



Bachelor of Science in Nursing (Honours)

Application for Ministerial Consent

Date of Submission: April 23, 2025

Algonquin College of Applied Arts and Technology

<http://www.algonquincollege.com/>

Program Delivery Locations:

1. Ottawa Campus: 1385 Woodroffe Ave., Ottawa, Ontario, K2G 1V8
2. Pembroke Campus: 1 College Way, Pembroke, ON K8A 0C8

Contact for Submission:

Jessica DeVries, Acting Dean, Academic Development

devriej1@algonquincollege.com

Telephone: 613-727-4723 x6057

Site Visit Coordinator:

Alanna MacDonald, Acting Chair, Academic Development

Telephone: 613-727-4723 x5462

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Introduction

Executive Summary

Proposed Credential Nomenclature: Bachelor of Science in Nursing (Honours)

Anticipated Program Start Date: Fall 2026

Program Abstract

This program equips students with a comprehensive foundation in nursing, progressing from fundamental to advanced knowledge and clinical experience in preparation for entry into the nursing profession. Learning takes place in classrooms, applied nursing skills laboratories, and immersive simulation labs that incorporate state-of-the-art technologies. These environments support the development of clinical competence in a safe and supportive setting that mirrors real-world practice.

Through clinical placements and a final consolidation experience, students engage directly with patients, clients, and residents across a variety of healthcare settings, including hospitals, long-term care facilities, and home and community environments. Care focuses on individuals and may extend to families, communities, and intersectoral partners. The curriculum integrates multiple ways of knowing, including Indigenous Knowledge systems, evidence-informed practice, and intra/interprofessional collaboration. Students also develop deeper understanding and application of cultural humility and person-centered care.

Graduates are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and the College of Nurses of Ontario's (CNO) Jurisprudence Examination to become registered nurses in Canada. Bachelor of Science in Nursing (Honours) graduates are in high demand and pursue careers in a wide range of settings, including hospitals, community health agencies, long-term care, and private practice, both nationally and internationally. Their roles may encompass direct care, advocacy, policy development, and leadership in health care system design and service delivery.

Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Provide safe, competent, ethical, compassionate and evidence informed care across the lifespan in response to client needs and diverse populations.
2. Uphold professional practice standards and code of ethics to maintain accountability to the public and the profession.
3. Use a variety of strategies and relevant technologies to create and maintain professional relationships, share information and foster therapeutic environments.

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4. Engage in collaborative practices with intra and interprofessional healthcare teams to achieve shared goals and outcomes.
5. Coordinate health service delivery in collaboration with clients and the interprofessional team, across a variety of health care sectors to ensure continuous, safe care.
6. Provide leadership to drive positive change that promotes optimal health and wellness for clients, families, workplaces and communities.
7. Advocate for health equity and social justice to improve health outcomes for the client, family and the local and global community.
8. Apply a broad range of teaching and learning strategies to empower clients in achieving optimal health outcomes.
9. Contribute to scholarship and life-long learning to promote personal and professional growth and excellence in practice.
10. Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

Curriculum Design

The proposed Bachelor of Science in Nursing (Honours), has been designed to address the high demand for qualified nurses. Traditional Bachelor of Science in Nursing (Honours) degrees are delivered over a four-year period. The proposed degree was deliberately designed to be delivered in an accelerated format over three years and four months, enabling graduates to enter the health care workforce faster and helping to alleviate the ongoing nursing shortage. To ensure a well-rounded experience, the program contains 32 nursing core courses, complemented with 11 foundational and elective courses in sciences and humanities. The degree has been designed to meet Ontario's honours degree level standards, by providing the relevant depth and breadth of knowledge, along with applied specialized preparation in the areas of critical thinking, scholarly research, problem solving and analysis, communications, leadership, professional capacity and autonomy within the field of nursing. In each year of the program, students will develop the knowledge, skill and judgment in theoretical, laboratory and clinical settings. Students will engage with increasingly complex material and clinical scenarios, refining their competencies in preparation for professional practice. In addition, the variety of clinical placement areas, culminating in a 400-hour clinical consolidation, provide robust experiential learning opportunities. The curriculum has been designed to align with both the Entry to Practice Competencies (ETP) from the College of Nurses of Ontario (CNO) and Domains of Learning from Canadian Association Schools of Nursing (CASN).

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The program of study is summarized below:

Year	Semester	Course Title	
1	1	Human Anatomy and Physiology 1	
		Determinants of Health	
		Microbiology and Immunology	
		Introductory Psychology	
		Communications and Academic Writing	
	2	Human Anatomy and Physiology 2	
		Human Anatomy and Physiology 3	
		Introduction to the Nursing Profession	
		Logic and Critical Thinking	
		Statistics	
2	3	Pathophysiology	
		Pharmacology	
		Theory in Nursing	
		Health Assessment	
		Health Assessment Lab	
		Nursing Care for Older Adults	
		Nursing Care for Older Adults Lab	
		Nursing Care for Older Adults Clinical	
	4	Research in Nursing	
		Mental Health Nursing	
		Mental Health Nursing Lab	
		Mental Health Nursing Clinical	
		Community Health Nursing	
		Community Health Nursing Workshop	
		Community Health Nursing Practicum	
	5	Nursing Professionalism and Ethics	
		Perinatal Nursing	
		Perinatal Nursing Lab	
		Perinatal Nursing Clinical	
		Care of Children and Youth	
		Care of Children and Youth Lab	
		Care of Children and Youth Clinical	
		3	6
	Nursing Care of Adults with Complex Health Conditions 1		
Nursing Care of Adults with Complex Health Conditions 1 Lab			
Nursing Care of Adults with Complex Health Conditions 1 Clinical			
4000-level breadth elective			
7	Collaborative Team Approach to Person-Centered Care		
	Nursing Care of Adults with Complex Health Conditions 2		
	Nursing Care of Adults with Complex Health Conditions 2 Lab		
	Nursing Care of Adults with Complex Health Conditions 2 Clinical		
	4		8
Consolidation of Knowledge in Nursing			

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The accelerated delivery of the four-year Honours BScN program over 3 years and 4 months, with two semester-long breaks, is strategically designed to optimize student learning while maintaining full program content and academic integrity. The program will be delivered as follows:

	Fall	Winter	Summer
Year 1	Level 1	Level 2	OFF
Year 2	Level 3	Level 4	Level 5
Year 3	OFF	Level 6	Level 7
Year 4	Level 8		

The proposed program is appropriate to the college's mission, goals and strengths.

Algonquin College's Vision, Mission and Core Values

The proposed program aligns with the college's mission, goals and strengths as outlined in the Algonquin College's 50+5: Strategic Plan 2022-2025. The strategic plan and Strategic Mandate Agreement may be reviewed at the following link: <http://www.algonquincollege.com/reports/>. The College is undertaking the development of a new strategic plan for 2025-2030, which will be presented to the Board of Governors in June 2025. Once approved, the new strategic plan will be available through the link above.

Algonquin College's organizational philosophy is defined by our vision, mission and core values. These critical elements describe who we are, what we want to achieve, and the principles that will guide our decision-making. The vision sets out the ideal state that we want to achieve, and the mission identifies our purpose, while the core values articulate our most fundamental beliefs, and the behaviours expected of employees and students.

VISION STATEMENT

To be a global leader in personalized, digitally-connected experiential learning.

MISSION STATEMENT

To transform hopes and dreams into lifelong career success.

CORE VALUES

Caring: We have a sincere and compassionate interest in the well-being of the individual.

Learning: We believe in the pursuit of knowledge, personal growth and development.

Integrity: We believe in trust, honesty and fairness in all relationships and transactions.

Respect: We value the dignity and uniqueness of the individual. We value the equity and diversity in our community.

Academic Plan

Algonquin College's first [Academic Plan 2023-2029](#) was launched in 2023, following a ten-month planning and engagement process. The six-year plan was designed to dovetail into the

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next two College Strategic Planning cycles. The Academic Plan defines three priorities, each with specific objectives. Actions are developed each year of implementation as a part of the annual multi-year business and operational planning processes at various levels within the College.

The priorities and associated objectives are:

1. Deliver an industry-driven polytechnic education that develops employability and career growth
 - a. Create programming that reflects the elements of an experiential polytechnic education
 - b. Integrate employability and career-growth skills for an evolving workplace into the experience of every learner
 - c. Build vibrant and enduring relationships with alumni, industry, and community partners
2. Provide inclusive program delivery that enables choice
 - a. Provide an inclusive educational experience
 - b. Integrate First nations, Metis, and Inuit teachings and ways of knowing into programming.
 - c. Enhance access to cross-College courses
 - d. Maximize recognition of prior formal and informal education for learners.
 - e. Provide advising that supports student learner success.
 - f. Enhance learner flexibility/choice in course selection, scheduling, and delivery modality
3. Create a culture of innovation and collaboration that ensures exceptional learning experiences
 - a. Engage the College Community in continuous professional development
 - b. Support faculty in maintaining and enhancing their subject matter and teaching expertise
 - c. Provide an environment in which scholarly activities flourish and are sustained.

Algonquin College's Strengths and Capacity to Deliver the Program

Algonquin College of Applied Arts and Technology was established in 1967 and was named after the First Nations people who lived in the area. Algonquin was formed from the merger of the Eastern Ontario Institute of Technology, established in 1957, and the Ontario Vocational Centre, established in 1965.

