> </ul>	Provost's Office
Step 3	Preparation and Collection of Data for Self-Study & Appendices <ul style="list-style-type: none"> <li>Review/revision of Program Objectives, Program-Level Learning Outcomes, Curriculum Mapping</li> <li>Conduct surveys of current students and alumni</li> <li>Collect and compile Course Syllabuses and Curriculum Vitae</li> <li>Receive Data from OIPA/Grad Office/Research Office and Library Statement of Support</li> <li>Analyse Data</li> </ul>		Academic Unit
Step 4	Nomination, Ranking and Selection of External Reviewers <ul style="list-style-type: none"> <li>Nomination and Ranking</li> <li>Letters of Invitation</li> </ul>	<ul style="list-style-type: none"> <li>Nomination Form</li> <li>Letter of Invitation</li> </ul>	<ul style="list-style-type: none"> <li>Academic Unit</li> <li>Provost's Office</li> </ul>
Step 5	Role and Selection of Internal Representative (optional)	<ul style="list-style-type: none"> <li>No Documentation</li> </ul>	Provost's Office
Step 6	Writing and Completion of Self-Study using Template	<ul style="list-style-type: none"> <li>Self-Study and Appendices</li> </ul>	Academic Unit
Step 7	Dean Sign-Off on Self-Study and Appendices	<ul style="list-style-type: none"> <li>Signature on Self-Study (included with Step 6 documentation)</li> </ul>	Dean
Step 8	AQAPC Reviews Self-Study and Appendices	<ul style="list-style-type: none"> <li>Compliance Checklist</li> </ul>	Provost's Office
Step 9	Site (Virtual) Visit and Instructions	<ul style="list-style-type: none"> <li>Site (Virtual) Visit Schedule</li> <li>Reviewer Instructions</li> </ul>	Provost's Office
Step 10	External Reviewers' Report	<ul style="list-style-type: none"> <li>External Reviewers' Report</li> </ul>	External Reviewers

Step 11	Program Response to External Reviewers' Report	<ul style="list-style-type: none"> <li>• Program Response</li> </ul>	Academic Unit
Step 12	Decanal Response to External Reviewers' Report	<ul style="list-style-type: none"> <li>• Decanal Response</li> </ul>	Dean
Step 13	Development of Final Assessment Report and the Implementation Plan to be shared with the Dean and the unit prior to distribution	<ul style="list-style-type: none"> <li>• FAR</li> <li>• IP</li> </ul>	Provost
Step 14	FAR Approval and Distribution	<ul style="list-style-type: none"> <li>• FAR with Provost's Signature</li> <li>• QC Letter of Review</li> </ul>	Provost's Office
Step 15	Monitoring Report by Academic Units <i>(Completed 2 years after site visit)</i>	<ul style="list-style-type: none"> <li>• Monitoring Report</li> </ul>	Academic Unit
Step 16	Dean Signs Off Monitoring Report	<ul style="list-style-type: none"> <li>• Signature on Monitoring Report (included with Step 15 documentation)</li> </ul>	Dean
Step 17	AQAPC Reviews Monitoring Report	<ul style="list-style-type: none"> <li>• AQAPC Minutes</li> </ul>	Provost's Office
Step 18	Notification that the Review is Complete	<ul style="list-style-type: none"> <li>• Letter of Completion</li> </ul>	Provost's Office

### Step 1 – Notification of Cyclical Program Review

In the academic year prior to site visit, the Office of Provost notifies the academic units of degree programs that will be reviewed in the following year. This notification will specifically indicate distinct offerings for each program.

### Step 2 – Workshop/Orientation Session

The Provost's Office organizes workshop(s) for academic units to review cyclical review process and required steps to complete self-study and appendices.

### Step 3 – Preparation & Collection of Data for Self-Study & Appendices

In the academic year prior to the site visit, the academic unit will:

- Develop/review/revise Program Objectives, Program-Level Learning Outcomes, Curriculum Mapping
- Conduct surveys of current students and alumni
- Collect and compile Course Syllabi and Curriculum Vitae
- Receive data from OIPA, Grad Studies, Office of Research
- Receive Library Statement of Support
- Begin/complete analysis of data

A number of supports are available to assist academic units in the preparation and completion of cyclical review documentation. See **Provision of Support**

### Step 4 – Nomination, Ranking and Selection of External Reviewers

- For Fall site visits (September to December) – Nomination Form due March 1<sup>st</sup>
- For Winter site visits (January to March) – Nomination Form due May 1st

## Number of Reviewers Required

Degree Program	External Reviewers
Undergraduate	2 reviewers
Graduate	2 reviewers
Concurrent Undergraduate and Graduate	2-3 reviewers

### a) Qualifications of External Reviewers

- Be Associate or Full Professors
- Have suitable disciplinary expertise, qualifications, and experience in developing, assessing and/or managing degree programs
- Have combined professional experience to cover the majority areas of study and/or fields of expertise
- At least one of the reviewers will have expertise in teaching and learning – content and program delivery, assessment/evaluation, curriculum mapping, and learning outcomes
- In the case of graduate degree programs, have experience with graduate teaching and supervision
- Be at arm's length.

### b) Arm's Length Requirement

An arm's length peer reviewer is an external disciplinary expert who has not been a supervisor, collaborator, departmental colleague (past or present) or co-author of faculty members in the previous six years, and who does not have personal connections with members of the academic unit or:

- Be a close friend or relative of a member of the Academic Unit or of someone with whom the Academic Unit has consulted
- Have been a supervisor within the past six years of a member of any academic unit involved in the development of the proposal for the program being reviewed
- Have been a student within the past six years in any academic unit involved in the development of the proposal for the program being reviewed, or
- Have received an undergraduate or a graduate degree from Nipissing in the past six years.

### c) Process

The Office of the Provost will notify academic units of the deadline for submission of Nominations of External Reviewers. Members of the academic unit are not to contact possible external reviewers for any reason. The academic unit will complete the [Nomination of External Reviewers' template](#) that includes the names and required information of no fewer than six qualified persons who they are nominating to serve as external reviewers, all of whom are to be at arm's length.

- If there are **two or more distinct areas of study** within the degree program(s) to be reviewed, all efforts will be made to ensure a balance of external reviewers with the required expertise. Areas of expertise should be clearly identified for each nominated external reviewer.
- In the case of a **concurrent review of an undergraduate degree program(s) and a related graduate degree program(s)**, nominated external reviewers should be qualified by discipline and experience to review both program levels.
- In the case of **joint programs**, the list of External Reviewers will be developed jointly with the partner institution(s).

The completed **Nomination of External Reviewers' form** will be sent to the Dean(s). On behalf of the Academic Unit, the Dean(s) will submit the Nominations of External Reviewers to the Office of the Provost.

### d) Ranking of External Reviewers

The Office of the Provost will develop a ranked list of nominated external reviewers. In the case of degree programs to be offered jointly with another institution, the Office of the Provost will develop a ranked list of External Reviewer(s) in consultation with the partner institution.

#### **e) Invitation to External Reviewers**

The Office of the Provost will contact the proposed reviewers in ranked order.

### **Step 5 – Role and Selection of Internal Representative (optional)**

The inclusion of an internal representative will be optional and whether to have an internal will be determined by the Office of the Provost in consultation with the Dean(s).

#### **a) Role of Internal Representative (Optional)**

Using his/her knowledge of institutional practices and culture, the internal faculty representative facilitates the work of the External Reviewers during the site visit. The internal representative accompanies the external reviewers throughout the site visit and attends meetings with the Dean(s), Chair(s) and/or Director(s), faculty, students, and staff. The internal representative does not participate in the writing of the External Reviewer Report, except to answer questions, as appropriate.

#### **b) Process**

The Dean(s) under whose authority the degree program(s) is being delivered will provide a list of potential faculty members from within the appropriate division. Based on previous experience and past practice, the University has determined that the internal should be from within the same decanal division and not from the academic unit whose program is being reviewed.

#### **c) Joint Program**

The selection of an internal faculty member requires joint input and may include one internal member from each partner institution, or preference may be given to an internal member from another academic unit offering a joint program, preferably with the same partner institution.

An additional member, appropriately qualified and experienced, may be assigned from industry or the professions at the discretion of the Provost, in consultation with the Dean.

### **Step 6 – Writing and Completion of Self-Study Using Template**

The academic unit(s) responsible for a program(s) under review will prepare a Self-Study using the Self-Study template and data collected in Step 3. The template is designed to incorporate all Evaluation Criteria as outlined in [Appendix A](#).

#### **a) Writing of Self-Study – Participation and Involvement**

The Self-Study will describe extent of participation of faculty, staff and students. Indicate how the Self-Study was written, including how the views of faculty, staff, and students were obtained. All faculty in the program(s) being reviewed should be involved in the writing and/or review of the Self-Study and Appendices; this includes partnering institutions; academic units that share responsibility for the program, and faculty from all degree programs where multiple degree programs are being reviewed. The Self-Study document may include the views of others deemed to be relevant, including staff, students, graduates of the degree program(s), representatives of industry, related professions, and practical training programs, and employers, as appropriate. In the case of professional programs, the views of employers and professional associations should be solicited through surveys and be incorporated into the review. The views of staff and students will be considered in the process of writing the self-study.

#### **b) Components of Self-Study**

The Self-Study will:

- Be broad-based, reflective, forward-looking

- Address how continuous improvement has been incorporated into processes and practices to improve/enhance student experience and program quality
- Be a critical analysis of each degree program being reviewed; an assessment of program strengths; and opportunities to improve and enhance the program
- For the first Cyclical Review of a new program, include steps taken to address any issues/items flagged in the Monitoring Report for follow-up and items identified for follow-up by the Quality Council during the approval process
- Describe how concerns and recommendations raised in previous reviews have since been addressed, specifically those marked for follow-up in the FAR, the Implementation Plan and subsequent Monitoring Reports.
- Address each of the required Evaluation Criteria as outlined in [Appendix A](#)
- Include program-related data and measures of performance, including applicable provincial, national and professional standards (where available)
- Identify any unique curriculum or program innovations, creative components or significant high impact practices.
- Describe areas that the program's faculty, staff and /or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change
- Assess the adequacy of all relevant services and supports that directly contribute to the academic quality of each program under review

### **c) University Priorities**

Academic units may reflect on University priorities, commenting on the following initiatives and how each is integrated into or reflected in the offering of the program: through program objectives, program-level learning outcomes, curriculum, program delivery, instruction and/or student recruitment:

- Indigenization
- Equity, Diversity and Inclusion
- Anti-Racism

### **d) Multiple Programs Being Reviewed**

In cases where multiple programs are being reviewed, academic units will discuss with the Office of the Provost whether one or more self-studies should be developed. In cases where multiple programs are being presented in one self-study, the self-study will:

- Review and clearly identify and discuss each distinctive offering (e.g., mode of delivery) of the program throughout the self-study template
- Explicitly address quality of each program and learning environment of students in each program
- Identify the program objectives, program-level learning outcomes, and complete curriculum mapping for each degree program.

## **Step 7 – Dean Sign-Off on Self-Study and Appendices**

The Self-Study and Appendices will be submitted to the Dean(s) for review. Where the head of an academic unit whose program(s) is being reviewed is a Dean, the Self-Study and Appendices will be submitted directly to the Office of the Provost.

The Dean(s) will provide feedback and facilitate improvements. When the Dean(s) is satisfied that the documentation is complete and accurate, they will sign off on the document and submit it to the Office of the Provost for distribution to AQAPC.

## **Step 8 – AQAPC Reviews Self-Study and Appendices**



The AQAPC is responsible for ensuring the self-study and appendices address all the evaluation criteria for the program review. Two members, outside of the academic unit being reviewed, will review the Self-Study and Appendices, and complete the compliance checklist provided by the Office of the Provost. The applicable Dean(s) typically attend the AQAPC meeting. AQAPC will either approve the documentation or advise the unit of revisions to be considered. The academic unit will be given the opportunity to make revisions prior to distribution to the External Reviewers. Once revisions are completed, the documentation is ready to be distributed to the External Reviewers.

## Step 9 – Site Visit and Instructions

Once the Self-Study has been approved by AQAPC, it is ready for external review.

### a) On-Site or Virtual Site Visit

- External review of a new doctoral program will incorporate an on-site visit.
- External review of a new undergraduate program proposal will normally be conducted on-site, except when the Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit, or equivalent method if the external reviewers are satisfied that the off-site option is acceptable;
- External review of a new master's program proposal will normally be conducted on-site, but certain new master's programs (e.g., professional master's programs) may be conducted by desk review, virtual site visit, or equivalent method if both the Provost (or delegate) and external reviewers are satisfied that the off-site option is acceptable. An on-site visit is required for all other proposed master's programs.

### b) Site Visit Schedule

The Office of the Provost will oversee the arrangements for the in-person or virtual site visit. An in-person site visit will normally be scheduled for two to three consecutive days. A virtual site visit may be scheduled over a longer period of time. The Office of the Provost will assist with travel and accommodation arrangements.

The Office of the Provost will draft the schedule for the site visit in consultation with the academic unit. External reviewers will typically meet with the Provost, relevant Dean(s), Chair(s)/Directors(s), faculty, and students. An in-person site visit may include a tour of facilities and the library. The Office of the Provost has final approval of the schedule.