Dedication to student success is one of Algonquin College's primary guiding principles and is demonstrated in the quality of its programs, its staff, the continual expansion of its facilities, and by forging of strategic partnerships. Furthermore, the College strives to ensure students have access to the education and skills training demanded by the marketplace to launch rewarding careers in their chosen fields.

With the success of thousands of alumni, an annual full-time enrolment of approximately 25,000 students, 45,000 part-time registrations and thousands of full-time and part-time employees, Algonquin makes a significant economic and social impact locally, regionally, nationally and internationally.

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Algonquin continues to be committed to being one of the most comprehensive colleges in Ontario, offering a broad variety of programs, subject matter, delivery modes and program durations. Given that Algonquin is the only publicly funded English-language college in Ottawa, Perth and Pembroke, it services the needs of these areas and their surrounding communities. As a result, Algonquin will continue to expand its offerings, which include a full range of programs such as academic upgrading, apprenticeship, certificate, diploma, advanced diploma, graduate certificate and honours degree programs, as well as corporate learning solutions and international education.

Algonquin's program mix evolves with the needs of industry and the community, and this application for Ministerial Consent to offer a Bachelor of Science in Nursing (Honours) is in response to the sector's evolving labour needs. This application aligns with the College's strategic direction detailed within its current [Strategic Plan 2022-2025](#) and Academic Plan 2023-2029. Furthermore, the program aligns with the Strategic Mandate Agreement in that "Health and Wellness" is identified as an area of program strength and is one of the program clusters identified as a performance/outcomes-based metric in SMA3.

For the past 50 years, nursing has been a cornerstone of Algonquin College's full-time programs. When nursing education transitioned from hospital-based nursing schools to colleges in the mid-1970's, Algonquin College's Ottawa and Pembroke campuses became essential partners to the region's healthcare providers. Since 1975, Algonquin College has graduated thousands of students who have gone on to serve both urban and rural healthcare communities as Registered Nurses or Registered Practical Nurses (formerly Registered Nursing Assistants).

In 2000, the education requirements for Registered Nurses changed, requiring them to complete a four-year undergraduate degree from a recognized university. In response, Algonquin College partnered with the University of Ottawa in 2005 to launch the Bachelor of Science in Nursing (Honours) degree (BScN). The initial collaboration included Collège La Cité, which offered a delivery in French.

Then, in the fall of 2019, the Ontario provincial government announced that colleges could offer standalone Bachelor of Science in Nursing degree programs independently of universities. This led to a rapid expansion of college-led nursing programs across Ontario, including St. Lawrence College, Conestoga College, Seneca College, and Niagara College, to name a few. Around this time, Collège la Cité exited the collaborative partnership with the University of Ottawa.

While Algonquin College and the University of Ottawa have benefited from a strong collaborative partnership for the past 25 years, it has become increasingly clear that this collaboration is reaching a natural conclusion. With the field of nursing evolving rapidly, Algonquin College is uniquely positioned to respond with agility, something not easily achieved under the current collaborative governance model. Our nursing students and graduates are highly sought after by our community partners, and our proposed standalone, accelerated Bachelor of Science in Nursing (Honours) program will offer a rigorous yet flexible educational model that supports lifelong learning, professional growth, and seamless workforce integration.

The proposed Bachelor of Science in Nursing (Honours) will be offered at Algonquin's two campus locations, in Ottawa and in Pembroke. Both campuses have experience delivering the collaborative BScN degree with the University of Ottawa and have the expertise, resources, facilities, and equipment necessary to continue providing high-quality nursing education through the standalone program. This proposed program builds on the strong foundation established through the collaborative model and advances it by offering a more agile and responsive

framework that meets the evolving needs of healthcare employers, local communities, and the broader health system. By leveraging regional partnerships, feedback from industry stakeholders, and community input, the program is designed to provide a strengthened model of nursing education that is deeply aligned with current and future workforce demands.

1. Degree Level Standards

College degree programs must be in an applied area of study and meet the Board's Baccalaureate/Bachelor's Degree Level Standards.

This section provides a summary of the program features and resources that ensure the proposed Bachelor of Science in Nursing (Honours) program meets the Board's standard for a Baccalaureate/Bachelor degree. Although the six categories are treated independently for the purpose of this discussion, the proposed program integrates the elements of the standard in a holistic fashion and creates opportunities for students to demonstrate more than one of the categories in any given performance. This alignment between the Board's standard and the proposed degree-level program learning outcomes, and between the proposed degree-level learning outcomes and the courses that make up the proposed Bachelor of Science in Nursing (Honours) program, was monitored throughout the development of the program.

The program learning outcomes of the Bachelor of Science in Nursing (Honours) degree are designed to deliver broadly educated graduates who possess the general and specialized knowledge, interdisciplinary perspectives, competencies, skills and values required within the nursing scope of practice. In addition, graduates will be well prepared to manage, deal with, and adapt to the challenges of today's diverse and ever-changing professional work environments, within both domestic and global contexts.

For this summary, key points are highlighted for each of the six categories of knowledge and skills that form the Board's standard for a Baccalaureate/Bachelor Honours degree.

1.1 Standard 1: Depth and Breadth of Knowledge

The proposed accelerated Bachelor of Science in Nursing (Honours) program is structured to provide students with a comprehensive education, equipping them with the necessary depth and breadth of knowledge to be eligible for direct clinical practice or further academic pursuits. Using a progressive scaffolding approach, the program builds on foundational concepts and methodologies, gradually increasing in complexity and scope over the course of the program.

In the first two years, students build a strong foundation in the sciences, humanities, and introductory nursing courses. These foundational years are designed to provide a strong base in subjects like anatomy, statistics, physiology, psychology, philosophy, and nursing theory. The materials covered in these courses foster the development of critical thinking and evidence-informed knowledge, which are essential for students' subsequent learning and application in clinical settings. This foundation ensures that students are well-prepared and have developed the essential skills and knowledge to succeed in more advanced coursework.

In addition to theoretical and evidence-informed content, the first two years also introduce practical skills development and their application in real-life healthcare environments. Hands-on activities, including laboratory and clinical practice, are introduced in the third semester of the program to reinforce learning and integrate theoretical knowledge with practical experience. This approach ensures that students are not only learning key theoretical concepts but also applying their newly acquired knowledge and skills in relevant practice settings, bridging the gap between theory, lab, and clinical practice.

As students progress through the program, they are exposed to a wide variety of clinical practice areas. This helps them build a diverse skill set while also developing leadership and advocacy capabilities in interprofessional teams. The increasing scope and complexity of clinical practice ensures that students are continually challenged and prepared for the dynamic nature of healthcare settings. The curriculum is also designed to support the Truth and Reconciliation Commission of Canada Call to Action #24, which calls upon all nursing schools in Canada to include Indigenous Knowledge and health teachings and practices. Recognizing the importance of Indigenous contexts and the crucial work being done by Indigenous-led health and support services, the nursing program aims to graduate nursing students who are not only aware of these contexts but also responsive to the healthcare and support needs of Indigenous peoples and communities in culturally safe ways underpinned by a sense of cultural humility. The program seeks input and guidance from individuals actively working within the local Algonquin Anishinaabe territory and beyond to help shape program offerings, curriculum, activities, faculty development, and initiatives through a listening to action sharing circle which meet regularly.

In the final semesters, students focus on advanced nursing theory and clinical practice where they acquire more in-depth technical knowledge and expertise. They gain exposure to a wide range of clinical settings, including community health, hospitals, complex continuing care, and long-term care. The culmination of the program is a 400-hour preceptorship experience, which provides students with an in-depth opportunity to integrate theory, lab work, and clinical practice. This final phase ensures that students graduate with the practical experience and professional competencies needed to become practice-ready nurses.

Through this structured and progressive approach, the program aims to ensure that graduates are not only well-versed in nursing theory but also highly skilled in applying that knowledge in real-world healthcare environments.

1.2 Standard 2: Conceptual and Methodological Awareness/Research and Scholarship

Scholarship is foundational to nursing education, playing a critical role in advancing the profession and improving healthcare outcomes. It encompasses a range of intellectual and practical activities, including research, academic writing, critical reflection, and the application of evidence-informed practice. It seeks to expand nursing knowledge, elevate patient care, and support the ongoing professional development of nurses.

The Bachelor of Science in Nursing (Honours) program is intentionally designed to cultivate scholarly capacity from the outset, with progressive opportunities for deeper academic and professional engagement throughout the curriculum. This intentional scaffolding supports the development of conceptual awareness and prepares students to meaningfully contribute to the evolution of nursing knowledge and practice.

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In the first year, students begin by developing foundational skills essential for academic and professional success. These include critical thinking, statistical reasoning, academic writing, and the ability to analyze and interpret evidence. Early exposure to core nursing concepts and evidence-informed practice fosters an appreciation for continuous learning, reflective practice, and the importance of integrating theory into care delivery.

As students progress into the second and third years, their engagement with scholarly activity deepens. They are introduced to the principles and methods of nursing research, including systematic database searches, critical appraisal of literature, and the synthesis of information from diverse, interdisciplinary sources. Emphasis is placed on linking nursing theory with practice, enabling students to approach clinical challenges with a well-informed, analytical lens.