### c) Documentation to Share with External Reviewers

The Office of the Provost will provide External Reviewers and the internal representative (optional) with review documentation.

Documentation will include:

- Nipissing's Institutional Program Quality Assurance Policy (IQAP) – that will include Evaluation Criteria and Degree Level Expectations
- Self-Study and Appendices (course syllabuses, faculty CVs, data, student surveys, library statement of support)
- Template for External Reviewers' Report. The template includes all Evaluation Criteria set by the Quality Council (see Appendix A)
- Site Visit Schedule

### d) Pre-Meeting (For both in-person and virtual site visits)

A pre-meeting of the external reviewers and the internal representative (optional) will be scheduled to provide guidance and direction. The Office of the Provost will review the instructions with the external reviewers,

explain their roles and obligations, and respond to any questions related to documentation, process, and the final report.

Reviewers will be asked to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation and respect the confidentiality of all aspects of the review process. The external reviewer(s) will also be invited to contact the Office of the Provost should any questions arise during the review process.

### Step 10 – External Reviewers' Report

**Timing:** One month following site visit

The External Reviewers will submit one joint report, using the Template provided, to the Office of the Provost. The preference is for one report with a distinct set of recommendations for each program under review. There may be situations, as determined by the Office of the Provost, where separate reports may be submitted.

- a) **Preliminary Feedback.** The External Reviewers will provide preliminary oral feedback to the Provost (or designate) before the conclusion of the site visit.
- b) **Substance of Report.** The Report will:
- Address the substance (clarity and completeness) of the Self-Study.
  - Address all required Evaluation Criteria as specified in *Appendix A*.
  - Address the quality of each academic program and the learning environment of the students for each distinct program being reviewed in the Self-Study.
  - Describe the program's strengths. Identify and commend distinctive attributes of each discrete program (i.e., multiple campuses, online), identify any notable strong and creative and/or clearly innovative aspects. Provide evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
  - Describe areas for improvement and opportunities for enhancement – include at least three (3) recommendations for specific steps that will lead to the continuous improvement of the program, distinguishing between those the program can act upon and those that require external action.
  - Respect the confidentiality required for all aspects of the review process.
  - Recognize the university's autonomy to determine priorities for funding, space and faculty allocation. Recommendations related to resources, specifically faculty and space requirements must be directly linked to issues of program quality and/or sustainability.
- c) **Special Instructions.** In addition, External Reviewers may be asked to respond to any additional questions from the Provost/Dean(s) in their final report. Such instruction may include a request to respond to:
- Issues of special concern identified for the degree program(s) under review, for example, appropriateness of the curriculum, breadth of the curriculum, enrolment levels, recruitment, quality of the permanent or limited-term faculty, adequacy of staffing, space or equipment, program-specific library resources, etc.; and/or
  - Concerns and/or recommendations raised in previous external reviews
  - For initial reviews, issues identified in the 'Notes' from the Quality Council's approval letter
- d) **Submission of Report.** The Report(s) should be submitted electronically to the Provost no later than one month from the date of the site visit or desk audit. The Report should be complete and comprehensive (see Step 10b), and specifically include a minimum of three distinct recommendations for specific steps that will lead to the continuous improvement of each distinct program under review.

Upon receipt of the External Reviewers' Report, the Report will be reviewed by the Office of the Provost to ensure that it provides a comprehensive assessment of the degree program(s). If the Report is not

satisfactory, the Office of the Provost, in consultation with the Dean(s) will identify any gaps and request additional information from the External Reviewers.

**e) Distribution of Report**

Once the Report is deemed satisfactory, the Office of the Provost will distribute the External Reviewers' Report to the Chair/Director of the academic unit. The External Reviewers' Report is considered a confidential document and will be distributed to the Chair/Director. Where appropriate, any confidential and/or sensitive information will be redacted prior to distribution. Confidential/sensitive information will be discussed with the Dean, and any action taken will be determined in consultation with the Office of the Provost.

**Step 11 – Program Response to External Reviewers' Report**

**Timing:** One month from date of request from Office of Provost

The Office of the Provost will ask the Chair/Director to provide a Response from their academic unit to the External Reviewers' Report and specifically to the Report's recommendations. The Chair/Director will consult with members of the academic unit in finalizing a Response. The Response will be submitted to their Dean and to the Office of the Provost within one month of the request.

**Step 12 – Decanal Response to External Reviewers' Report and Program Response**

**Timing:** One month from receiving response from academic unit

After receipt of the Response by the academic unit, the Dean(s) will provide a written Response within one month, responding to the plans/recommendations proposed in the External Reviewers' Report, and the Program's Response. The Dean will respond to each of the recommendations identified in the External Reviewers' Report, specifically addressing:

- Any changes in curriculum, program organization, policy or governance necessary to meet the recommendations.
- Any resources, financial and otherwise, that will be provided to support the implementation of those recommendations requiring resources; and
- A proposed timeline for the implementation of any recommendations.

***Exception to Decanal Response:*** In cases where the Dean is the Divisional Head (e.g., Nursing, Education), a joint response will be prepared by the faculty and the Dean.

**Step 13 –Development of Final Assessment Report (FAR) & the Implementation Plan (IP)**

**Timing:** Normally, six (6) months following site visit

The Office of the Provost will review the Self Study, External Reviewers' Report, Program and Decanal Responses and will develop and finalize the FAR and share it with the Dean and the unit prior to distribution. The Final Assessment Report will become the public document; therefore, it will not include any confidential or personal information.

The **Final Assessment Report** will include the following:

- a) An **Executive Summary** that identifies:

- A clear and accountable synthesis of the outcome of the cyclical review and the plans to improve the program.
- A timeline for the key elements of the program's review process:
  - a. The timing of when the review was launched;
  - b. The date the self-study was submitted/approved;
  - c. The site visit dates;
  - d. When the external reviewers' report was received;
  - e. When the program's response was received; and
  - f. When the Dean's response was received.
- A summary of the groups and individuals (by role) met with during the (in person or virtual) site visit.
- A summary of the outcome(s) of the review, including:
  - a. That the Senate (or equivalent) QA Committee has approved the FAR and IP
  - b. When a monitoring report(s) is due
  - c. When the next Cyclical Review of the program is scheduled to take place, with an expected timing for the associated site visit (e.g., Fall of 2027)
- A summary of the program's strengths and opportunities for further improvement and enhancement.
- A summary of the number of recommendations received, potentially by theme.

**The Implementation Plan will:**

- Identify those recommendations needed to maintain the quality of the programs, and promotes the ongoing and continuous improvement of the program; this process will require looking at key performance indicators of the program
- Set out and prioritize the recommendations that are selected for implementation and/or action
- Identify appropriate timelines for acting on and monitoring the implementation of the recommendations
- Identify and explain the circumstances related to any recommendations that will not be implemented
- Identify who will be responsible for the timely implementation and monitoring of the recommendations (e.g., Dean(s), University Librarian, Chair of a department, Director of a graduate degree program)
- If applicable, identify the source(s) of any additional resources required to implement the recommendations (e.g., Provost, Dean)

Confidential information will be excluded from the FAR and will be documented separately; documentation will be shared with and handled in consultation with the appropriate Dean(s) and the Provost.

**Step 14 – FAR Approval and Distribution**

The Provost will approve the Final Assessment Report and the Office of the Provost will be responsible for the timely distribution of the Final Assessment Report to the following:

- Relevant Dean(s)
- Academic Unit (chairs/directors) to take responsibility and act on as appropriate (with confidential information removed)
- AQAPC for information
- Senate (for information, with confidential information removed)
- Quality Council for information
- Board of Governors for information
- Final Assessment Report (with executive summary and Implementation Plan) becomes the public document and is posted to the University's website. The Final Assessment Report will not contain any confidential and/or personnel information. Academic units are not required to post the FAR on their own websites.

## Step 15 – Monitoring Report

**Timing:** Normally, two (2) years following approval of Final Assessment Report; a shorter or longer time may be recommended based on complexity of recommendations marked for action.

The Chair/Director will be responsible for executing the identified recommendations in consultation with the Dean(s). The Dean(s) will be responsible for ensuring that the academic unit implements the recommendations and submits the follow-up Monitoring Report in a timely manner. The Office of the Provost will remind academic units and Deans of upcoming deadlines.

## Step 16 – Dean signs off Monitoring Report

The Dean will review Monitoring Report and sign off and forward to the Office of the Provost.

## Step 17 – AQAPC reviews Monitoring Report

AQAPC reviews the Monitoring Report to ensure that the program has satisfactorily addressed the recommendations identified for action in the Implementation Plan. AQAPC may request additional information, and in some cases may require a follow-up report from the academic unit.

## Step 18 – Notification that Review is Complete

Once AQAPC accepts the Monitoring Report, the cyclical review for that degree program is completed, and is reported to: Chairs/Directors of reviewed degree programs, Dean(s) under whose authority the degree program(s) being reviewed is offered; and Senate (for information).

### 1.7 Publication of Documentation

#### a) Documents Subject to ‘Public Access’

The following documents will be posted publicly on the university’s website:

- Schedule of Reviews
- Final Assessment Reports (with Exec Summary and Implementation Plan)
- Monitoring Reports

#### b) Documents Not Subject to ‘Public Access’

Given the highly sensitive nature of the documentation used in the cyclical program review process, in which academic units and external reviewers are asked to be critical in their evaluations, the documents produced will be deemed confidential. Institutional failure to protect the confidentiality of the documents could seriously impair frank appraisal, discourage free flow of analytical information, and compromise the efficacy of the review process.

The following documents will be deemed to be confidential and therefore not subject to ‘public access’:

- Information made available in preparation for the Self-Study
- Specialized instructions to the External Reviewers
- Self-Study and Appendices
- External Reviewers’ Reports
- Internal Responses of the Program and Dean(s); a summary of the academic and decanal responses will be included in the Final Assessment Report, absent confidential information.

#### c) External Reporting

The Office of the Provost will submit an annual report to the Quality Council listing the past years completed FAR's, IP's and monitoring reports providing an attestation that all IQAP-required CPR processes have been followed. The report will include a link to Nipissing's quality assurance web postings.

## **Section 2 – New Program Approval Protocol**

### **2.1 Prelude**

The development of new undergraduate and graduate programs will ensure that educational experiences are both engaging and rigorous. New programs will meet the degree level expectations, which are the academic standards of Ontario universities that identify expectations of performance by graduates at a specified level of learning, e.g., Honours, Master, and Doctoral.

The process will look closely at the key performance indicators including degree level expectations, program objectives, program-level learning outcomes, student achievement of learning outcomes, as well as the instructional and physical resources needed to achieve the program-level learning outcomes.

The program proposal will include a plan for the continuous improvement of the program, and the interim monitoring report will review and evaluate the program's success in realizing its objectives.

The monitoring of a new program is an essential element of continuous improvement, not only in the development of the program but also for the monitoring and continuous improvement of the program once the new program is running.

### **2.2 Approval Requirements and Timelines**

New degree programs and graduate diplomas must be approved by Nipissing University's Senate and by the Ontario Universities Council on Quality Assurance (Quality Council). The Office of the Provost manages the approval process for new program development and will direct and facilitate the process through the approval stages.

**a) Approval by Senate** – Following the internal procedures laid out below, the Chair of the Academic Quality Assurance and Planning (AQAPC) will submit a new program proposal to Senate for approval.

**b) Approval by the Quality Council** – The Office of the Provost will send Senate-approved proposals to the Quality Council for approval. Decisions on a proposed new degree program are normally received within 45 days of submission. When the Appraisal Committee of the Quality Council requires additional information, decisions will normally be made within a further 30 days of the Committee receiving a satisfactory response to its request. The Appraisal Committee will make a decision on Graduate Diplomas whereas new programs require the approval of Quality Council.

### **2.3 Intention to Offer New Programs and Offers of Admission**

**Intention to Offer New Program** – Subject to approval by the Provost, the University may publicly announce its intention to offer a new undergraduate or graduate degree program in advance of having received approval by the Quality Council. When such announcements are made in advance of Quality Council approval, they must contain the following statement: 'Prospective students are advised that the program is subject to formal approval' as per QAF 2.7 Public announcement of new programs.

**Offers of Admission** – Students cannot be admitted to a new degree program until notification of approval of the degree program has been received from the Quality Council.

### **2.4 Joint Degree Programs**

In cases where a proposed new degree program will be offered jointly or in partnership with another institution, the Office of the Provost will work with the partner institution's counterpart office to streamline the process to

meet requirements of both institutions' quality assurance policies and procedures and avoid duplication. In cases where Nipissing's processes are different from the partner institution, all efforts will be made to comply with the QAF.

Specifically:

- Representatives from each institution will be members of the Academic Unit.
- Each institution will be involved in the consultation and development of the Program Proposal.
- Each partner institution will be involved in nominating, selecting and ranking of external reviewers.
- Site visits will include all partner institutions, at least where partners are institutions in Ontario.
- There will be a coordinated single internal response by the Academic Unit to the External Reviewers' Report.



## 2.5 Steps in the Approval Process for New Programs

Steps	Description	Documentation Required for Auditing Purposes	Responsibility
Step 1	In-Principal Approval by Provost/ Provost Council	<ul style="list-style-type: none"> <li>• Letter of Intent</li> </ul>	<ul style="list-style-type: none"> <li>• Provost's Office</li> </ul>
Step 2	Development of Full Program Proposal and Appendices using Template <ul style="list-style-type: none"> <li>• Consultation – faculty, academic units, Decanal Councils</li> <li>• Budget – in consultation with Dean(s) and Finance Office</li> <li>• Program Objectives, Program-Level Learning Outcomes and Curriculum Mapping</li> <li>• New Course Development and Course Syllabuses Collection</li> <li>• CVs – Collection of Faculty CVs</li> <li>• Library – Statement of Support</li> </ul>	<ul style="list-style-type: none"> <li>• Program Proposal and Appendices</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Unit</li> </ul>
Step 3	Dean Sign-Off on Program Proposal and Appendices	<ul style="list-style-type: none"> <li>• Dean Signature on Proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Dean</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>• Nomination, Ranking and Selection of External Reviewers</li> <li>• Nomination and Ranking</li> <li>• Letters of Invitation</li> </ul>	<ul style="list-style-type: none"> <li>• Nomination Form</li> <li>• Letter of Invitation</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Unit</li> <li>• Provost's Office</li> </ul>
Step 5	<b>Stage I</b> - ACC Review – of Program Proposal and Appendices	<ul style="list-style-type: none"> <li>• ACC Minutes/Report</li> </ul>	<ul style="list-style-type: none"> <li>• Provost's Office</li> </ul>
Step 6	<b>Stage II</b> - AQAPC Initial Review – of Program Proposal and Appendices	<ul style="list-style-type: none"> <li>• AQAPC Minutes/Report</li> </ul>	<ul style="list-style-type: none"> <li>• Provost's Office</li> </ul>
Step 7	Site Visit and Instructions	<ul style="list-style-type: none"> <li>• Site Visit Schedule</li> <li>• Reviewer Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Provost's Office</li> </ul>
Step 8	External Reviewers' Report	<ul style="list-style-type: none"> <li>• External Reviewers' Report</li> </ul>	<ul style="list-style-type: none"> <li>• External Reviewers</li> </ul>
Step 9	Academic Unit's-Response to External Reviewers' Report	<ul style="list-style-type: none"> <li>• Academic Unit's Response</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Unit</li> </ul>
Step 10	Dean's Response to External Reviewers' Report	<ul style="list-style-type: none"> <li>• Dean's Response</li> </ul>	<ul style="list-style-type: none"> <li>• Dean</li> </ul>
Step 11	<b>Stage III</b> - AQAPC Final Review – of Program Proposal, External Reviewers' Report, Academic Unit's Response, Dean's Response; AQAPC recommends program to Senate	<ul style="list-style-type: none"> <li>• AQAPC Minutes/Report</li> </ul>	<ul style="list-style-type: none"> <li>• Provost's Office</li> </ul>
Step 12	Senate for Approval	<ul style="list-style-type: none"> <li>• Senate Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Senate</li> </ul>
Step 13	Submission and Approval by Quality Council	<ul style="list-style-type: none"> <li>• Quality Council Approval Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Provost's Office</li> </ul>
Step 14	Follow-Up and Reporting <ul style="list-style-type: none"> <li>• Post Program Description to Website</li> <li>• Verbal Update to Senate</li> <li>• Report to Board of Governors (BoG)</li> <li>• Add to Schedule of Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Link to program description</li> <li>• BoG Annual Report</li> <li>• Year of First Cyclical Review</li> </ul>	<ul style="list-style-type: none"> <li>• Provost's Office</li> </ul>
Step 15	Implementation Window and Monitoring Report to AQAPC	<ul style="list-style-type: none"> <li>• Monitoring Report</li> </ul>	

## Step 1 – Initial Letter of Intent (LOI) Approval

The initial idea for a new degree program may come from several different sources, including groups of faculty members one or more academic units, administration, and collaborations with other institutions. The initial idea for a new degree program will be discussed with the Dean(s) under whose authority the degree program would be delivered.

The Dean, in consultation with the proponents of the new degree program, will develop a Letter of Intent for the new degree program (template available upon request). The Dean(s) will take the Letter of Intent to the Provost Council for discussion and in-principle approval. Should the Provost grant in-principle approval, the Dean(s) will direct the Academic Unit to move forward with developing a Full Program Proposal. If the Provost does not think that the proposal merits further development, it will direct feedback to the proponents through the Dean(s). An amended Initial Proposal may be reconsidered by the Provost at a later date.

## Step 2 – Development of Full Program Proposal and Appendices

A number of supports are available to assist academic units in the preparation of the new program proposal and appendices. See [Provision of Support](#).

### a) Template and Evaluation Criteria

The Academic Unit will prepare, and complete in full, a proposal for a new degree program for approval, using the Program Proposal Template that:

- Includes required Evaluation Criteria as specified in *Appendix B (as defined in QAF)*
- Indicates if the program is a 'professional' or 'cost-recovery' program
- Highlights unique curriculum or program innovations, creative components, or significant high impact practices.

### b) University Priorities

Academic units may reflect on University priorities, commenting on the following initiatives and how each is integrated into or reflected in the offering of the program: through program objectives, program-level learning outcomes, curriculum, program delivery, instruction and/or student recruitment:

- Indigenization
- Equity, Diversity and Inclusion
- Anti-Racism

### c) Consultation

The Academic Unit is encouraged to begin early consultations and continue consulting throughout the entire process of the new degree program development to allow for feedback and comment. Recommended consultation should include affected/interested parties, including:

- Members of academic units who may be affected by the proposed degree program or who have expertise relevant to the proposal
- Faculty Councils - Deans will announce at their faculty councils that a proposal for a new degree program is being developed; Chairs/Directors will convey this information to their academic units as appropriate
- Where applicable, include input and perspectives of potential employers and professional associations
- Where possible, consultation should include students.

### d) Proposed Budget

The Academic Unit will work closely with their Dean to develop a proposed budget for the new program. The budget is for internal use only; it will be submitted to AQAPC and Senate. The proposed budget is an estimate of proposed resources; actual resources will be dependent upon a number of factors including enrolment.

Proposed budgets should be shared with OIPA and the Associate Vice-President, Finance in the Finance Office for review and comment.

**e) Program Objectives, Program-Level Learning Outcomes and Curriculum Mapping**

The Teaching Hub is available to assist with the development of program objectives, program-level learning outcomes, course-level learning outcomes and curriculum mapping.

**f) New Course Development and Course Syllabi Collection**

New courses should be developed and submitted to ARCC, then ACC for approval and recommendation to AQAPC then Senate. The Appendices should include a sampling of course syllabuses – new and existing course syllabi.

**g) Curriculum Vitae**

CVs for faculty involved with the degree program should be collected and compiled into an Appendix.

**h) Library Statement of Support**

The Academic Unit should request from the University Librarian a report showing the extent to which the library resources can support the new degree program.

**i) Office of Research**

Graduate programs should include information on research funding and grants. Academic Unit should request this information from the Office of Research.

**Step 3 – Dean Sign-Off on Program Proposal and Appendices**

The Dean will review the Program Proposal and Appendices and recommend revisions as appropriate. The Dean will review the document for accuracy and clarity and will be responsible for ensuring resources are acceptable and reasonable as presented in the proposed budget. Once the Dean(s) has signed off on the completed Program Proposal, the proposal will be forwarded to AQAPC, as appropriate.

**Step 4 – Nomination, Ranking and Selection of External Reviewers**

**Number of Reviewers Required**

Degree Program	External Reviewers
Undergraduate	2 reviewers
Graduate	2 reviewers
Joint Undergraduate and Graduate	2 external reviewers, plus internal reviewers, one from each institution

**a) Qualifications of External Reviewers – will normally:**

- Be Associate or Full Professors
- Have suitable disciplinary expertise, qualifications and experience in developing, assessing and/or managing degree programs
- Have combined professional experience to cover the majority areas of study and/or fields of expertise.
- At least one of the reviewers will have expertise in teaching and learning – content and program delivery, assessment/evaluation, curriculum mapping, and learning outcomes
- In the case of graduate degree programs, have experience with graduate teaching and supervision
- Be at arm’s length.

**b) Arm’s Length Requirement**

An arm’s length peer reviewer is an external disciplinary expert who has not been a supervisor, collaborator,

departmental colleague (past or present) or co-author of faculty members in the previous six years, and who does not have personal connections with members of the academic unit or:

- Be a close friend or relative of a member of the Academic Unit or of someone with whom the Academic Unit has consulted
- Have been a supervisor within the past six years of a member of any academic unit involved in the development of the proposal for a new degree program
- Have been a student within the past six years in any academic unit involved in the development of the proposal for a new degree program, or
- Have received an undergraduate or a graduate degree from Nipissing in the past six years.

### **c) Process**

The Nomination of External Reviewers should be submitted to the Office of the Provost as soon as the Dean(s) has signed off on the Program Proposal. This enables the Office of the Provost time to confirm the availability of the external reviewer(s). Members of the Academic Unit are not to contact possible external reviewers for any reason.

The Academic Unit will complete the [Nomination of External Reviewers' template](#) that includes the names and required information of at least six qualified persons who they are nominating to serve as external reviewers of the proposed degree program, all of whom are to be at arm's length.

- If there are two or more distinct areas of study within the proposed degree program, all efforts will be made to ensure a balance of external reviewers with the required expertise. Areas of expertise should be clearly identified for each nominated external reviewer.
- In the case of joint programs, the list of External Reviewers will be developed jointly with the partner institution(s).

The completed [Nomination of External Reviewers' form](#) will be sent to the Dean(s). On behalf of the Academic Unit, the Dean(s) will submit the Nominations of External Reviewers to the Office of the Provost.

### **d) Ranking and Selection**

The Office of the Provost, in consultation with the Dean(s), will develop a ranked list of nominated external reviewers. In the case of a degree program to be offered jointly with another institution, the Office of the Provost will develop a ranked list of External Reviewer(s) in consultation with the partner institution. The Office of the Provost will contact the proposed reviewers in ranked order.

## **Step 5 – Stage I – ACC/GSC Review**

The Dean will forward the Program Proposal to the ACC for undergraduate degree programs and the Graduate Studies Committee (GSC) for graduate degree programs. ACC/GSC will review the program proposal for consistency with university degree regulations. If any new courses are included in the proposal, ACC/GSC will follow their normal procedures for reviewing and approving new courses. Feedback and comments from ACC/GSC will be provided to the Academic Unit and Dean for consideration and/or inclusion in a revised proposal. The Academic Unit will respond to ACC/GSC feedback as required. If appropriate, the Dean will move the Program Proposal to the Office of the Provost, who will forward it to AQAPC.

## **Step 6 – Stage II - AQAPC Initial Review**

The Dean will forward the Program Proposal to the Office of the Provost, who will submit it to AQAPC for review. The documentation will include the Program Proposal and Appendices, including the budget. AQAPC will review the documentation and may approve the Program Proposal as submitted or ask for revisions prior to the Office of the Provost forwarding the Program Proposal for external assessment.

## Step 7 – Site Visit and Instructions

Once the Program Proposal for a new degree program has been approved by AQAPC, it is ready for external review.

### a) Site Visits: In-person, Virtually or Desk Review

- External review of a new doctoral program will incorporate an on-site visit.
- External review of a new undergraduate program proposal will normally be conducted on-site, except when the Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit, or equivalent method if the external reviewers are satisfied that the off-site option is acceptable;
- External review of a new master's program proposal will normally be conducted on-site, but certain new master's programs (e.g., professional master's programs) may be conducted by desk review, virtual site visit, or equivalent method if both the Provost (or delegate) and external reviewers are satisfied that the off-site option is acceptable. An on-site visit is required for all other proposed master's programs.

### b) Site Visit Schedule

The Office of the Provost will oversee the arrangements for the in-person or virtual site visit. An in-person visit will normally be scheduled for one to two days, whereas a virtual site visit may be scheduled over a longer period. The Office of the Provost will assist with travel and accommodation arrangements. The Office of the Provost will be responsible for drafting the schedule for the site visit. External reviewers will typically meet with the Provost, relevant Dean(s), Chair(s)/Directors(s) and faculty. An in-person site visit may include a tour of facilities and the library. The Office of the Provost has final approval of the schedule.

### c) Documentation to Share with Reviewers

The Office of the Provost will provide external reviewers with review documentation normally no less than two weeks prior to the site visit.

Documentation will include:

- Nipissing University's IQAP Policy and Procedures, including Evaluation Criteria and Degree Level Expectations
- Program Proposal and Appendices, including Library Statement of Support, Course Syllabuses and Faculty CVs
- Template for the External Reviewers' Report. The template includes all Evaluation Criteria set by the Quality Council (see [Appendix B](#))
- Site Visit Schedule.

### d) Pre-Meeting – For both in-person and virtual site visits

A pre-meeting of the external reviewers will be scheduled to provide guidance and direction. The Office of the Provost will review the instructions with the external reviewers, explain their roles and obligations, and respond to any questions related to documentation, process, and the final report.

e) Reviewers will be asked to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation and respect the confidentiality of all aspects of the review process. The external reviewer(s) will also be invited to contact the Office of the Provost should any questions arise during the review process.