Through problem-based learning, simulation, and increasingly complex clinical placements, students refine their ability to integrate and apply knowledge across contexts. Collaboration with faculty and peers supports the development of intellectual curiosity, critical inquiry, and academic discourse. Faculty-guided opportunities to participate in community-based research—often in partnership with the Applied Research department and local organizations—further enhance students' capacity to conduct needs assessments, contribute to data collection and analysis, and present research-informed findings.

Throughout the program, students are encouraged to assume increasing responsibility for their learning and clinical decision-making. By the completion of the program, students emerge as reflective, capable nursing professionals equipped with the scholarly tools necessary to continually improve patient care in diverse healthcare environments

1.3 Standard 3: Communication Skills

Effective oral and written communication skills are imperative in nursing, and their development is a core component of the proposed nursing program. The program follows a progressive approach that begins with foundational knowledge early on and offers numerous opportunities for students to practice and refine their communication skills in clinical practice and simulation settings, ensuring they are well-prepared for entry into practice by graduation. Students gain the necessary tools to engage in therapeutic, professional, and clinical communication, which is vital for success in the nursing profession.

The development of effective communication skills to support nursing practice and foster the therapeutic nurse-client relationship starts in first year with the *Introduction to the Nursing Profession* course. In this course, students learn the significance of therapeutic engagement with clients and the healthcare team to enhance client outcomes. They also focus on understanding regulatory standards, building professional relationships, and documenting care. Throughout the program, students begin integrating evidence-informed solutions into written reports, essays, and presentations. As they advance in their studies, students' communication skills evolve to become more complex and discipline-specific, setting the stage for the advanced communication skills they will continue to develop later in the program.

In the second and third years, students further refine their communication abilities through essays, reflective journals, presentations, and increasingly complex clinical practice and simulations. They gain hands-on experience with communication within interprofessional teams and establishing therapeutic relationships with clients and their families. Students learn how to

collaborate and employ conflict resolution strategies that promote teamwork and optimal client care.

By progressively building their communication competencies, the program supports students engaging in therapeutic, professional, and clinical communication, which is fundamental for effective nursing practice. This approach ensures that students are thoroughly prepared for clinical practice and professional roles upon graduation, equipped with the communication skills needed to succeed in the nursing field.

1.4 Standard 4: Application of Knowledge

Students develop a strong foundation in nursing theory and bridge theory to practice through coursework, high-fidelity simulations, simulated clinical settings, and diverse clinical placements.

Courses are designed to align foundational nursing principles with real-world healthcare practices. In the early stages of the program, students build theoretical knowledge in pathophysiology, pharmacology, health assessment, statistics, and research, as well as basic practical skills. These concepts introduce essential tools and frameworks, including patient assessment, care planning, and evidence-informed decision-making. Theoretical principles of health assessment, combined with hands-on simulation labs—featuring pre-briefing sessions to establish learning objectives and structured debriefs to reinforce critical reflection—prepare students for their first clinical placement. This approach ensures a solid foundation for integrating advanced concepts and specialized care.

The program incorporates progressive experiential learning through structured clinical placements and immersive simulation experiences, including the new state-of-the-art simulation lab, which uses high-fidelity manikins and virtual reality (VR) to replicate real-world scenarios. Simulation-based training allows students to practice clinical judgment, teamwork, and technical skills in a risk-free environment, while pre- and post-session debriefs enhance self-assessment and clinical reasoning. The initial clinical rotation introduces foundational patient care with older adults, enabling students to apply their knowledge in a supervised setting. As students progress, they take on greater responsibility in courses like *Nursing Care of Adults with Complex Health Conditions 1 and 2*, integrating advanced theories to refine communication, assess patient needs, and collaborate in interdisciplinary teams.

Specialty areas—including pediatrics, obstetrics, and mental health—are introduced in years two and three, aligning with entry-to-practice competencies. The *Integrated Clinical Practicum* culminates in students delivering comprehensive, patient-centered care in real-world settings, synthesizing their learning to address complex healthcare challenges across the lifespan.

To prepare students for modern nursing practice, the curriculum integrates healthcare technologies and evidence-informed approaches. Students engage with electronic health records (EHRs), clinical simulation software, and patient monitoring systems, beginning with foundational tools in *Nursing Care for Older Adults* and advancing to specialized digital platforms in complex care and perinatal nursing. The new immersive lab further enhances technological proficiency through VR-based scenarios, ensuring graduates are adept at using cutting-edge tools while adhering to ethical and safety standards.

By integrating theoretical learning, simulation-based training, technology, and clinical application, the program graduates competent, adaptable nurses equipped to deliver high-quality, patient-centered care in evolving healthcare environments.

1.5 Standard 5: Professional Capacity/Autonomy

Nursing is a profession grounded in self-governance, ethical practice, and a strong sense of professional responsibility, making the principles of autonomy, integrity, and professional accountability fundamental to the proposed program. These values are thoroughly integrated into the program's curriculum and evident in learning outcomes, ensuring that graduates are well-prepared to uphold the highest standards of ethical and professional practice in healthcare.

Specific courses provide direct instruction in professional ethics, leadership, and clinical decision-making, starting with foundational courses such as *Determinants of Health* and *Introduction to the Nursing Profession* in the first year. These courses establish nursing as an art and a science, introduce professional roles and responsibilities, and enhance understanding of professional responsibility through examining the impact of the social determinants on health outcomes. Utilization of established frameworks fosters the development of critical decision-making skills and lays the foundation for a deeper understanding of autonomous practice, professional integrity, and accountability.

As students progress towards the third year of the program they engage in in-depth examination of ethical and legal dilemmas in practice, analyze strategies to influence policy and foster change and develop a broader picture of their leadership role within the healthcare system. This enhances the students understanding of the importance of values clarification, professional image, professional socialization, interprofessional collaboration, contributing to the development of autonomy and professional capacity.

Integrating professional integrity, evidence-informed practice, and experiential clinical practice throughout the proposed program cultivates highly skilled, ethical, and adaptable nursing professionals who are equipped to meet the evolving challenges of modern healthcare. Students graduate with the knowledge, skill, and judgement to practice within interprofessional healthcare teams and contribute to positive patient and community outcomes.

1.6 Standard 6: Awareness of Limits of Knowledge

Students encounter uncertainty, ambiguity, and the limits of knowledge due to the complexities and constantly evolving nature of healthcare—an inherent aspect of nursing practice for which they must be well-prepared. The proposed curriculum acknowledges the continuous advancements in healthcare and their impact on increasingly complex patient care, fostering open-mindedness, adaptability, critical thinking, and creative evidence-informed problem-solving within both academic and clinical settings. A fundamental aspect of this preparation is ensuring that students not only develop confidence in their decision-making but also recognize the boundaries of their knowledge and the importance of seeking guidance or collaboration when needed.

In Years 1 and 2, courses such as *Logic and Critical Thinking*, *Statistics and Research in Nursing* introduce core nursing principles, inter-professionalism, clinical reasoning, and theoretical frameworks guide evidence-informed practice and decision-making. Students learn

that applying these principles is not a static process, but rather require ongoing assessment, adaptation, and an awareness of their own knowledge limitations. From the outset, students are encouraged to engage in reflective practice that prioritizes continuous learning and acknowledges when they need additional support, consulting evidence-based resources, and collaborating with peers and other healthcare professionals to enhance patient care.

As students progress through the program, they engage with increasingly complex healthcare challenges, including advanced simulations, case studies, and hands-on patient care experiences using increasingly sophisticated models for clinical reasoning that reinforce the importance of collaboration and interdisciplinary problem-solving. Year 2 courses in *Perinatal Nursing* and *Care of Children and Youth*, along with the Year 3 Community Health Nursing course, further challenge students to navigate uncertainty by introducing specialized areas of care and the principles of population health. These courses deepen their understanding of complexities of healthcare across the lifespan, expanding their focus beyond individual patient care to the broader social, economic, and environmental factors that influence health outcomes. By addressing health concerns at both individual and systemic levels, students develop the confidence to seek input from diverse healthcare professionals, integrating multiple perspectives to optimize patient outcomes.

Most theoretical courses in the program are complemented by laboratory and clinical components, which introduce an added level of realism and unpredictability. These environments compel students to develop effective strategies for managing variables that impact patient and population outcomes while reinforcing the critical skill of recognizing when to ask for assistance. Whether responding to an unexpected change in a patient's condition, navigating an unfamiliar clinical situation, or interpreting emerging research, students are encouraged to consult mentors, preceptors, and inter-professional teams. This dynamic approach ensures that graduates not only possess strong clinical reasoning skills but also understand the value of collaboration, continuous learning, and professional humility—essential qualities for delivering safe, competent, and patient-centered care.

2. Admission, Promotion, and Graduation

Admission, promotion, and graduation requirements are consistent with the Ontario Qualifications Framework and the postsecondary character of degree granting organizations.

The requirements for admission, promotion and graduations are consistent with the post-secondary character of degree-granting organizations, are appropriate to the learning outcomes of the program and the degree level standard and meet the Board's requirements.