## Step 8 – External Reviewers’ Report

**Timing:** One month following site visit

External reviewers will submit one joint report using the Template provided.

**a) Substance of Report.** The Report will:

- Address the substance (clarity and completeness) of the New Program Proposal
- Address all required Evaluation Criteria as specified in [Appendix B](#)
- Address the quality and learning environment of the program
- Describe the program’s strengths. Identify, commend and provide evidence of any distinctive attributes of the program, identify any notable strong and creative and/or clearly innovative aspects, including significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- Describe areas for improvement and opportunities for enhancement.
- Include a Summary and a clearly defined list of recommendations that are clear, concise and actionable to improve and/or enhance the quality of the program
- Respect the confidentiality required for all aspects of the review process.

Recognize the university’s autonomy to determine priorities for funding, space and faculty allocation. Recommendations related to resources, specifically faculty requirements must be directly linked to issues of program quality and/or sustainability.

**b) Submission of Report**

The final report will be submitted electronically to the Provost no later than one month from the date of the site visit.

Upon receipt of the External Reviewers’ Report, the Report will be reviewed by the Office of the Provost to ensure that it provides a comprehensive assessment of the new program. If the Report is not satisfactory, the Provost, in consultation with the Dean(s) identify any gaps and request additional information from the External Reviewers.

**c) Distribution of Report**

Once the Report is deemed satisfactory, the Office of the Provost will distribute the External Reviewers’ Report to the Academic Unit Chair/Director. Where appropriate, any confidential and/or sensitive information will be redacted prior to distribution.

**d) Honorarium**

Upon satisfactory completion of the External Reviewers report, each reviewer will receive an Honorarium for their work. The Office of the Provost will administer the Honorarium.

## Step 9 – Academic Unit’s Response

The Academic Unit will prepare a response to the External Reviewers’ Report that will address each of the recommendations; the response may include further explanation or details in response to the comments or recommendations.

- If minor revisions are required, it is expected that these will be detailed in the Academic Unit’s Response
- For substantial revisions, the Academic Unit will revise the Program Proposal using track changes. A detailed summary of these revisions will be included as part of the Academic Unit Response or in an appended document with the formal response. The Academic Unit will submit their response to the

Dean(s).

### Step 10 – Dean’s Response

The Dean(s) will provide a response to the External Reviewers’ Report, that is separate from that of the Academic Unit, to each of the recommendations. In cases where a Dean is the Working Chair for a new Program Proposal, members of the Academic Unit will prepare a response independently from the Dean; the Dean will provide a separate response.

***Exception to Decanal Response:*** *In cases where the Dean is the Divisional Head (e.g., Nursing, Education), a joint response will be prepared by the Academic Unit and the Dean.*

### Step 11 – Stage III - Academic Quality Assurance and Planning Committee’s Final Review

AQAPC will review the final Program Proposal, the External Reviewers’ Report, the Academic Unit’s Response and Dean’s Response. Relevant Dean(s) will be invited to attend AQAPC. AQAPC will assess whether the new degree program meets Nipissing’s quality assurance standards, and will make one of the following determinations:

- Recommends to Senate for approval
- Requests modifications
- Recommends that the proposal not be pursued further

Should AQAPC request modifications or recommend that the proposal not be pursued further, the Dean or the Office of the Provost will convey the committee’s views to the Academic Unit.

### Step 12 – Senate for Approval and Faculty Council for Information

The Final Program Proposal and related documentation (with confidential and/or sensitive information removed) will be shared with Faculty Council for information and Senate for approval.

Documentation will include:

- Program Proposal,
- Budget,
- Executive Summary of the External Reviewers’ Report,
- Academic Unit’s Response,
- Dean’s Response.

The Dean and/or a member of the Academic Unit will be called upon to speak to the proposal and/or to answer questions.

If Senate does not approve the recommendation from AQAPC, the Provost, in consultation with the Dean, will determine the next step, which may include modification of the proposal or discontinuation of the initiative.

### Step 13 – Submission and Approval by Quality Council

Once Senate has approved a proposal for a new degree program, the Office of the Provost will submit the program to the Quality Assurance Secretariat.

a) Documentation to Quality Council will include:

- Program Proposal
- Appendices (excluding CVs and Budget)

- External Reviewers' Report
- Academic Unit's Response
- Dean's Response
- Letter of Support from the Provost.

The submission will also include:

- A Checklist (with a summary of key changes as required)
- Date approved by Senate
- Bios for external reviewers specifically indicating qualifications in the following areas: sufficient expertise in content and program delivery; connections to industry (where appropriate); and expertise in teaching and learning.

#### **b) Quality Council Decision**

The Quality Council Appraisal Committee will review the proposal and may request clarification and/or additional information. Once satisfied, they will make a recommendation to Quality Council, who in turn will review the proposal and make one of the following recommendations:

- i) Approved to Commence
- ii) Approved to Commence with Report – The University will be required to report on specified issues with a pre-determined deadline, e.g., one to three years from program commencement
- iii) Deferred for up to one year during which time the university may address identified issues and report back
- iv) Not Approved
- v) Such other action as the Quality Council considers reasonable and appropriate in the circumstances.

The Quality Assurance Secretariat will convey the decision of the Quality Council to the university. Requests for clarification and follow-up will be handled by the Office of Provost, and internally by the Dean(s) with the Chair/Director of the Academic Unit.

#### **c) Public Announcement of new programs**

The Provost may publicly announce its intention to offer a new undergraduate or graduate program in advance of receiving approval by the Quality Council with the following statement: "Prospective students are advised that the program is still subject to formal approval."

#### **d) Appeals and Resubmissions**

Should the Quality Council not grant approval to commence, the Provost, in consultation with the Dean(s), will reassess the proposal considering the Quality Council's comments and will determine whether to amend and resubmit the brief, appeal the decision, or discontinue the proposal. When the recommendation is ii), iii) or iv), the University has 30 days to request a meeting with and/or reconsideration by the Appraisal Committee.

Should the decision be made to amend and resubmit, the Dean(s) will work with the Academic Unit to develop a revised proposal. The Provost can approve minor changes made to the original proposal; major changes will be reviewed and/or approved through Senate Committees (ACC for changes to degree requirements or new courses, AQAPC for approval of the revised Full Proposal). When AQAPC deems that the revised Full Proposal for the new degree program addresses the issues highlighted by the Quality Council, it will be resubmitted to the Quality Council for approval.

### **Step 14 – Follow Up and Reporting**

#### **a) Description of Program**

Will be posted on the Office of the Provost's website once the program is approved by the Quality Council.



## **b) Senate**

Senate will be verbally informed of decisions of the Quality Council.

## **c) Reports to Board of Governors**

The Provost will keep the Board of Governors regularly apprised of new degree program proposals, normally in an annual report.

## **Step 15 – Implementation Window and Monitoring of a New Degree Program**

### **a) Implementation Window**

After a new degree program is approved to commence by the Quality Council, the degree program must begin within 36 months of the date of approval; otherwise, the approval from the Quality Council will lapse.

### **b) Monitoring Report**

The purpose of the monitoring report is to ensure that the degree program has been successfully initiated and to identify early, and work to address, any unforeseen implementation issues. There is an element of continuous improvement that ensures a program that is recently launched is closely monitored to identify challenges and issues with the program and address them in a timely manner.

- The Dean, in consultation with the Chair, Director or Program Coordinator, will provide a monitoring report to AQAPC on a new degree program, normally after the degree program has been operating for five years., will provide a monitoring report to AQAPC on a new degree program, normally after the degree program has been operating for ~~four~~ five years. In cases where enrolment is low in the first few years, the date for submitting a Monitoring Report may be delayed. The Monitoring Report will take place after the program's launch and prior to the program's first cyclical review.
- The Monitoring Report will address any issues identified in the 'Notes' provided by the Quality Assurance's Appraisal Committee and will include an evaluation of the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved, as well as any changes that have occurred in the interim.
- AQAPC will review the Report prepared by the Dean, in consultation with the Chair, Director or Program Coordinator, and determine if it is sufficient or if additional information is required. Senate will be notified that AQAPC has accepted the Monitoring Report.
- The ongoing monitoring process of the new program will continue to consider issues identified in the report, and the Office of the Provost will ensure that any concerns from the Monitoring Report are included in the first Cyclical Review.

## **2.6 Process**

### **Graduate Diploma Note**

The approval process for proposing a new graduate diploma will follow an abbreviated process of the new program approval as diplomas are not subject to external assessment. Steps 1, 2, 3 and 5 will be required as will Steps 12 through 15.

## **2.7 Publication of Documentation**

The following documentation will be published to the website:

- Description of New Program – once approved by Quality Council

## **2.8 First Cyclical Program Review**

The first cyclical review for any new degree program must be conducted no more than eight years after the date of the degree program's initial enrolment. The degree program will be added to the **Cyclical Schedule of Reviews** [\(link to be added\)](#)

Issues identified in the Monitoring Report and any 'Notes' from Quality Council's approval letter will be addressed in the first Cyclical Review.

## **Section 3 – Expedited Approval Protocol**

### **3.1 Prelude**

This protocol is designed to ensure that decisions can be made quickly and efficiently to launch new graduate diploma programs or program changes in a timely manner, e.g., to meet upcoming term application deadlines, support innovation., etc.

The protocol for Expedited Approvals applies to:

- New Graduate Diploma – Types 2 and 3
- Expedited Major Modifications – as determined by the Provost
- Creation of new standalone degree from an existing field in a graduate program

Expedited proposals are granted in a shorter time with less required documentation and do not require an external review. Proposals sent to the Appraisal Committee for Expedited Approval require Senate approval and will follow the processes set out in Section 2.6 Graduate Diploma Note for new Graduate Diplomas and Section 4 – for Major Modifications. Expedited proposals will be submitted to Quality Council for approval following Senate approval.

### **3.2 Graduate Diplomas – Types 2 and 3**

The approval process for proposing a new graduate diploma will follow an abbreviated process of the New Program Approval Protocol and will not be subject to external assessment. Steps 1, 2, 3 & 5 and Steps 12 through 15 will be required, as per the required Evaluation Criteria (QAF 2.1.2).

In cases where a Graduate Diploma is not associated with a parent graduate program, it is recommended (not required) that an external Desk Review be conducted.

Once approved by Senate, the program will be submitted to Quality Council’s Appraisal Committee for decision:

- i. Approved to Commence
- ii. Approved to Commence with Report
- iii. Not Approved.

### **3.3 Expedited Major Modifications**

The Provost will determine if a Major Modification to an existing program should be sent to the Quality Council’s Appraisal Committee for expedited approval rather than reported to Quality Council in the Annual Report on Major Modifications. In such cases, these will be referred to as ‘expedited major modifications.

### **3.4 Creation of new standalone degree from an existing field in a graduate program**

A program may choose to create a standalone degree from a long-standing field provided it has undergone at least two Cyclical Program Reviews and has had at least two graduating cohorts.

The internal approval process will follow that of Graduate Diplomas (2 and 3), an abbreviated process of the New Program Approval Protocol, Steps 1, 2, 3 and 5 and Steps 12 through 15, as per the required Evaluation Criteria (QAF 2.1.2). Once approved by AQAPC, the recommendation will move forward to Senate for approval, followed by submission to Quality Council’s Appraisal Committee for approval.

### **3.5 Final Decision of Appraisal Committee**

The Appraisal Committee will make one of the following decisions:

- iv. Approved to Commence
- v. Approved to Commence with Report
- vi. Not Approved.

## **Section 4 – Major Modification Protocol** **(Program Renewal and Significant Change)**

### **4.1 Prelude**

The Major Modification Protocol encourages and reinforces the ongoing and continuous improvement of programs and associated curriculum. Academic units are encouraged to have a plan in place to actively monitor key performance indicators (i.e., program structure, requirements, objectives, learning outcomes, assessment and student achievement) that will help them identify modifications to the program that will improve and enhance the quality of the program. The University values the importance of this self-reflection and self-assessment to ensure the delivery of high-quality programming and student learning and experiences.

Major Modifications may be made to:

- Implement the outcomes of cyclical program review;
- Reflect the ongoing evolution of the discipline;
- Accommodate new developments in a particular field;
- Facilitate improvements in teaching and learning strategies;
- Respond to the changing needs of students, society and industry; and/or
- Respond to improvements in technology.

The distinction between major modifications and new programs can, at times, be difficult to determine. The Quality Council has the final authority to decide if a major modification constitutes a new program. In such a case, the submission must follow the Protocol for New Programs.

### **4.2 Definition and Examples of Major Modifications**

Major modifications result in substantial changes to an existing program requirement, learning outcomes, faculty complement, or delivery mode, usually creating significant new choices or experiences for students, but not as considerable as to qualify as a new program. The Provost, in consultation with the Deans and the Office of the Registrar, will determine what constitutes a significant modification, and hence qualifies as a major modification, or is a minor modification or a new program.

Major modifications typically include, but are not limited to, one or more of the following:

- a)** Requirements that differ significantly from those existing at the time of the previous cyclical program review, for example:
  - course requirements comprising more than one third of the entire program
  - a merger of two programs
  - The introduction or deletion of an undergraduate thesis or capstone project
  - The introduction or deletion of a work experience, co-op option, internship or practicum, or portfolio
- b)** Change to at least one third of the program-level learning outcomes.
- c)** Significant changes to the program's delivery, including:
  - 50% or more of the program's faculty;
  - Loss of or addition to the essential physical resources, where these changes impair or enhance the delivery of the approved program.
  - the existing mode(s) of delivery (e.g., different campus and/or changes to online/hybrid delivery impacting 30% or more of program, introduction or deletion of full- or part-time program options). For more detail on mode of delivery changes, please see 4.3.

- d) Change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or
- e) Addition of a single new field to an existing graduate program.

#### 4.3 Considerations for Changes to Mode of Delivery

When changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person, consideration of the following criteria is strongly encouraged as part of the approval process for the proposed major modification:

- a) Maintenance of and/or changes to the program objectives and program-level learning outcomes.
- b) Adequacy of the technological platform and tools.
- c) Sufficiency of support services and training for teaching staff.
- d) Sufficiency and type of support for students in the new learning environment; and
- e) Access.

#### 4.4 Program Closure

Program closures will not be considered a Major Modification. These closures will be recommended by Faculty Executive to Senate for approval.

#### 4.5 Submission Process for Major Modifications

An academic unit intending to propose a major modification to an existing program will submit a Letter of Intent to the Office of the Provost using the appropriate template. If granted approval, the academic unit will then complete the full Proposal for Major Modification template and submit it to ARCC (if an undergraduate program) or GSC (if a graduate program). Upon approval, the proposal will next move to Faculty Executive, then ACC (if an undergraduate program), and then 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 ACC (for undergraduate programs) or GSC (for graduate programs).

The proposal for a **major modification** to a program will include:

- A detailed description of the change to the program along with rationale for those changes
- Discussion of the modification's relationship to the University's Strategic Plan and the approved Strategic Mandate Agreement (SMA).
- Consideration of the changes in regard to the previous cyclical program review, where appropriate
- Details of existing and new resources (human, physical and budgetary) required to modify the program.
- Proposed program requirements if the curriculum will change along with this modification
- An indication of how the change aligns with the relevant program objectives and program-level learning outcome(s); or changes to the objectives and learning outcomes
- Details of the appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- An assessment of how students will be impacted as well as a statement as to how the modification will improve the student experience
- Evidence of consultation with all affected academic units; consultation will include input from current students and recent graduates
- Evidence that the Dean has been consulted.

#### **4.6 Annual Reporting**

The Registrar's Office will maintain a list of major modifications approved by Senate that will be reported by the Office of the Provost in the Annual Report to the Quality Council. The Annual Report will reflect the period from July to June and will include a summary of major program modifications, including program closures approved through the internal approval process. Note that major modifications are not normally subject to the institution's Cyclical Audit.

#### **4.7 Other Program Changes**

Changes to an existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); undergraduate certificate(s); and laddering, stacking or similar options, or comparable elements that do not rise to the level of a Major Modification will follow an internal approval process as follows:

- Academic Unit
- ARCC (for undergraduate studies) or GSC (for graduate studies)
- Faculty Executive
- ACC (for undergraduate studies)
- Senate

## **Section 5 – Audit Protocol**

### **5.1 Prelude**

Cyclical Audit provides the necessary accountability to post-secondary education's principal stakeholders, students, government, employers, and the public, by assessing the degree to which a university's internally defined quality assurance processes, procedures, and practices align with and satisfy the internationally agreed upon standards, as set out in the Quality Assurance Framework.

The University will be subject to a Cyclical Audit at least once every eight years. The scope of this protocol will include an evaluation of past and current practices; review of institutional changes made in policy, procedures, and practices in response to recommendations from the previous audit; confirmation that university's practices comply with its ratified IQAP; and review of the university's approach to continuous improvement.

Specifically, the Audit will:

- Evaluate past and current practices
- Review institutional changes made in policy, procedures and practices in response to the recommendations from the previous audit
- Confirm that university's practices comply with its IQAP as ratified by the Quality Council and note any misalignments of its IQAP with the QAF
- Review the university's approach to continuous improvement.

### **5.2 Outcomes of Audit Report**

The Audit Report describes the extent to which the institution is compliant with its quality assurance policies and achieves best practice. Based on the findings in its Report, the Audit Committee will make recommendations about future oversight by Quality Council and/or one or more of its Committees, and may include any of the following:

- Direct specific attention of issue(s) to auditors in the subsequent audit
- Schedule a larger selection of programs for the university's next audit
- Require a Focused Audit. A Focused Audit may be required in cases where at least one Cause for Concern has been identified. The Audit will focus on specific areas of concern and follow similar steps to the Cyclical Audit. A Focused Audit does not replace the Cyclical Audit.
- Adjust the degree of oversight and any associated requirements for more or less oversight.

### **5.3 Key Elements and Process for Cyclical Audit**

#### **a) Pre-Audit Orientation Briefing**

The University will participate in a pre-audit orientation/briefing with the Quality Council Secretariat and an Audit Team member approximately one year prior to the scheduled Cyclical Audit. The purpose of this briefing will be to outline the expectations of the cyclical audit.

#### **b) Selection of Sample Programs for Audit**

The Audit Team will select a sample of programs for audit that represent the New Program Approval Protocol and the Cyclical Program Review Protocol as described in the Quality Assurance Framework. New programs approved and existing programs that have undergone cyclical review since the previous Cyclical Audit will be eligible for selection in the University's next Cyclical Audit. The audit process cannot reverse the approval of a program to commence.

A small sample of new programs or cyclical program reviews in progress may be selected, and in these cases,



documentation will not be required. In these cases, auditors will meet with program representatives to gain a better understanding of current quality assurance practices in the institution.

Programs created or modified through the Protocols for Expedited Approvals and Major Modifications are not normally subject to the institution's Cyclical Audit.

**c) Institutional Self-Study**

The university will prepare a self-study that presents and assesses its quality assurance processes, including challenges and opportunities, within its own institutional context. The self-study will include the process undertaken to prepare the self-study, flag any issues from the previous audit, and most importantly, reflect on current policies and practices that demonstrate the university's focus on continuous improvement. The self-study will be submitted to the Quality Assurance Secretariat in advance of the desk audit and will form the foundation of the Cyclical Audit.

**d) Process and Documentation**

In its preparation, the Provost, Deans, and relevant committees will be consulted and requested to provide input. The Office of the Provost will be responsible for the preparation of the self-study and for submission of Audit documentation to the Quality Council Secretariat, including:

- Relevant documents and other information related to the programs selected for audit, as requested by the Audit Team
- Record of any revisions of the university's IQAP, as ratified by the Quality Council
- Annual Report of any minor revisions of the University's IQAP that did not require Quality Council re-ratification.

**e) Desk Audit and Site Visit**

The Audit Team will review documentation prior to a two-to-three-day site visit. During the site visit, the Audit Team will meet with the university's senior academic leadership, quality assurance staff, and representatives from programs selected for audit. The purpose of the visit will be to gain a sufficiently complete and accurate understanding of the university's application of its IQAP, and to specifically address any information gaps that may arise during the desk audit and to assess the degree to which the institutions' quality assurance practices contribute to continuous improvement of its programs.

**f) Audit Report and Summary**

The Audit Report includes an assessment of the overall performance of the university and includes recommendations to the Quality Council, based on their assessment. The Audit Report will focus on compliancy with the University's IQAP; misalignment of the IQAP with the Quality Assurance Framework; identifying and recording notable effective policies or practices; and the university's approach to ensuring continuous improvement in quality assurance through the implementation of the outcomes of cyclical program reviews and the monitoring of new programs. The Report will include findings in the form of:

- Recommendations that will require an institutional response
- Causes for Concern that are potential structural and /or systemic weaknesses
- Suggestions to strengthen quality assurance practices

**g) Focused Audit**

When an Audit Report identifies at least one Cause for Concern, the University will participate in a Focused Audit as recommend by the Audit Committee. This Audit will require closer scrutiny and further support to address the specific area(s) of concern.

**h) Follow-up Response by University and Auditors' Report on the University's Response**

- Follow-up. The University may be required to respond to the Audit Report, within the recommended timeframe for submission, by detailing the steps taken to address the recommendation and/or any Causes for Concern.
- Associated Auditors' Report. The Audit Team will report on the institution's sufficiency of response. Once satisfied, the Audit Committee will submit a recommendation to the Quality Council to accept the university's follow-up response and associated auditors' report.

#### **5.4 Publication of Documentation**

The following documentation will be publicly posted to the University's website, absent any confidential information:

- Audit Report (excluding addendum)
- Follow-Up Response Report (to Audit Report)
- Auditors' Response Report
- Focused Audit Report

## Appendix A

### Evaluation Criteria for Cyclical Program Review

Existing undergraduate and graduate programs will be evaluated against the following criteria as set out in the Quality Assurance Framework (5.1.3.1)

#### 1. Objectives

- a) Consistency of the program's objectives with the institution's mission and academic plans.

#### 2. Program Requirements

- a) Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes.
- b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's own undergraduate or graduate Degree Level Expectations
- c) Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- d) Ways in which the curriculum addresses the current state of the discipline or area of study

#### 3. Program Requirements for Graduate Programs Only

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

#### 4. Assessment of Teaching and Assessment

- a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning objectives and degree level expectations.
- b) Appropriateness and effectiveness of the plans to monitor and assess:
  - i. The overall quality of the program
  - ii. Whether the program continues to achieve in practice its objectives
  - iii. Whether its students are achieving the program-level learning outcomes
  - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

#### 5. Admission Requirements

- a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes
- b) Sufficient explanation of alternative requirements, if applicable, for admission into graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience

#### 6. Resources

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

- a) Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment
- b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience
- c) If required, provision of supervision of experiential learning opportunities
- d) Adequacy of the administrative unit's utilization of existing human, physical and financial resources
- e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities

produced by students, including library support, information technology support, and laboratory access.

#### **7. Resources for Graduate Programs Only**

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

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

#### **8. Quality and Other Indicators**

- a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
- b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience
- c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

## **Appendix B**

### **Evaluation Criteria for New Program Approvals**

New undergraduate and graduate programs will be evaluated against the following criteria as set out in the Quality Assurance Framework (2.1.2)

#### **1. Program Objectives**

- a) Clarity of the program's objectives
- b) Appropriateness of degree nomenclature given the program's objectives
- c) Consistency of the program's objectives with the institution's mission and academic plans

#### **2. Program Requirements**

- a) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes
- b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations
- c) Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- d) Ways in which the curriculum addresses the current state of the discipline or area of study

#### **3. Program Requirements for Graduate Programs Only**

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

#### **4. Assessment of Teaching and Learning**

- a) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations
- b) Appropriateness of the plans to monitor and assess:
  - i. The overall quality of the program
  - ii. Whether the program is achieving in practice its proposed objectives
  - iii. Whether its students are achieving the program-level learning outcomes
  - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

#### **5. Admission Requirements**

- a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes
- b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience

#### **6. Resources**

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

- a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment
- b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience

- c) If required, provision of supervision of experiential learning opportunities
- d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources including implications for the impact on other existing programs at the university
- e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access
- f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation

#### **7. Resources for Graduate Programs Only**

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

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

#### **8. Quality and Other Indicators**

- a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
- b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience

## Appendix C

### Undergraduate Degree Level Expectations (UDLEs)

Formulated by the Ontario Council of Academic Vice Presidents (OCAV) and affirmed by Nipissing University Senate February 15, 2011

Expectations	General Bachelor's Degree	Honours Bachelor's Degree
	This degree is awarded to students who have demonstrated the following	This degree is awarded to students who have demonstrated the following
1. Depth and Breadth of Knowledge	<p>a) a general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline;</p> <p>b) a broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) an ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline;</p> <p>d) some detailed knowledge in an area of the discipline;</p> <p>e) critical thinking and analytical skills inside and outside the discipline; and</p> <p>f) the ability to apply learning from one or more areas outside the discipline.</p>	<p>a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;</p> <p>b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) a developed ability to: gather, review, evaluate and interpret information; and compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</p> <p>d) a developed, detailed knowledge of and experience in research in an area of the discipline;</p> <p>e) developed critical thinking and analytical skills inside and outside the discipline; and</p> <p>f) the ability to apply learning from one or more areas outside the discipline.</p>
2. Knowledge of Methodologies	<p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</li> <li>• devise and sustain arguments or solve problems using these methods.</li> </ul>	<p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li> <li>• devise and sustain arguments or solve problems using these methods; and</li> <li>• describe and comment upon particular aspects of current research or equivalent advanced scholarship.</li> </ul>
3. Application of Knowledge	<p>a) the ability to review, present, and interpret quantitative and qualitative information to:</p> <ul style="list-style-type: none"> <li>• develop lines of argument; and</li> <li>• make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</li> </ul>	<p>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> <li>• develop lines of argument;</li> <li>• make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</li> </ul>

<b>Expectations</b>	<b>General Bachelor's Degree</b> This degree is awarded to students who have demonstrated the following	<b>Honours Bachelor's Degree</b> This degree is awarded to students who have demonstrated the following
	b) the ability to use a basic range of established techniques to: <ul style="list-style-type: none"> <li>• analyze information;</li> <li>• evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; and</li> <li>• propose solutions; and</li> </ul> c) the ability to make use of scholarly reviews and primary sources.	<ul style="list-style-type: none"> <li>• apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and</li> <li>• where appropriate use this knowledge in the creative process;</li> </ul> b) the ability to use a range of established techniques to: <ul style="list-style-type: none"> <li>• initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</li> <li>• propose solutions;</li> <li>• frame appropriate questions for the purpose of solving a problem;</li> <li>• solve a problem or create a new work; and</li> </ul> c) the ability to make critical use of scholarly reviews and primary sources.
4. Communication Skills	... the ability to communicate accurately and reliably, orally and in writing to a range of audiences.	... the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	... an understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	... an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and Professional Capacity	a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> <li>• the exercise of personal responsibility and decision-making; and</li> <li>• working effectively with others;</li> </ul> b) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.	a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> <li>• the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>• working effectively with others; decision-making in complex contexts;</li> </ul> b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.