2.1 Admission Requirements

DIRECT ENTRY

College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent.
- Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent, and who are at least 19 years of age on or before the commencement of the program in which they intend to enroll. Mature students applying

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for this degree programs must meet the program eligibility requirements for mature students as listed below.

Program Eligibility

- Six Grade 12 university (U) or university/college (M) courses (or equivalent) with a minimum average of 70% including:
 - Grade 12 U English with a minimum of 65%
 - Grade 12 U Biology with a minimum of 65%
 - Grade 12 U Chemistry with a minimum of 65%
 - Grade 12 U Mathematics with a minimum of 65%
- Pre-Health Sciences Pathway to Advanced Diplomas and Degrees graduates with a minimum average of 70% including:
 - Communication Studies for the Health Sciences (ENL0078) or equivalent, with a minimum of 65%
 - Human Biology (BIO0005) or equivalent, with a minimum of 65%
 - General Chemistry (SCI0004) or equivalent, with a minimum of 65%
 - Math for the Health Sciences (MAT0024) or equivalent, with a minimum of 65%
- Please note that mature students must meet the following subject-specific Program Eligibility requirements, either directly or through equivalencies:
 - Grade 12 U English with a minimum of 65%
 - Grade 12 U Biology with a minimum of 65%
 - Grade 12 U Chemistry with a minimum of 65%
 - Grade 12 U Mathematics with a minimum of 65%
- Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of English language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).
- IELTS-International English Language Testing Service- Overall band of 6.5 with a minimum of 6.0 in each band; OR
- TOEFL-Internet-based (iBT)-overall 88, with the minimum in each component: Reading 22; Listening: 22; Speaking: 22, Writing: 22
- Duolingo English Test (DET) Overall 120, minimum of 120 in Literacy and no score below 105.

MATURE STUDENTS

Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enroll. Mature students have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of at least one full-time term at the post-secondary level (minimum five courses taken concurrently in an academic program of study). Please note that mature students must also

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meet the subject-specific program eligibility requirements, either directly or through equivalencies:

- o Grade 12 U English with a minimum of 65%
- o Grade 12 U Biology with a minimum of 65%
- o Grade 12 U Chemistry with a minimum of 65%
- o Grade 12 U Mathematics with a minimum of 65%

Application Process and Policy

Domestic applicants apply through Ontario College Application Services (OCAS). International applicants apply directly through Algonquin's International Education Centre. Algonquin College maintains an Admissions policy that aligns with Ministry of Colleges and Universities and PEQAB's requirements. The admissions requirements for each program are denoted on the program webpage, accessible through <https://www.algonquincollege.com/future-students/programs/>

Policy AA04: Admissions

All current Algonquin College policies can be found at:
<https://www.algonquincollege.com/policies/>

2.2 Advanced Standing Policies and Requirements

Options for advanced standing and credit recognition are available to students with well-established policies available to detail procedures and eligibility requirements respecting the guidelines set by the Postsecondary Education Quality Assessment Board.

Algonquin College will recognize graduates of the Practical Nursing Ontario College Diploma programs for advanced standings, provided these graduates also meet the Bachelor of Science in Nursing (Honours) degree completion arrangement admission requirements.

Degree pathways are clearly articulated through a detailed gap analysis, balancing the recognition of prior learning and identifying degree-level course requirements that address both gaps in knowledge and gaps in sophistication of knowledge between the degree and a previously completed affinity program at the diploma or advanced diploma level. The determined pathway ensures that the academic integrity of the degree program outcomes and degree-level standards continue to be met by students admitted with advanced standing.

2.2.1 Pathway into the Bachelor of Science in Nursing (Honours)

Algonquin will invite qualified applicants who have completed the Practical Nursing Ontario College Diploma to apply to the Bachelor of Science in Nursing (Honours) with advanced standing. The details of the pathway, including admissions requirements and program requirements, will be used by the Registrar's Office to process advanced standing applications. Applicants with partially completed credentials or with completed credentials from programs other than those for which pathways have been articulated, will be assessed for credit transfer in accordance with the College's internal and external credit transfer policies and the PEQAB

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guidelines. Additional pathways and articulations may be explored and created, as appropriate, throughout the period of consent of Bachelor of Science in Nursing (Honours).

The degree completion arrangements proposed outlined below are based on a comparison of the program learning outcomes for the proposed Bachelor of Science in Nursing (Honours) and the vocational learning outcomes and elements of performance of the Practical Nursing Ontario College Diploma provincial program standard. As a result of the provincial program standard, qualified graduates of the Practical Nursing program from any Ontario college will be eligible to be admitted via the pathway.

Degree Completion Arrangements

Describe the degree completion arrangements for each pathway into the degree program,

The following table provides the relevant admission information for those entering the proposed Bachelor of Science in Nursing (Honours) degree the Practical Nursing Ontario College Diploma program (See TABLE 2.2.1a: Admission Details for Degree Completion Arrangements).

TABLE 2.2.1a: Admission Details for Degree Completion Arrangements to the Bachelor of Science in Nursing (Honours)

	Program Of Non-Degree Study	Credit Students Receive Towards The Degree	Special Requirements For Entry Into Arrangement	Point of Entry Into the Degree Program	Total Time to Degree Completion	Estimated # Students
1.	Practical Nursing	14 courses	Minimum GPA of 3.0	Year 2, semester 3	6 academic semesters	40+

2.2.2 Gap Analysis

Gap analysis to support degree completion arrangements from the Practical Nursing Ontario College Diploma provincial program standard.

Gap Analysis: BScN Degree/Practical Nursing Ontario College Diploma program

Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
1. Provide safe, competent, ethical, compassionate, and evidence informed care across the lifespan in response to client needs and diverse populations.	2. assess clients across the life span, in a systematic and holistic manner. 3. plan safe and competent nursing care, based upon a thorough analysis of available data and evidence-informed practice guidelines. 4. select and perform nursing interventions using clinical judgment, in collaboration with the client and, where appropriate, the health care team, that promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation. 5. evaluate the outcomes resulting from all interventions in the nurse-client interaction and modify the plan of care as required.	Complexity of patients Specialized populations/diverse clinical settings Role transition/Scope of Practice Deeper understanding of nursing theories and concepts Integration of evidence-based and theoretical concepts Critical analysis Prioritization Leadership Advocacy Research	Transition to the Role of the Registered Nurse Microbiology and Immunology Statistics Pharmacology Theory in Nursing Research in Nursing Perinatal Nursing Perinatal Nursing Lab Perinatal Nursing Clinical Care of Children and Youth Care of Children and Youth Lab Care of Children and Youth Clinical Nursing Professionalism and Ethics

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
	<p>8. contribute to creating a healthy and safe work environment in a variety of health care settings.</p> <p>9. practise in a self-regulated, professional and ethical manner, complying with relevant legislation and with the standards of both the regulatory body and the practice setting to provide safe and competent client care.</p>	<p>Socio-political context</p> <p>Deeper levels of science-based theory</p> <p>More complex coordination of care</p> <p>Greater complexity of interprofessional relationships</p> <p>Statistical analysis</p> <p>Research</p> <p>Advanced Clinical Decision Making and judgement</p> <p>Greater complexity of medication management</p>	<p>Mental Health Nursing</p> <p>Mental Health Nursing Lab</p> <p>Mental Health Nursing Clinical</p> <p>Community Health Nursing</p> <p>Community Health Nursing Workshop</p> <p>Community Health Nursing Practicum</p> <p>Nursing Leadership in the Sociopolitical Context</p> <p>Nursing Care of Adults with Complex Health Conditions 1</p> <p>Nursing Care of Adults with Complex Health Conditions 1 Lab</p> <p>Nursing Care of Adults with Complex Health Conditions 1 Clinical</p> <p>Collaborative Team Approach to Person-Centered Care</p> <p>Nursing Care of Adults with Complex Health Conditions 2</p>

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
			<p>Nursing Care of Adults with Complex Health Conditions 2 Lab</p> <p>Nursing Care of Adults with Complex Health Conditions 2 Clinical</p> <p>Integrated Clinical Practicum</p> <p>Consolidation of Knowledge in Nursing</p>
<p>2. Uphold professional practice standards and code of ethics to maintain accountability to the public and the profession.</p>	<p>9. practise in a self-regulated, professional and ethical manner, complying with relevant legislation and with the standards of both the regulatory body and the practice setting to provide safe and competent client care.</p>	<p>Role transition/Scope of Practice</p> <p>Deeper understanding of nursing theories and concepts</p> <p>Critical analysis</p> <p>Prioritization</p> <p>Leadership</p> <p>More complex coordination of care</p> <p>Advanced Clinical Decision Making and judgement</p> <p>Greater complexity of medication management</p>	<p>Transition to the Role of the Registered Nurse</p> <p>Pharmacology</p> <p>Theory in Nursing</p> <p>Research in Nursing</p> <p>Perinatal Nursing Lab</p> <p>Perinatal Nursing Clinical</p> <p>Care of Children and Youth Lab</p> <p>Care of Children and Youth Clinical</p> <p>Nursing Professionalism and Ethics</p> <p>Mental Health Nursing Lab</p>

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
			Mental Health Nursing Clinical Community Health Nursing Workshop Community Health Nursing Practicum Nursing Care of Adults with Complex Health Conditions 1 Lab Nursing Care of Adults with Complex Health Conditions 1 Clinical Nursing Care of Adults with Complex Health Conditions 2 Lab Nursing Care of Adults with Complex Health Conditions 2 Clinical Integrated Clinical Practicum Consolidation of Knowledge in Nursing
3. Use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and	1. communicate therapeutically with clients and members of the health care team.	Specialized populations/diverse clinical settings Role transition/Scope of Practice	Transition to the Role of the Registered Nurse Pharmacology Theory in Nursing

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
foster therapeutic environments.		Deeper understanding of nursing theories and concepts Leadership More complex coordination of care Greater complexity of interprofessional relationships	Research in Nursing Perinatal Nursing Perinatal Nursing Lab Perinatal Nursing Clinical Care of Children and Youth Care of Children and Youth Lab Care of Children and Youth Clinical Nursing Professionalism and Ethics Mental Health Nursing Mental Health Nursing Lab Mental Health Nursing Clinical Community Health Nursing Community Health Nursing Workshop Community Health Nursing Practicum Nursing Leadership in the Sociopolitical Context

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
			Nursing Care of Adults with Complex Health Conditions 1 Nursing Care of Adults with Complex Health Conditions 1 Lab Nursing Care of Adults with Complex Health Conditions 1 Clinical Collaborative Team Approach to Person-Centered Care Nursing Care of Adults with Complex Health Conditions 2 Nursing Care of Adults with Complex Health Conditions 2 Lab Nursing Care of Adults with Complex Health Conditions 2 Clinical Integrated Clinical Practicum Consolidation of Knowledge in Nursing
4. Engage in collaborative practices with intra and interprofessional healthcare teams to	1. communicate therapeutically with clients and members of the health care team. 4. select and perform nursing interventions using clinical judgment, in collaboration with	Complexity of patients Critical analysis Prioritization Leadership	Transition to the Role of the Registered Nurse Pharmacology Theory in Nursing

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
<p>achieve shared goals and outcomes.</p>	<p>the client and, where appropriate, the health care team, that promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation.</p> <p>6. act equitably and justly with clients and members of the healthcare team.</p> <p>8. contribute to creating a healthy and safe work environment in a variety of health care settings.</p>	<p>More complex coordination of care</p> <p>Greater complexity of interprofessional relationships</p> <p>Advanced clinical decision making and judgement</p> <p>Greater complexity of medication management</p>	<p>Research in Nursing</p> <p>Perinatal Nursing</p> <p>Perinatal Nursing Lab</p> <p>Perinatal Nursing Clinical</p> <p>Care of Children and Youth</p> <p>Care of Children and Youth Lab</p> <p>Care of Children and Youth Clinical</p> <p>Nursing Professionalism and Ethics</p> <p>Mental Health Nursing</p> <p>Mental Health Nursing Lab</p> <p>Mental Health Nursing Clinical</p> <p>Community Health Nursing</p> <p>Community Health Nursing Workshop</p> <p>Community Health Nursing Practicum</p> <p>Nursing Leadership in the Sociopolitical Context</p>

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
			<p>Nursing Care of Adults with Complex Health Conditions 1</p> <p>Nursing Care of Adults with Complex Health Conditions 1 Lab</p> <p>Nursing Care of Adults with Complex Health Conditions 1 Clinical</p> <p>Collaborative Team Approach to Person-Centered Care</p> <p>Nursing Care of Adults with Complex Health Conditions 2</p> <p>Nursing Care of Adults with Complex Health Conditions 2 Lab</p> <p>Nursing Care of Adults with Complex Health Conditions 2 Clinical</p> <p>Integrated Clinical Practicum</p> <p>Consolidation of Knowledge in Nursing</p>
<p>5. Coordinate health service delivery in collaboration with clients and the interprofessional</p>	<p>1. communicate therapeutically with clients and members of the health care team.</p> <p>4. select and perform nursing interventions using clinical</p>	<p>Complexity of patients</p> <p>Specialized populations/diverse clinical settings</p>	<p>Transition to the Role of the Registered Nurse</p> <p>Pharmacology</p>

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
<p>team, across a variety of health care sectors to ensure continuous, safe care.</p>	<p>judgment, in collaboration with the client and, where appropriate, the health care team, that promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation.</p>	<p>Prioritization</p> <p>Leadership</p> <p>Advocacy</p> <p>More complex coordination of care</p> <p>Greater complexity of interprofessional relationships</p>	<p>Theory in Nursing</p> <p>Research in Nursing</p> <p>Perinatal Nursing</p> <p>Perinatal Nursing Lab</p> <p>Perinatal Nursing Clinical</p> <p>Care of Children and Youth</p> <p>Care of Children and Youth Lab</p> <p>Care of Children and Youth Clinical</p> <p>Nursing Professionalism and Ethics</p> <p>Mental Health Nursing</p> <p>Mental Health Nursing Lab</p> <p>Mental Health Nursing Clinical</p> <p>Community Health Nursing</p> <p>Community Health Nursing Workshop</p> <p>Community Health Nursing Practicum</p>

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
			<p>Nursing Leadership in the Sociopolitical Context</p> <p>Nursing Care of Adults with Complex Health Conditions 1</p> <p>Nursing Care of Adults with Complex Health Conditions 1 Lab</p> <p>Nursing Care of Adults with Complex Health Conditions 1 Clinical</p> <p>Collaborative Team Approach to Person-Centered Care</p> <p>Nursing Care of Adults with Complex Health Conditions 2</p> <p>Nursing Care of Adults with Complex Health Conditions 2 Lab</p> <p>Nursing Care of Adults with Complex Health Conditions 2 Clinical</p> <p>Integrated Clinical Practicum</p> <p>Consolidation of Knowledge in Nursing</p>
6. Provide leadership to drive positive change that promotes optimal	7. adapt to a variety of health care settings, using different	Specialized populations/diverse clinical settings	Transition to the Role of the Registered Nurse

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
<p>health and wellness for clients, families, workplaces, and communities.</p>	<p>leadership skills and styles as appropriate to each setting.</p>	<p>Role transition/Scope of practice</p> <p>Leadership Advocacy</p> <p>More complex coordination of care</p> <p>Advanced clinical decision making and judgement</p>	<p>Collaborative Team Approach to Person-Centered Care</p> <p>Nursing Professionalism and Ethics</p> <p>Mental Health Nursing</p> <p>Community Health Nursing</p> <p>Community Health Nursing Workshop</p> <p>Community Health Nursing Practicum</p> <p>Nursing Leadership in the Sociopolitical Context</p> <p>Integrated Clinical Practicum</p> <p>Consolidation of Knowledge in Nursing</p>
<p>7. Advocate for health equity and social justice to improve health outcomes for the client, family and the local and global community.</p>	<p>1. communicate therapeutically with clients and members of the health care team.</p> <p>6. act equitably and justly with clients and members of the healthcare team.</p>	<p>Complexity of patients</p> <p>Specialized populations/diverse clinical settings</p> <p>Role transition/Scope of practice</p>	<p>Nursing Leadership in the Sociopolitical Context</p> <p>Perinatal Nursing</p> <p>Perinatal Nursing Lab</p> <p>Perinatal Nursing Clinical</p> <p>Care of Children and Youth</p>

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
		Deeper understanding of nursing theories and concepts Leadership Advocacy Socio-political context More complex coordination of care	Care of Children and Youth Lab Care of Children and Youth Clinical Nursing Professionalism and Ethics Mental Health Nursing Mental Health Nursing Lab Mental Health Nursing Clinical Community Health Nursing Community Health Nursing Workshop Community Health Nursing Practicum Transition to the Role of the Registered Nurse Integrated Clinical Practicum Consolidation of Knowledge in Nursing
8. Apply a broad range of teaching and learning strategies to empower clients in	4. select and perform nursing interventions using clinical judgment, in collaboration with the client and, where appropriate, the health care team, that	Complexity of patients Specialized populations/diverse clinical settings	Transition to the Role of the Registered Nurse Microbiology and Immunology Theory in Nursing Research in Nursing

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
<p>achieving optimal health outcomes.</p>	<p>promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation.</p> <p>5. evaluate the outcomes resulting from all interventions in the nurse-client interaction and modify the plan of care as required.</p>	<p>Deeper understanding of nursing theories and concepts</p> <p>Integration of evidence-based and theoretical concepts</p>	<p>Perinatal Nursing Perinatal Nursing Lab Perinatal Nursing Clinical Care of Children and Youth Care of Children and Youth Lab</p> <p>Care of Children and Youth Clinical</p> <p>Mental Health Nursing Mental Health Nursing Lab Mental Health Nursing Clinical</p> <p>Community Health Nursing Community Health Nursing Workshop Community Health Nursing Practicum</p> <p>Nursing Care of Adults with Complex Health Conditions 1 Nursing Care of Adults with Complex Health Conditions 1 Lab Nursing Care of Adults with Complex Health Conditions 1 Clinical</p>

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
			Nursing Care of Adults with Complex Health Conditions 2 Nursing Care of Adults with Complex Health Conditions 2 Lab Nursing Care of Adults with Complex Health Conditions 2 Clinical Integrated Clinical Practicum Consolidation of Knowledge in Nursing
9. Participate in and contribute to scholarship and life-long learning to promote personal and professional growth and excellence in practice.	3. plan safe and competent nursing care, based upon a thorough analysis of available data and evidence-informed practice guidelines.	Role transition/Scope of practice Deeper understanding of nursing theories and concepts Integration of evidence-based and theoretical concepts Critical analysis Research Deeper levels of science-based theory Statistical analysis	Transition to the Role of the Registered Nurse Statistics Theory in Nursing Research in Nursing Nursing Professionalism and Ethics Nursing Leadership in the Sociopolitical Context Microbiology and Immunology Pharmacology Integrated Clinical Practicum

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Degree Program Outcomes	Outcomes of Prior Study	Gap in knowledge and skills	Remediation of Gap
		Advanced clinical decision making and judgement	Consolidation of Knowledge in Nursing
10. Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment, and environmental stewardship. *	10. Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment, and environmental stewardship. *	Specialized populations/diverse clinical settings Role transition/Scope of practice Advocacy Socio-political context	Transition to the Role of the Registered Nurse Statistics Nursing Leadership in the Sociopolitical Context Integrated Clinical Practicum Consolidation of Knowledge in Nursing

2.2.3 Modified Program of Study

Graduates of the Practical Nursing Ontario College Diploma program would enter into a modified Semester 3 of the degree program for completion.