## Appendix D

### Graduate Degree Level Expectations (GDLEs)

Formulated by the Ontario Council of Academic Vice Presidents (OCAV) and affirmed by Nipissing University Senate February 15, 2011

Expectations	Master's Degree	Doctoral Degree
	This degree is awarded to students who have demonstrated the following	This degree is awarded to students who have demonstrated the following
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
2. Research and Scholarship	<p>A conceptual understanding and methodological competence that</p> <ul style="list-style-type: none"> <li>• Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>• Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>• Enables a treatment of complex issues and judgments based on established principles and techniques; and,</li> </ul> <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> <li>• The development and support of a sustained argument in written form; or</li> <li>• Originality in the application of knowledge.</li> </ul>	<p>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	<p>The capacity to:</p> <ul style="list-style-type: none"> <li>• Undertake pure and/or applied research at an advanced level; and</li> <li>• Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>
4. Professional Capacity/ Autonomy	<p>a) The qualities and transferable skills necessary for employment requiring</p> <ul style="list-style-type: none"> <li>• The exercise of initiative and of personal responsibility and accountability;</li> <li>• Decision-making in complex situations; and</li> </ul> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behavior consistent with</p>	<p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p> <p>c) The ethical behavior consistent with</p>

<b>Expectations</b>	<b>Master's Degree</b> This degree is awarded to students who have demonstrated the following	<b>Doctoral Degree</b> This degree is awarded to students who have demonstrated the following
	academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

## APPENDIX E

### Definitions

**Academic Curriculum Committee (ACC):** ACC is a committee of Senate, which engages in on-going review and oversight of all matters related to undergraduate studies, (including degree and program requirements), to the criteria and policies with respect to admission of all students to the University and the transfer of credits from other educational institutions and to makes recommendations to Senate as necessary and appropriate.

**Academic Support Unit:** An academic support unit is a unit whose primary mission is to support the teaching, learning and/or research interests of students and faculty. Academic support units include, but are not limited to, the Office of the Registrar, Library Services, Student Development and Services, University Technology Services and the Office of Indigenous Initiatives.

**Academic Unit:** The Department/School where the program is housed.

**Academic Quality Assurance and Planning Committee (AQAPC):** AQAPC is a committee of Senate, which is responsible for long-range academic planning, including quality assurance, in accordance with the overall academic objectives of the University, and for making recommendations to Senate as necessary and appropriate.

### **Academic Services**

Those services integral to a student's ability to achieve the program-level learning outcomes. Such services would typically include, but are not limited to, academic advising and counselling appropriate to the program; information technology, library and laboratory resources directed towards the programs; and internship, cooperative education and practicum placement services, where these experiential components are a required part of a program.

**Arm's Length External Peer Reviewer:** An arm's length peer reviewer is an external disciplinary expert who has not been a supervisor, collaborator, departmental colleague (past or present) or co-author of faculty members in the previous six years, and who does not have personal connections with members of the academic unit.

### **Degree**

An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with OCAV's Degree Level Expectations and the university's own expression of those Expectations and achievement of the degree's associated learning outcomes.

### **Degree Level Expectations**

Academic standards that identify the knowledge and skill outcome competencies and reflect progressive levels of intellectual and creative development, as established by OCAV. The Degree Level Expectations (as detailed in the Appendices) are the Quality Assurance Framework's link to the [Ontario Qualifications Framework \(OQF\)](#). Degree Level Expectations may be expressed in subject-specific or in generic terms. Graduates at specified degree levels (e.g., BA, MSc) are expected to demonstrate these competencies. Each university has undertaken to adapt and describe the degree level expectations that will apply within its own institutions. Likewise, academic units will describe their university's expectations in terms appropriate to their academic programs.

### **Degree Program**

The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements for each particular degree.

### **Desk Audit**

The process associated with the Audit Team's auditing of documents that have been submitted for a university's audit, as required as a preliminary step of the Cyclical Audit. A desk audit is one part of the process to determine

an institution's compliance with its own IQAP and/or the Quality Assurance Framework.

### **Desk Review**

A review of a New Program Proposal or Self-Study conducted by external reviewers that is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Such a review may, with the agreement of both the external reviewers and the Provost, replace the external reviewers' in-person or virtual site visit in the New Program Approval process and Cyclical Program Review process for certain undergraduate and master's program reviews.

### **Diploma Program**

The complete set and sequence of courses, combinations of courses and/or other units of study prescribed by a university for the fulfillment of the requirements for each particular for-credit or not-for-credit undergraduate and graduate diploma. Not-for-credit and for-credit undergraduate or post-graduate diploma programs are not subject to approval or audit by the Quality Council. The Quality Council recognizes three types of Graduate Diplomas, with specific appraisal conditions applying to each. In each case, when proposing a new graduate diploma, a university may request an Expedited Approval process. All such programs, once approved, will be subject to the normal cycle of program reviews, typically in conjunction with the related degree program.

- **Type 1** – Awarded when a candidate admitted to a master's program leaves the program after completing a prescribed proportion of the requirements.
- **Type 2** – Offered in conjunction with a master's or doctoral degree, admission to which requires that the candidate be already admitted to the master's or doctoral program. This represents an additional, usually interdisciplinary, qualification.
- **Type 3** – A stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree and designed to meet the needs of a particular clientele or market.

### **Expedited Approval**

Generally, approvals are granted in a shorter time span with less required documentation. The Expedited Protocol requires submission to Quality Council of the proposed program change/new program and the rationale for it. This process does not require the use of external reviewers.

### **Field**

In graduate programs, an area of specialization or concentration that is related to the demonstrable and collective strengths of the program's faculty and to a new or existing program. Universities are not required to declare fields at either the master's or doctoral level.

### **Focused Audit**

A close examination of a specific aspect of an institution's quality assurance processes and practices that have not met the standards/requirements set out by the Quality Council in the QAF or in the institution's IQAP. A Focused Audit does not replace a Cyclical Audit.

### **Graduate Level Course**

A course offered by a graduate program and taught by institutionally approved graduate faculty, where the learning outcomes are aligned with the Graduate Degree Level Expectations and most students are registered as graduate students.

### **Inter-Institutional Program Categories**

For the following categories, the Protocol for New Program Approvals or the Protocol for Major Modifications will be used, as appropriate, and Quality Council's Cyclical Program Review Processes will apply to all elements

of those programs as offered by all partner institutions involved.

- **Conjoint Degree Program** – A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university that is approved by the University’s Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.
- **Dual Credential/Degree Program** – A program of study offered by two or more universities or by a university and a college or institute, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.
- **Joint Degree Program** – A program of study offered by two or more universities or by a university and a college or institute in which successful completion of the requirements is confirmed by a single degree document.

### **Major Modification**

A ‘significant change’ in the program requirements, intended learning outcomes and/or human and other resources associated with a degree program or program of specialization as defined by the university. Major modifications typically include, but are not limited to, one or more of the following:

- Requirements that differ significantly from those existing at the time of the previous cyclical program review;
- Significant changes to the program-level learning outcomes that do not, however, meet the threshold of a new program;
- Significant changes to the program’s delivery, including to the program’s faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus and/or online / hybrid delivery – see below);
- Change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or
- Addition of a single new field to an existing graduate program. Note that universities are not required to declare fields for either master’s or doctoral programs. Note also that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol.

### **Microcredentials**

A designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a microcredential do not require reference to the Quality Council unless they are part of a New Program.

### **Mode of Delivery**

The means or medium used in delivering a program (e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery).

### **New Program**

Any degree credential or degree program (within an existing degree credential), currently approved by Senate or equivalent governing body that has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists). For the purposes of the Quality Assurance Framework, a ‘new program’ is brand-new; the program has

substantially different program objectives, program requirements and program-level learning outcomes from those of any existing approved programs offered by the institution.

### **Options, Minor, Specialization, and Streams**

An identified set and sequence of courses and/or other units of study, as well as research and practice within an area of disciplinary or interdisciplinary study that are completed on an optional basis in partial fulfillment of the requirements for the awarding of a degree, and that may be recorded on the graduate's academic record. While requiring recognition in the IQAP, proposals for their introduction or modification do not require reference to the Quality Council unless they are part of a New Program.

### **Professional Master's Program**

Typically, a professional master's degree is a terminal degree that does not lead to entry into a doctoral program. Such programs are designed to help students to prepare for a career in specific fields such as occupational therapy, physical therapy, finance or business among others. A professional master's degree often puts a great deal of focus on real-world application, with many requiring students to complete internships or projects in their field of study before graduation. In contrast, a research master's degree provides experience in research and scholarship and may be either the final degree or a step toward entry into a doctoral program.

### **Program**

For purposes of this policy, 'Program' will refer to all undergraduate and graduate degree programs, as well as for-credit graduate diploma programs.

### **Program-Level Student Learning Outcomes**

Clear and concise statements that describe what successful students should have achieved and the knowledge, skills and abilities that they should have acquired by the end of the program, however an institution defines 'program' in its IQAP. Program-level student learning outcomes emphasize the application and integration of knowledge – both in the context of the program and more broadly – rather than coverage of material; make explicit the expectations for student success; are measurable and thus form the criteria for assessment/evaluation; and are written in greater detail than program objectives. Clear and concise program-level learning outcomes also help to create shared expectations between students and instructors.

### **Program Objectives**

Clear and concise statements that describe the goals of the program, however an institution defines 'program' in its IQAP. Program objectives explain the potential applications of the knowledge and skills acquired in the program; seek to help students connect learning across various contexts; situate the program in the context of the discipline as a whole; and are often broader in scope than the program-level learning outcomes that they help to generate.

### **Program of Specialization** (e.g., a Major, Honours Program, Concentration)

An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, completed in full or partial fulfillment of the requirements for the awarding of a degree and is recorded on the graduate's academic record.

- A program constitutes complete fulfillment of the requirements for the awarding of a degree when the program and degree program are one and the same.
- A program constitutes 'partial' fulfillment of the requirements for the awarding of a degree when the program is a subset of the degree program. Typically, a bachelor's degree requires the completion of a program of specialization, often referred to as a major, an honours program, a concentration or similar designation.

### **Quality Council**

The Ontario Universities Council on Quality Assurance (the Quality Council) is an arm's length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs. The Quality Council is

responsible for the approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle. The NU-IQAP will be ratified by the Quality Council.

### **Undergraduate Certificate**

A short form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates are comprised of undergraduate level academic content at least 15 credits. While requiring recognition in the IQAP, proposals for the introduction or modification to an undergraduate certificate do not require reference to the Quality Council unless they are part of a New Program.

### **Virtual Site Visit**

The practice of conducting all required elements of the external reviewers' site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty and other stakeholders. It may also include remote attendance at performances or events, and virtual facility tours. A virtual site visit may replace an in-person site visit for certain undergraduate and master's program, with agreement from both the external reviewers and the Provost.

## Nipissing University

### Report of the By-laws and Elections Committee

May 25, 2023

There was a meeting of the By-laws and Elections Committee on May 25, 2023 at 10:00 a.m. in person in F307 and via Teams conference.

Present: T. Sibbald, C. Richardson, D. Hay, T. Horton, M. Saari, R. McEntee

Recording Secretary: S. Landriault

Moved by T. Horton, seconded by M. Saari that the agenda of the May 25, 2023 By-laws and Elections Committee meeting be approved.

CARRIED

Moved by T. Horton, seconded by C. Richardson that the Report of the March 9, 2023 By-laws and Elections Committee meeting be accepted with a revision.

CARRIED

#### Business Arising from the Report

In follow up to the last By-laws and Elections Committee meeting, the PVPAR informed that she had been in contact with the Executive Director of Library Services who will consult with the Librarians to determine interest in the Senate Standing Committees that may relate best. Further information will be provided at the next meeting.

A follow up discussion took place regarding Senate membership and whether terms should be included in the agenda of every Senate meeting. It was noted that Senate membership is listed on the Senate website and that the term of each member as well as the committees they serve on will be added to the website.

Membership of the Research Committee in consideration of members that hold Tri-Council and NSERC Grants was discussed further. The PVPAR reported that meetings have been held and that the current membership as outlined in the Senate By-laws was working well.

The Chair advised that the changes to the Senate By-laws that have already been worked on will be included with track changes in an upcoming Senate agenda.

The following motion, forwarded by the Research Committee was discussed.

Motion: That the Research Committee recommend to the Senate By-laws Committee to encourage equitable representation on committees in its discussions of committee composition.