2.2.3 Modified Program of Study

Modified program of study for degree completion arrangements from the Practical Nursing Ontario College Diploma provincial program standard.

Graduates from the Practical Nursing Ontario College Diploma will receive credit for:

1. Human Anatomy and Physiology 1
2. Determinants of Health
3. Introductory Psychology
4. Communications and Academic Writing
5. Logic and Critical Thinking
6. Human Anatomy and Physiology 2
7. Human Anatomy and Physiology 3
8. Introduction to the Nursing Profession
9. Pathophysiology
10. Health Assessment
11. Health Assessment Lab
12. Nursing Care for the Older Adults
13. Nursing Care for the Older Adults Lab
14. Nursing Care for the Older Adults Clinical

Modified level 3 for Practical Nursing Ontario College Diploma:

Modified Level	Original Level	Course Code	Course Title	Course Hours
3	Bridging	NSG2105	Transition to the Role of the Registered Nurse	42
3	1	HLT1131	Microbiology and Immunology	42
3	2	QUA2000	Statistics	42
3	3	PHA2311	Pharmacology	42
3	3	NSG2312	Theory in Nursing	42
Modified Level 3 Total				210

Upon completion of the modified Semester 3, degree completion students would continue into Semester 4 and complete the remaining semesters of the Bachelor of Science in Nursing (Honours) degree program.

2.3 Prior Learning Assessment

Individuals with previous work experience in nursing apply for PLAR directly with the College of Nurses of Ontario (CNO). Any course in this program mapped to the CNO standards is not eligible for PLAR.

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For courses eligible for PLAR, advanced placement based on prior learning assessment is feasible with the understanding that degree program Prior Learning Assessment and Recognition (PLAR) candidates can be awarded no more than fifty percent (50%) of the total number of hours of the program of study based on PLAR.

The eligibility criteria and procedures for PLAR are detailed in Policy AA06.

Policy AA05: Advanced Standing

Policy AA06: Prior Learning Assessment and Recognition (PLAR)

Policy AA09: Transfer of Academic Credit (Internal)

Policy AA10: Transfer of Academic Credit (External)

All current Algonquin College policies can be found at:

<https://www.algonquincollege.com/policies/>

2.4 Promotion and Graduation Requirements

Policies governing academic remediation, sanctions and suspension for students who do not meet minimum achievement requirements are detailed broadly in Policy AA39: Program Progression and Graduation Requirements. Individual course outlines specify course and/or program specific promotion requirements as well as requirements for supplemental exams where available. Policy AA14 provides details on the College's Grading System that are easily understandable, meaningful and convertible to other postsecondary institutions and employers through the use of designated percent, letter and numeric grade equivalents. The Grading System also allows for a Grade Point Average (GPA) calculation here described.

The grade point average is a weighted average. It is calculated as follows:

Each course is designated as having normative total instructional hours that is the designated number of hours within which the course learning requirements may be achieved, regardless of variations in delivery. The number of grade points per course is determined by multiplying the normative total instructional hours of the course by the numeric value of the grade earned in that course. The resulting number is called the grade point total. The grade point total is divided by the total number of normative instructional hours for courses with grades having numeric value. For the purpose of this calculation, a grade of "F" has a value of "0". The resulting quotient is the grade point average.

$$\frac{\text{Grade Point Total}}{\text{Total Normative Hours}} = \text{Grade Point Average (G.P.A.)}$$

Policy AA26: Course Outlines and Course Section Information, includes provisions to ensure that regardless of the grading scheme, grades for acceptable performance correspond to student work that demonstrates the degree level standard has been achieved through alignment with degree level program outcomes and course learning requirements. Furthermore, the evaluation methods or instruments are linked directly to the course learning requirements being addressed in the course.

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The proposed Bachelor of Science in Nursing (Honours) program promotion and graduation requirements have been aligned to meet the benchmark requirements depicted in the following table:

Program Requirement	Level of Achievement for Promotion	Level of Achievement Graduation
Minimum overall average acceptable achievement in non-core requirements	C (63-66%)	C (63-66%)
Level of overall achievement expected in the core discipline(s) of study*	C (63-66%)	C (63-66%)
Lab, Clinical, Practicum and Workshop courses	Pass	Pass
Minimum overall acceptable achievement for progression (across all degree requirements, including the breadth and discipline-related requirements)	C (63-66%)	C (63-66%)

*To support success on national nursing registration exam (NCLEX), a minimum grade requirement of 65% has been identified for nursing theory courses to contribute to the graduation requirement and allow for student progression in the Bachelor of Science in Nursing (Honours) degree:

- Human Anatomy and Physiology 1
- Determinants of Health
- Microbiology and Immunology
- Human Anatomy and Physiology 2
- Human Anatomy and Physiology 3
- Introduction to the Nursing Profession
- Pathophysiology
- Pharmacology
- Theory in Nursing
- Health Assessment
- Nursing Care for Older Adults
- Research in Nursing
- Perinatal Nursing
- Care of Children and Youth
- Nursing Professionalism and Ethics
- Mental Health Nursing
- Community Health Nursing
- Nursing Leadership in the Sociopolitical Context
- Nursing Care of Adults with Complex Health Conditions 1
- Collaborative Team Approach to Person-Centered Care
- Nursing Care of Adults with Complex Health Conditions 2

Several policies govern promotion and graduation requirements. The electronic policies file includes policies and procedures pertaining to the promotion and graduation requirements within the following:

Policy AA13: Evaluation of Student Learning

Policy AA14: Grading System

Policy AA26: Course Outlines and Course Section Information

Policy AA39: Program Progression and Graduation Requirements

Policy AA40: Academic Advising

All current Algonquin College policies can found at <https://www.algonquincollege.com/policies/>

3. Program Content

The program offers current knowledge in the field of sufficient rigour, breadth, and depth to achieve the knowledge and skills identified in the Degree Level Standard.

This section, with its subsequent sub-sections of supporting material, demonstrates the rigour, breadth and depth that have been built into the proposed Bachelor of Science in Nursing (Honours) to ensure that the program is consistent with the degree-level standard. The supporting materials speak to all eleven (11) of the Board's benchmarks for program content.

Following program approval from the College of Nurses of Ontario (CNO), graduates will be eligible to apply for Registration with the CNO, through a process that includes writing the national nursing registration exam (NCLEX). Registration with CNO is required for nurses to practice in Ontario.

3.1 Learning Outcomes

The proposed Bachelor of Science in Nursing (Honours) program focuses on providing students a unique learning experience combining theoretical, laboratory and clinical opportunities. This program will produce skilled graduates that have the knowledge, skill and judgment to provide safe and competent care to clients across the healthcare spectrum.

The proposed degree has been developed to meet the following ten (10) program learning outcomes:

1. Provide safe, competent, ethical, compassionate and evidence informed care across the lifespan in response to client needs and diverse populations.
2. Uphold professional practice standards and code of ethics to maintain accountability to the public and the profession.
3. Use a variety of strategies and relevant technologies to create and maintain professional relationships, share information and foster therapeutic environments.
4. Engage in collaborative practices with intra and interprofessional healthcare teams to achieve shared goals and outcomes.
5. Coordinate health service delivery in collaboration with clients and the interprofessional team, across a variety of health care sectors to ensure continuous, safe care.
6. Provide leadership to drive positive change that promotes optimal health and wellness for clients, families, workplaces and communities.

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7. Advocate for health equity and social justice to improve health outcomes for the client, family and the local and global community.
8. Apply a broad range of teaching and learning strategies to empower clients in achieving optimal health outcomes.
9. Contribute to scholarship and life-long learning to promote personal and professional growth and excellence in practice.
10. Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

These learning outcomes will enable graduates to meet or exceed the requirements a) for graduates from similar programs in Ontario and other jurisdictions; b) of the field of study and/or practices; and c) of any relevant professional or accrediting body, such as the licensure requirements for the College of Nurses of Ontario (Standard 3 Benchmark 6 (PEQAB Manual 2024)). The Bachelor of Science in Nursing (Honours) program has ensured that the program learning outcomes, outlines within Standard 1 Degree Level, and that the coursework teaches and assesses content which contributes to these outcomes. Each learning outcome is supported through course content that is taught and assessed regularly throughout the schedule of studies. Mapping which illustrates how each course contributes to the degree level and program outcomes is provided in the following tables.

3.1.1 Mapping of Program Learning Outcomes to Degree Level Standards

	1	2	3	4	5	6	7	8	9	10
Depth and Breadth of Knowledge	x	x	x	x					x	
Conceptual and Methodological Awareness/ Research and Scholarship	x	x							x	
Communication Skills	x	x	x	x	x		x	x		
Application of Knowledge	x	x	x	x	x	x	x	x	x	x
Professional Capacity/ Autonomy	x	x			x	x			x	x
Awareness of Limits of Knowledge	x	x		x					x	

3.1.2 Mapping of Courses to Program Learning Outcomes

Level	Course Title	1	2	3	4	5	6	7	8	9	10
1	Human Anatomy and Physiology 1	TA									
1	Determinants of Health						T	T	TA		TA
1	Microbiology and Immunology			T					TA		
1	Introductory Psychology	Non-Core									
1	Communications and Academic Writing	Non-Core									
2	Human Anatomy and Physiology 2	TA									
2	Human Anatomy and Physiology 3	TA									
2	Introduction to the Nursing Profession	T	TA	TA	TA	TA	TA	TA	TA	TA	TA
2	Logic and Critical Thinking	Non-Core									
2	Statistics	Non-Core									
3	Pathophysiology	TA									
3	Pharmacology	TA				TA			T		
3	Theory in Nursing	T	TA	TA				TA		TA	
3	Health Assessment	T	T	T					T		
3	Health Assessment Lab	TA	TA	TA					TA		
3	Nursing Care for Older Adults	T	TA		TA		TA	TA	TA		TA
3	Nursing Care for Older Adults Lab	TA	TA	TA		TA		TA	T		
3	Nursing Care for Older Adults Clinical	TA	TA	TA	TA	TA	TA	TA	TA		TA
4	Research in Nursing						TA			TA	

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4	Mental Health Nursing	T	TA	T	TA	TA	TA	TA	T		
4	Mental Health Nursing Lab	TA	TA	TA			TA	TA	TA		
4	Mental Health Nursing Clinical	TA	TA	TA	TA	TA	TA	TA	TA		TA
4	Community Health Nursing	T	TA	T	TA	TA	TA	TA	T	TA	TA
4	Community Health Nursing Workshop						T	T	T	TA	TA
4	Community Health Nursing Practicum	TA	TA	TA	TA	TA	TA	TA	TA	TA	TA
5	Nursing Professionalism and Ethics	T	TA					T		TA	
5	Perinatal Nursing	T	TA	T	TA	TA	TA	TA	T		TA
5	Perinatal Nursing Lab	TA	TA	TA			TA	TA	TA		
5	Perinatal Nursing Clinical	TA	TA	TA	TA	TA	TA	TA	TA		TA
5	Care of Children and Youth	T	TA	T	TA	TA	TA	TA	T		TA
5	Care of Children and Youth Lab	TA	TA	TA			TA	TA	TA		
5	Care of Children and Youth Clinical	TA	TA	TA	TA	TA	TA	TA	TA		TA
6	Nursing Leadership in the Sociopolitical Context						TA	TA		TA	TA
6	Nursing Care of Adults with Complex Health Conditions 1	T	T	T	TA	TA	T	T	T		
6	Nursing Care of Adults with Complex Health Conditions 1 Lab	TA	TA	TA			TA	TA	TA		
6	Nursing Care of Adults with Complex Health Conditions 1 Clinical	TA	TA	TA	TA	TA	TA	TA	TA		TA
6	4000-level elective	Non-Core									
7	Collaborative Team Approach to Person-Centered Care			TA	TA	TA	TA				
7	Nursing Care of Adults with Complex Health Conditions 2	T	T	T	TA	TA	T	T	T		TA
7	Nursing Care of Adults with Complex Health Conditions 2 Lab	TA	TA	TA			TA	TA	TA		
7	Nursing Care of Adults with Complex Health Conditions 2 Clinical	TA	TA	TA	TA	TA	TA	TA	TA		TA
8	Integrated Clinical Practicum	CP	CP	CP	CP	CP	CP	CP	CP	CP	CP
8	Consolidation of Knowledge in Nursing	CP	CP	CP	CP	CP	CP	CP	CP	CP	CP

3.1.3 Course Schedule 1a - Ottawa Campus

Web Version – This section has been removed.

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3.1.4 Course Schedule 1b - Pembroke Campus

Web Version – This section has been removed.

3.1.5 Course Schedule 2a – Ottawa Campus

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
YEAR 1 Semester 1	ANP1105 Human Anatomy and Physiology 1	42			In person	PhD Kinesiology
	HLT1130 Determinants of Health	42			In person	MScN, Doctorate of Health Administration
	HLT1131 Microbiology and Immunology	42			In person	PhD Kinesiology
	PSY2100 Introductory Psychology		42		In person	PhD Psychology
	ENL1100 Communications and Academic Writing		42		In person	PhD English
YEAR 1 Semester 2	ANP1106 Human Anatomy and Physiology 2	42			In person	PhD Kinesiology
	ANP1107 Human Anatomy and Physiology 3	42			In person	PhD Kinesiology
	NSG120 Introduction to the Nursing Profession	42		Progression Requirement: all Level 1 and 2 core courses required to move into Level 3	In person	MScN

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	PHI1000 Logic and Critical Thinking		56		Hybrid	PhD Applied Social Psychology
	QUA2000 Statistics		42		In person	MScN, PhD Psychology
YEAR 2 Semester 3	PHS3300 Pathophysiology	42			In person	MScN, DEd in progress
	PHA2311 Pharmacology	42			In person	MScN
	NSG2312 Theory in Nursing	42			In person	MScN, DEd
	NSG2323 Health Assessment	42		Co-req: NSG2324 Health Assessment Lab	In person	MScN
	NSG2324 Health Assessment Lab	28		Co-req: NSG2323 Health Assessment	In person	MScN
	Nsg2315 Nursing Care for the Older Adults	42		Co-req: NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical	In person	MScN, DEd in progress
	NSG2318 Nursing Care for the Older Adults Lab	28		Co-req: NSG2315 Nursing Care for Older Adults, NSG2319 Nursing Care for Older Adults Clinical	In person	MScN
	NSG2319 Nursing Care for the Older Adults Clinical	80		Co-req: NSG2315 Nursing Care for Older Adults, NSG2319 Nursing Care for Older Adults Lab	In person	MScN
YEAR 2	NSG3301 Research in Nursing	42			In person	MScN, PhD Psychology

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
Semester 4	NSG3320 Mental Health Nursing	42		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3521 Mental Health Nursing Lab, NSG3522 Mental Health Nursing Clinical	In person	MScN, PhD Psychology
	NSG3521 Mental Health Nursing Lab	21		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3320 Mental Health Nursing, NSG3522 Mental Health Nursing Clinical	In person	MScN

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG3522 Mental Health Nursing Clinical	96		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3320 Mental Health Nursing, NSG3521 Mental Health Nursing Lab	In person	MScN PhD Nursing, in progress
	NSG3123 Community Health Nursing	42		Pre-req: QUA2000 Statistics Co-req: NSG3523 Community Health Nursing Workshop, NSG3524 Community Health Nursing Practicum	In person	MScN, Doctorate in Health Administration PhD Nursing
	NSG3523 Community Health Nursing Workshop	21		Co-req: NSG3123 Community Health Nursing, NSG3524 Community Health Nursing Practicum	In person	MScN, Doctorate in Health Administration PhD Nursing
	NSG3524 Community Health Nursing Practicum	96		Pre-req: NSG2422 Pathophysiology, PHA2311 Pharmacology Co-req: NSG3123 Community Health Nursing, NSG3523 Community Health Workshop	In person	MScN, Doctorate in Health Administration PhD Nursing

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
YEAR 3 Semester 5	NSG3127 Nursing Professionalism and Ethics	42			In person	MScN Ed D
	NSG3111 Perinatal Nursing	42		Pre-req: NSG2422 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG2421 Perinatal Nursing Lab, NSG2422 Perinatal Nursing Clinical	In person	MScN PhD Nursing
	NSG2421 Perinatal Nursing Lab	21		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3111 Perinatal Nursing NSG2422 Perinatal Nursing Clinical	In person	MScN

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG2422 Perinatal Nursing Clinical	96		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3111 Perinatal Nursing NSG2421 Perinatal Nursing Lab	In person	MScN PhD Nursing, in progress
	NSG3107 Care of Children and Youth	42		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG2423 Care of Children and Youth Lab, NSG2424 Care of Children and Youth Clinical	In person	PhD Nursing

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG 2423 Care of Children and Youth Lab	21		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3107 Care of Children and Youth, NSG2424 Care of Children and Youth Clinical	In person	MScN
	NSG2424 Care of Children and Youth Clinical	96		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3107 Care of Children and Youth NSG2424 Care of Children and Youth Lab Progression Requirement: all Level 3 - 5 core courses required to move into Level 6	In person	MScN PhD Nursing, in progress