It was noted that populating committees can be a challenging balance and that it may be difficult to write this into the By-laws. It should also be taken into consideration that faculty members could be overworked serving on committees, and that some may be working towards tenure. It was suggested that there should be some way of evaluating a broad representation, and that a statement that equity is encouraged could be included in the By-laws. It was noted that the EDI audit is in the RFI process. This matter will be discussed further at future meetings.

Members agreed that the shared Teams drive works well to facilitate meetings and share edits to the By-laws document but does not work well when editing the document collectively as the formatting, bullets, and pages are renumbered. It was suggested that work on the language be edited collectively, and the formatting can be done by the Chair or the Senate Secretary.

In follow up to a discussion at the May 4, 2023 Senate Executive Committee, and the May 12, 2023 Senate meeting regarding guests that wish to speak or present at Senate meetings being approved by the Senate Executive Committee or at the discretion of the Senate Speaker prior to the Senate meeting, it was noted that it can be difficult for the Speaker to determine if Senate is the appropriate place for the discussion. It was noted that Senate has become the destination for concerns to be addressed as there are no other outlets to be heard and acknowledged. Members agreed that By-laws Article 6.6, openness of meetings and the right of non-members to be heard addresses this situation.



The acceptance of Senate Standing Committee reports and whether our By-laws should accept reports automatically was discussed. It was noted that work that the committee has done can't be changed. Members agreed that By-laws Articles 7.0(b) and 8.4(c) addresses this situation.

Senate By-laws Article 4.3(c) that nominations shall be submitted in writing to the Dean, signed by the nominee and two eligible voters, not later than 28 February each year, was discussed. Members agreed that requiring a nominee and two voters seemed overly burdensome, and it was proposed that the language be changed to read signed by the nominator who is an eligible voter. It was suggested that the process could be streamlined further by allowing self-nominations, but members agreed that having a nominator and a nominee provides communication which is pivotal with a representative Senate.

#### 4.3 Annual Election Procedures for Representatives Allocated to Each Faculty

- (c) Nominations shall be submitted in writing to the Dean, signed by the ~~nominee and two~~ **nominator who is an** eligible voters, not later than 28 February each year.

Moved by T. Horton, seconded by T. Sibbald, that the amendment of Senate By-laws Article 4.3(c) as listed above in bold and strikethrough, be accepted and forwarded to the Senate Executive Committee for inclusion in the Senate Agenda as a Notice of Motion.

CARRIED

Respectfully submitted,  
*Original signed by:*

Dr. Tim Sibbald  
Chair  
By-Laws and Elections Committee

MOTION 1: That Senate receive the Report of the By-Laws and Elections Committee dated May 25, 2023.

## Nipissing University

### Annual Report of the Graduate Studies Committee

May 1, 2023

During the academic year 2022-2023, there were five meetings of the Graduate Studies Committee (GSC) prior to being reinstated as a committee of Senate, and one following. The meetings were held on September 28, October 26, November 30, December 19, January 25, and March 29. GSC will also meet in June for a full-day retreat, and again in August to prepare for the 2023-2024 academic year.

Attendance for the Graduate Studies Committee was as follows:

<b>Membership</b>	<b>Attendance</b>
Barbi Law, Chair	6
Hilary Earl	5
Steve Hansen	6
Blaine Hatt	5
April James	6
Alexandre Karassev	6
Trevor Smith	6
<i>Non-voting members prior to March 29 meeting:</i>	
Nancy Black	4
Debra lafrate	2
Douglas Gosse	4
Dan Walters	2
Chantal Phillips (Graduate student rep; new member as of March 29)	0
Heather Brown (Guest)	3
Amber McCarthy (Guest)	5
Christine Lalonde (Guest)	6
Corri Daniels (Guest)	4
Carrie Duchesne (Guest)	1
Laura Solano-Moya (Guest)	1
Stephen Tedesco (Guest)	1

**The following topics were discussed during this year:**

- Thesis and MRP Templates
- Graduate Seminar and Integrated course offerings
- International Graduate Student Supports
- Graduate Studies as a Senate Committee

- Visiting Graduate Student Policy
- Defence formats (in-person, online, hybrid)
- Graduate Teaching Assistant Reporting Processes
- Admissions Cycle Dates, Processes, and Deadlines
- GPA assessment for graduate admissions
- Graduate Studies Funding Model
- Graduate program membership criteria
- Undergraduate course credits counting toward graduate degree requirements
- Enrollment in graduate programs

**The following motions were approved during this year:**

- Adoption of the templates for theses and dissertations.
- Approval of the Graduate Studies admissions cycle dates and funding model for 2023-2024.
- Approval of the revised Ontario Graduate Scholarship funding model to allocate one award to a student who self-identifies as BIPOC.
- Recommend creation of a new graduate course in Environmental Science, titled “Biogeochemistry of the Anthropocene.”
- Approval to unbank ENST 5346 Integrated Watershed Management.
- Recommend that the Teaching Hub be a preferred location for thesis defences.

**Summary of Outcomes:**

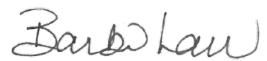
- The following working groups continued progress on development of graduate courses and student resources: Graduate Seminar Course, Thesis Template.
- Updated funding model, admission dates, and OGS allocation for 2023-2024.
- Adoption of templates for chapter-based and publication-based theses and dissertations.
- Graduate student orientation, graduate studies information, and GTA training sessions.

**Pending Items:**

- Summer GSC Retreat
- MRP and arts-based thesis templates
- GTA/GRA assignment process
- Graduate Student Orientation

The Chair acknowledges and thanks the Graduate Studies Committee for their diligence and commitment. The Chair also acknowledges the contributions of coordinators and graduate faculty members to the associated working groups and graduate awards review committee.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Barbi Law".

Barbi Law, PhD  
Dean, Graduate Studies and Research (Interim)

Motion 1: That Senate receive the 2022-2023 Annual Report of the Graduate Studies Committee, dated May 1<sup>st</sup>, 2023.

NIPISSING UNIVERSITY

ANNUAL REPORT OF THE HONORARY DEGREES COMMITTEE

April 12, 2023

<b>Members</b>	<b>Attendance/Participation</b>
K. Wamsley (Chair)	1
C. Richardson (Vice-Chair)	1
M. Berube	1
P. Zou	1
S. O'Hagan	1
P. Radia	0
R. McEntee	1
* J. Bramburger	0
M. Horsfield (Recording Secretary)	1

\* The representative from the Nipissing University Alumni Advisory Board was appointed in April 2023.

There was one meeting held of the Honorary Degrees Committee. The meeting was held on Wednesday, February 1, 2023 in the President's Boardroom (F313). The Honorary Degrees Committee considered candidates for honorary degree designation for Convocation 2023 and beyond.

As per past practice, an e-mail was sent out to the university community in the Fall of 2022 to solicit names of potential candidates to add to the master list.

The Committee cleaned up the list of pre-approved candidates as several had been on the list for close to ten years and we do not have their updated contact information. Nine additional names were received from the solicitation and the committee agreed to forward eight of these suggestions to Senate for approval. The list of approved names from which the Committee has to work currently stands at 34. This includes the names designated for June 2023.

There was one nomination received for Professor Emeritus.

Respectfully submitted,



Kevin Wamsley, Chair  
Honorary Degrees Committee

MOTION #1: That Senate Executive receive the Annual Report of the Honorary Degrees Subcommittee dated April 12, 2023.

NIPISSING UNIVERSITY  
ANNUAL REPORT OF THE JOINT COMMITTEE OF THE BOARD AND SENATE ON  
GOVERNANCE

April 24, 2023

<b>Members</b>	<b>Attendance</b>
K. Wamsley	1
M. Berube	0
J. D'Agostino	1
B. Ray	1
R. McEntee	1
A. Armenakyan	1
S. Srigley	1
S. Winter	1

The Joint Committee of the Board and Senate on Governance met on January 24, 2023. The Committee reviewed the Terms of Reference with one question raised around the appointment process of faculty members to the Joint Committee of the Board and Senate on Governance. Faculty appointments to committees are currently under review by the Senate By-laws Committee. A brief overview of the history of the Joint Committee was provided, which included the successful implementation of annual Joint Orientation sessions for Board Members and Senators. Following a discussion on Academic Bullying Policy at Senate, President Wamsley shared that there are Human Resources policies in place that address Academic Bullying and that those policies will be shared at the next Senate meeting.

The Joint Committee will meet again, as per the Terms of Reference, next academic year.

Respectfully submitted,

Maggie Horsfield, Recording Secretary  
Joint Committee of the Board and Senate on Governance

Motion 1: That the Annual Report of the Joint Committee of the Board and Senate on Governance dated April 24, 2023, be received by Senate.

## **Nipissing University**

Annual Report of the Senate Research Committee

May 1, 2023

During the 2022-2023 academic year, there were five meetings of the Senate Research Committee. The meetings were held on November 10<sup>th</sup>, December 6<sup>th</sup>, February 10<sup>th</sup>, March 24<sup>th</sup>, and April 20<sup>th</sup>. Quorum was not met for the planned September meeting.

Attendance for the Senate Research Committee was as follows:

<b>Membership</b>	<b>Attendance</b>
Barbi Law, Chair	5
Jonathan Muterera, Vice-Chair	3
Anahita Baregheh	4
Nancy Black	5
Carole Richardson	2
Matti Saari	5
David Zarifa	4
Montana Taylor (NUSU rep)	2
Harikesh Panchal (NUSU rep, as of March, 2023)	2
Chantal Phillips (Graduate student rep)	2
Amber McCarthy (guest)	5
Kristen Koester (guest)	5
Corri Daniels (guest)	5

### **The following topics were discussed during this year:**

- Intellectual Property Policy
- Commercialization Policy
- Undergraduate Research Conference 2023
- Awards Management Plans for: CFI-JELF, SSHRC Institutional Grants, Undergraduate Student Research Awards (USRAs)
- Research Data Management
- SIG Competition and Awards
- The Awards in Support of Scholarly, Research and Creative Activities
- Terms of SRC membership in the Senate By-Laws
- Policy on Centres and Institutes
- Moratorium on reviewing new applications for Centres and Institutes

**The following motions were approved during this year:**

- Approval of the Commercial Policy
- Approval of the recommendations from the Awards in Support of Scholarly, Research and Creative Activities Review Committee (in camera)
- Approval of the recommendations from the SIG Review Committee for the Fall competition (in camera)
- Approval of the recommendations from the SIG Review Committee for the Winter competition (in camera)
- Extension of the moratorium on reviewing new applications for Centres and Institutes until January 2024
- Recommendation to the Senate By-Laws Committee to encourage equitable representation in its discussions of committee composition

**Summary of Outcomes:**

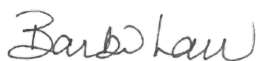
- The following award review committees were populated for 2022-2023: The Awards in Support of Scholarly, Research, and Creative Activities, NSERC, USRA, and SIG.
- The following working groups were formed to support policy and strategy development: Commercialization, and Research Data Management.
- Research Month 2023 activities: NU360, 16<sup>th</sup> annual Undergraduate Research Conference, 3MT, and various workshops and mentorship sessions.

**Pending Items for 2023-2024:**

- Institutional Research Data Management Strategy
- Policy Renewal: Intellectual Property, Centres & Institutes

The Chair acknowledges and thanks the Senate Research Committee for their diligence, and commitment. The Chair also acknowledges the contributions of the associated review committees, organizing committees, and working groups, and thanks members for their engagement and diligence.

Respectfully Submitted,



Barbi Law, PhD  
Dean, Graduate Studies and Research (Interim)

Motion 1: That Senate receive the 2022-2023 Annual Report of the Senate Research Committee, dated May 1<sup>st</sup>, 2023.



# NIPISSING UNIVERSITY

## REPORT OF THE TEACHING AND LEARNING COMMITTEE

May 30, 2023

The following members participated:

Attendance: Graydon Raymer  
Nancy Black  
Pat Maher  
Rob Breton  
Sal Renshaw  
Harikesh Panchal  
Lorrie Tunney Maxwell (recording secretary)

Regrets: Rick Vanderlee  
Samuel Greco  
Sandra Goldsworthy

The Teaching and Learning Committee (TLC) met on May 30. The Dean of Teaching began the meeting with an update on Teaching Hub news and events, including:

- Congratulation to 3M National Teaching Fellowship winner Laura Killam (Nursing), and the 3M National Student Fellowship winner Sarah Pecoskie-Schweir.
- The team in the Teaching Hub and in UTS continue the work on the transition to Blackboard Ultra, and the implementation of the new Student Course Experience Survey using the Explorance Blue software.
- Work is ongoing on developing new micro-credentials, including some with the Outward-Bound Canada Training Academy, and the launch of Cindy Peltier's Indigenous Health and Wellbeing micro-credential.
- The Annual Nipissing Conference on Teaching (name to be confirmed) is tentatively being planned for August 29 and 30, with details to be released as they are confirmed.

The majority of the meeting was focussed on the draft information documents relating to Generative AI use by students and instructors. The committee discussed the documents and offered suggestions to clarify or strength a number of sections. After some revisions, it was decided that the documents would be circulated once more to the committee for review and finally for electronic approval.

Lastly, the TLC took time at the end of the meeting to discuss how Nipissing celebrates and recognizes award winners, and whether there are opportunities for improvement. The TLC also discussed whether it might offer recommendations for revising or improving the criteria for the Chancellor's Award for Excellence in Teaching, but it was ultimately decided that this is a matter that the new Provost and Vice-President, Academic, should provide direction on.

The following motion (held by electronic vote) was moved by Graydon Raymer, seconded by Nancy Black, and approved unanimously by the TLC:

Moved by Graydon Raymer, seconded by Nancy Black, that the Teaching and Learning Committee recommends that Senate approves the Generative AI for Instructors and Generative AI for Students documents.

CARRIED

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Graymer", with a long horizontal flourish extending to the right.

G. Raymer  
Teaching and Learning Committee

MOTION 1: That Senate receives the Report of the Teaching and Learning Committee dated May 30, 2023.

MOTION 2: The Teaching and Learning Committee Recommends that Senate approve the Generative AI for Instructors and Generative AI for Students documents.

# Generative AI in Teaching and Learning: Information for Instructors

## What is Generative AI?

Generative Artificial Intelligence (AI) is a form of AI that uses algorithms to identify patterns and structures within existing data to generate, in response to a prompt or question, new and original data. A few of the current and popular examples of generative AI tools include::

- ChatGPT, Google Bard, Microsoft Bing Chat, Jasper.ai, Claude, ChatSonic, and Perplexity. These are based in the field of Natural Language Processing and use an understanding of the structure, grammar, and meaning of words to “understand and comprehend” language. These Natural Language Processing tools generate human-like language in response to questions or prompts.
- DALL-E, Imagen, Dream, Craiyon, Midjourney, and others use Language and Image-based Processing algorithms to generate images based on text-based prompts.
- MuseNet, MusicLM, etc, generate music from text and other inputs.

New AI applications are emerging rapidly which can create original text, images, music, mathematical computations, computer code, etc, with increasing capability and sophistication. Generative AI technologies have become disruptive in teaching and learning, especially in terms of assessment and evaluation. **That said, a general prohibition on the use of AI technologies in university teaching and learning is not recommended as their use in some fields and employment sectors is already widespread, and students (and instructors) may need to learn how and when to use them appropriately and ethically.**

## Can students use Generative AI?

It depends on you and your course. Currently, the University does not restrict the use of AI tools such as ChatGPT for teaching and learning. However, individual instructors may choose to prohibit or restrict the use of these tools for the courses they are teaching.

**If you choose to allow AI technologies in all or some part of your course...**

Then you should clearly identify (at a minimum, on your syllabus) how students are allowed to use them as part of their learning, and also explain how students should acknowledge their use. Specifically, instructors should communicate to students the format for how students are expected to cite or reference the use of AI technologies in their work. There is no specific citation format standard to recommend at this time as this field is rapidly evolving, but instructors are encouraged to check with relevant style authorities such as the APA (American Psychological Association), Chicago Manual of Style, IEEE (Institute of Electrical and Electronic Engineers), etc, as citation styles are likely to change as new information about AI technologies becomes available.

## If you choose *not* to allow AI technologies in all or some part of your course...

Then you should clearly identify (at a minimum, on your syllabus) that this is the case. It is advised that instructors don't simply ban specific generative AI applications such as ChatGPT because the underlying AI algorithms have been integrated into many different applications, often marketed as writing tools. This includes software tools such as Jasper, WriteSonic, Rytr, and others. Generative AI tools will also soon be integrated into web browsers, Microsoft Office applications, and search engines. Creating a list of banned applications that cover all generative AI-based applications is an almost impossible task, and putting the responsibility on the student is problematic as it's very hard to tell what technology these actually use. Therefore, instructors are ~~recommended~~ advised to use general phrases such as *"Submitting or presenting course work created by or modified by Artificial Intelligence as your own is a form of plagiarism and constitutes academic misconduct"*.

## Whether or not you choose to allow students to use generative AI in your course...

It is important that instructors remind students that Nipissing University's policy on Academic Integrity defines plagiarism as "submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not." A student who uses AI technology to complete coursework for evaluation, without acknowledging its use, will have committed academic misconduct as defined under the Academic Integrity Policy (<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=10&chapterid=754&topicgroupid=3691&loaduserredits=False>).

Finally, please know that the advice and guidance presented in this document pertains to the use of AI in teaching and learning only. The use of generative AI in research has its own important considerations that are beyond the scope of this document. Please reach out to the Office of the School of Graduate Studies and Research if you have questions.

## Is it possible to detect whether a student has used Generative AI?

Not accurately or reliably. While there are software applications that purport to detect work created by generative AI, robust plagiarism detection does not currently exist. Further, existing "AI Detection" applications are problematic as they have been shown to produce "false positive" identifications of plagiarized work (i.e. reporting that a piece of original work created by a student was significantly generated by AI, when in fact it was not).

**Importantly, assignments and work completed by a student represents the student's intellectual property, and as such instructors should not submit it to any AI tool or third-party software system unless it is approved by the University.** In general, instructors should keep their own work and that of their students confidential, particularly as most generative AI services claim rights to use and publish the information contributed to them. The Nipissing University Policy on Intellectual Property can be found here: <https://www.nipissingu.ca/sites/default/files/2018-05/NURES2011.02%20IPRenwIFinal13.pdf>

Therefore, the use of generative AI "detectors" is not recommended. Currently, the only approved plagiarism-detecting software for use by Nipissing University Instructors is SafeAssign, available within Blackboard. However, at this time, SafeAssign does not attempt to check for text created by generative AI.

## What can Instructors do to discourage unfair use of Generative AI by students?

AI cheating is already ubiquitous and it is only going to get more so. Instructors are highly encouraged to check *similar* (don't upload your actual material!) previous exam/assignment questions into a generative AI application like ChatGPT to understand what type of responses are likely to be provided. For example, although generative AI is capable of creating content that plausibly appears to have been generated by a human, the output is sometimes meaningless or inaccurate. That said, human input/correction (e.g. using better or follow up prompts in ChatGPT) can help correct some of the obvious shortcomings and thus students will quickly become savvy at "prompt engineering". And, while current generative AI tools are "pre-trained" and only periodically "re-trained", they do not yet have the ability to "live" search the internet for current or newly published information (though it is expected these tools will develop that ability in the near future).

Strategies that instructors can use to make it more difficult for students to use generative AI tools unfairly include:

- Create exam/assignment questions that take an example from a recent paper, lab assignment, case study, data set, etc that has been newly published and/or has been specifically used in the course. This could mean some tweaks to assignments, but not a radical overhaul.
- Consider ways that a response could be provided besides text; e.g. draw or label a diagram, create a flow chart.
- Ask for rationalized opinions instead of factual recall.
- Use interactive short oral assessments/presentations.
- Return to in-person invigilated exams. This may be an effective solution if such an assessment method is scalable for your course and does not present an accessibility barrier to students.

## Can Instructors use Generative AI to assess or grade student work?

No. Instructors should not submit any portion of a student's work to a generative AI tool. As mentioned above, assignments and work completed by a student represents the student's intellectual property, and as such instructors should not submit it to any third-party software system, including Generative AI tools, unless it has been approved by the University. There are currently no AI or software tools approved by the University to assess or grade student work.

## Are there tips for instructors who are interested in incorporating Generative AI in their teaching?

Generative AI is quickly becoming a popular and ubiquitous tool. Instructors are encouraged to try it out, if only to understand how it might be used by students. Among the many uses, generative AI is becoming proficient at:

- Creating an outline for a paper, or bullet points and graphics for slides.
- Writing longer coherent prose in multiple languages.
- Providing explanations or ideas for a literature review with mostly accurate citations.
- Summarizing longer articles, text, or a corpus of texts.
- Suggesting a response to a question, such as on a short answer or multiple-choice test, or for a discussion board posting.

- Translating text more accurately.
- Creating computer code in multiple languages.
- Assisting users with formulas inside applications such as Excel.

Instructors should be aware of the following issues, however, if they choose to use generative AI in their teaching:

- Text and content created by generative AI may be incorrect and reproduce the underlying biases in the source material it was trained on. Instructors and students must critically review the output of these tools.
- Be aware that AI tools sometimes go 'down' or offline, so it is important to plan ahead and take screenshots of responses, in case it is not available during synchronous class time.
- Be aware that most AI tools claim rights to any content you upload to them, and therefore you should not upload confidential, sensitive/secure, or private information. Additionally, the terms of use for generative AI tools may change (frequently) without notice.
- Be aware that subscription-version of specific AI tools exist (providing different and/or better output), which may not be affordable for some students. The Nipissing University Policy on Digital Learning Resources and Field Trips limits the use of digital learning resources provided by third-party vendors to no more than \$100 (for a single term three-credit course) and for use in assessments that constitute 10% or less of the final grade in the course (<https://www.nipissingu.ca/sites/default/files/2022-03/Policy%20Pertaining%20to%20Digital%20Learning%20Resources%20and%20Field%20Trips-08.18.2020.pdf>) Thus, instructors must provide a no-fee alternative for students if either of these conditions (cost or grade value) are not satisfied.

## Where can I find more information about Generative AI?

Instructors are encouraged to consult with other instructors and Teaching Hub staff on ways to incorporate generative AI into your teaching and/or how to restructure your assessments.

Instructors may also find more information below:

[ChatGPT and Generative AI in the Classroom](#). University of Toronto.

[Engaging with AI in your education and assessment](#). University College London.

[A First Response to Assessment and ChatGPT in your Courses](#). University of Calgary.

[Curated links about artificial intelligence and education relevant for USYD](#)

[AI Text Generators: Sources to Stimulate Discussion Among Teachers](#)

# Information for Students on Generative AI use at Nipissing University

## What is Generative AI?

Artificial Intelligence (AI) is a general term to describe the use of computer hardware, software algorithms, and existing data to make decisions, discover patterns, and/or perform some sort of action.

Generative AI is a form of AI that is “pre-trained” using complex algorithms to identify patterns and structures within existing data (such as large volumes of text) to generate, in response to a prompt or question, new and original data/text. Types of generative AI include but are not limited to:

- ChatGPT, Google Bard, Microsoft Bing Chat, Jasper.ai, Claude, ChatSonic, and Perplexity. These tools are based in the field of Natural Language Processing and use an understanding of the structure, grammar, and meaning of words to “understand and comprehend” language. These Natural Language Processing tools generate human-like language in response to questions or prompts.
- DALL-E, Imagen, Dream, Craiyon, Midjourney, and others use Language and Image-based Processing algorithms to generate images based on text-based prompts.
- MuseNet, MusicLM, etc, generate music from text and other inputs.

New AI applications are emerging rapidly which can create original text, images, music, mathematical computations, computer code, etc, with increasing capability and sophistication. Generative AI use in some fields and employment sectors is already widespread, and many students will need to learn how and when to use them appropriately and ethically.

## Can students use Generative AI?

It depends. Some instructors may allow you to use generative AI (or allow you to use it only in certain situations) and others may not.

For example, some instructors may allow you to use generative AI to whatever extent you find helpful; others might permit it only in the initial stages of brainstorming or in outlining a project or paper. Other instructors may not permit any amount of generative AI use on course work submitted for evaluation.

Therefore, it is important that you should not assume that AI tools are permitted unless the instructor of your course specifically states when and how these tools are permitted. If you are unsure, it is your responsibility to check your course syllabus and clarify AI use expectations with your instructor.

**If you are permitted to use generative AI in your course, and you choose to do so, it is important that you cite the tools you use.**

Importantly, students are reminded that Nipissing University’s policy on Academic Integrity defines plagiarism as “submitting or presenting work in a course as if it were the student’s own work done expressly for that particular

course when, in fact, it is not.” A student who uses AI technology to complete coursework for evaluation, *without acknowledging its use*, will have committed academic misconduct as defined in Nipissing’s Academic Integrity Policy

(<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=10&chapterid=754&topicgroupid=3691&loaduseredits=False>)

## How should students cite Generative AI use?

It is essential that you are always transparent about your use of AI tools. Style guides such as APA and MLA have developed citation criteria to acknowledge all functional uses of AI tools. Ask your instructor the preferred format for citing AI technologies as the field is rapidly evolving. Citation requirements may vary greatly from instructor to instructor and from discipline to discipline. The following links may help students understand how to cite Generative AI according to different styles/authorities:

- APA: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
- MLA: <https://style.mla.org/citing-generative-ai/>
- Chicago Manual of Style: <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html> Are there issues students need to be aware of?

There are several important concerns that students need to know:

- Text and content created by generative AI may be incorrect and reproduce the underlying biases in the source material it was trained on. Students must critically review the output of these tools and cross-reference the information provided with reputable sources.
- Be aware that AI tools sometimes go ‘down’ or offline, so it is important to plan ahead if you use them.
- Be aware that most AI tools claim rights to any content you upload to them, and therefore you should not upload confidential, sensitive, or information that does not belong to you. Additionally, the terms of use for generative AI tools may change (frequently) without notice.

## What if students have other questions about Generative AI use?

Students should always speak first with their instructor with regards to information and guidance about the use of Generative AI in their coursework. Understanding that this field is rapidly emerging and evolving and students and instructors alike are learning how to use these new technologies, instructors are still the best positioned to explain to students how AI can be appropriately used within their specific course, discipline, or profession.