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
YEAR 3 Semester 6	NSG3621 Nursing Leadership in the Sociopolitical Context	42			In person	MScN, Doctorate in Health Admin
	NSG3105 Nursing Care of Adults with Complex Health Conditions 1	42		Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1 Lab, NSG3623 Nursing Care of Adults with Complex Health Conditions 1 Clinical	In person	PhD Nursing
	NSG3622 Nursing Care of Adults with Complex Health Conditions 1 Lab	42		Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1, NSG3623 Nursing Care of Adults with Complex Health Conditions 1 Clinical	In person	MScN
	NSG3623 Nursing Care of Adults with Complex Health Conditions 1 Clinical	208		Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1, NSG3622 Nursing Care of Adults with Complex Health Conditions 1 Clinical Progression Requirement: all Level 6 core courses required to move into Level 7	In person	MScN PhD Nursing, in progress
	4000-level elective		42		Online	Graduate degree in relevant field
YEAR 4 Semester 7	NSG4711 Collaborative Team Approach to Person-Centered Care	42			Hybrid	PhD Nursing
	NSG4330 Nursing Care of Adults with Complex Health Conditions 2	42		Co-req: NSG4722 Nursing Care of Adults with Complex Health Conditions 2 Lab, NSG4723 Nursing Care of Adults with Complex Health Conditions 2 Clinical	In person	PhD Nursing PhD Nursing

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG4722 Nursing Care of Adults with Complex Health Conditions 2 Lab	42		Co-req: NSG4330 Nursing Care of Adults with Complex Health Conditions 2, NSG4723 Nursing Care of Adults with Complex Health Conditions 2 Clinical	In person	MScN
	NSG4723 Nursing Care of Adults with Complex Health Conditions 2 Clinical	208		Co-req: NSG4330 Nursing Care of Adults with Complex Health Conditions 2, NSG4722 Nursing Care of Adults with Complex Health Conditions 2 Lab Progression Requirement into Level 8: all Level 7 core courses	In person	PhD Nursing
YEAR 4 Semester 8	NSG4245 Integrated Clinical Practicum	400		Co-req: NSG4800 Consolidation of Knowledge in Nursing	In person	MScN PhD Nursing, in progress
	NSG4800 Consolidation of Knowledge in Nursing	42		Co-req: NSG4245 Integrated Clinical Practicum	Online	PhD Nursing PhD Nursing

Total Program Hours (Core and Non-Core Courses):	2652
Total Core Hours	2428
Percentage of Program Hours Offered in Core Courses	83.7%
Total Non-Core Hours	224
Percentage of Program Hours Offered in Non-Core Courses	16.3%
Work Integrated Learning (WIL) Hours	1280

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3.1.4 Course Schedule 2b – Pembroke Campus

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
YEAR 1 Semester 1	ANP1105 Human Anatomy and Physiology 1	42			In person	MSc
	HLT1130 Determinants of Health	42			In person	MSW
	HLT1131 Microbiology and Immunology	42			In person	MSc
	PSY2100 Introductory Psychology		42		In person	MSW
	ENL1100 Communications and Academic Writing		42		In person	PhD, English Literature
YEAR 1 Semester 2	ANP1106 Human Anatomy and Physiology 2	42			In person	MSc
	ANP1107 Human Anatomy and Physiology 3	42			In person	MSc
	NSG120 Introduction to the Nursing Profession	42		Progression Requirement: all Level 1 and 2 core courses required to move into Level 3	In person	RN MSN Ed
	PHI1000 Logic and Critical Thinking		56		Hybrid	PhD Applied Social Psychology
	QUA2000 Statistics		42		In person	PhD Biology
YEAR 2 Semester 3	PHS3300 Pathophysiology	42			In person	MSc
	PHA2311 Pharmacology	42			In person	RN MPH (Nursing Specialization)

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG2312 Theory in Nursing	42			In person	RN MSN Ed
	NSG2323 Health Assessment	42		Co-req: NSG2324 Health Assessment Lab	In person	RN MSN Ed
	NSG2324 Health Assessment Lab	28		Co-req: NSG2323 Health Assessment	In person	RNMSN Ed
	Nsg2315 Nursing Care for the Older Adults	42		Co-req: NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical	In person	RN MN Ed
	NSG2318 Nursing Care for the Older Adults Lab	28		Co-req: NSG2315 Nursing Care for Older Adults, NSG2319 Nursing Care for Older Adults Clinical	In person	RN MN Ed
	NSG2319 Nursing Care for the Older Adults Clinical	80		Co-req: NSG2315 Nursing Care for Older Adults, NSG2319 Nursing Care for Older Adults Lab	In person	RN MN Ed
YEAR 2	NSG3301 Research in Nursing	42			In person	RN MPH (Nursing Specialization)

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
Semester 4	NSG3320 Mental Health Nursing	42		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3521 Mental Health Nursing Lab, NSG3522 Mental Health Nursing Clinical	In person	RN MN Ed
	NSG3521 Mental Health Nursing Lab	21		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3320 Mental Health Nursing, NSG3522 Mental Health Nursing Clinical	In person	RN MN Ed

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG3522 Mental Health Nursing Clinical	96		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3320 Mental Health Nursing, NSG3521 Mental Health Nursing Lab	In person	RN MN Ed
	NSG3123 Community Health Nursing	42		Pre-req: QUA2000 Statistics Co-req: NSG3523 Community Health Nursing Workshop, NSG3524 Community Health Nursing Practicum	In person	RN MN Ed
	NSG3523 Community Health Nursing Workshop	21		Co-req: NSG3123 Community Health Nursing, NSG3524 Community Health Nursing Practicum	In person	RN MN Ed
	NSG3524 Community Health Nursing Practicum	96		Pre-re: NSG2422 Pathophysiology, PHA2311 Pharmacology Co-req: NSG3123 Community Health Nursing, NSG3523 Community Health Workshop	In person	RN MN Ed
YEAR 3	NSG3127 Nursing Professionalism and Ethics	42			In person	RN MSN Ed

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
Semester 5	NSG3111 Perinatal Nursing	42		Pre-req: NSG2422 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG2421 Perinatal Nursing Lab, NSG2422 Perinatal Nursing Clinical	In person	RN MN Ed
	NSG2421 Perinatal Nursing Lab	21		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3111 Perinatal Nursing NSG2422 Perinatal Nursing Clinical	In person	RN MN Ed

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG2422 Perinatal Nursing Clinical	96		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3111 Perinatal Nursing NSG2421 Perinatal Nursing Lab	In person	RN MN Ed
	NSG3107 Care of Children and Youth	42		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG2423 Care of Children and Youth Lab, NSG2424 Care of Children and Youth Clinical	In person	RN MN Ed

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG 2423 Care of Children and Youth Lab	21		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3107 Care of Children and Youth, NSG2424 Care of Children and Youth Clinical	In person	RN MN Ed
	NSG2424 Care of Children and Youth Clinical	96		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3107 Care of Children and Youth NSG2424 Care of Children and Youth Lab Progression Requirement: all Level 3 - 5 core courses required to move into Level 6	In person	RN MN Ed

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
YEAR 3 Semester 6	NSG3621 Nursing Leadership in the Sociopolitical Context	42			In person	RN MPH (Nursing Specialization)
	NSG3105 Nursing Care of Adults with Complex Health Conditions 1	42		Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1 Lab, NSG3623 Nursing Care of Adults with Complex Health Conditions 1 Clinical	In person	RN MN Ed
	NSG3622 Nursing Care of Adults with Complex Health Conditions 1 Lab	42		Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1, NSG3623 Nursing Care of Adults with Complex Health Conditions 1 Clinical	In person	RN MN Ed
	NSG3623 Nursing Care of Adults with Complex Health Conditions 1 Clinical	208		Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1, NSG3622 Nursing Care of Adults with Complex Health Conditions 1 Clinical Progression Requirement: all Level 6 core courses required to move into Level 7	In person	RN MN Ed
	4000-level elective		42		Online	Graduate degree in a related field
YEAR 4 Semester 7	NSG4711 Collaborative Team Approach to Person-Centered Care	42			Hybrid	RN MN Ed
	NSG4330 Nursing Care of Adults with Complex Health Conditions 2	42		Co-req: NSG4722 Nursing Care of Adults with Complex Health Conditions 2 Lab, NSG4723 Nursing Care of Adults with Complex Health Conditions 2 Clinical	In person	RN MN Ed

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Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Delivery Modality	Highest Academic Credential
	NSG4722 Nursing Care of Adults with Complex Health Conditions 2 Lab	42		Co-req: NSG4330 Nursing Care of Adults with Complex Health Conditions 2, NSG4723 Nursing Care of Adults with Complex Health Conditions 2 Clinical	In person	RN MN Ed
	NSG4723 Nursing Care of Adults with Complex Health Conditions 2 Clinical	208		Co-req: NSG4330 Nursing Care of Adults with Complex Health Conditions 2, NSG4722 Nursing Care of Adults with Complex Health Conditions 2 Lab Progression Requirement into Level 8: all Level 7 core courses	In person	RN MN Ed
YEAR 4 Semester 8	NSG4245 Integrated Clinical Practicum	400		Co-req: NSG4800 Consolidation of Knowledge in Nursing	In person	RN MN Ed
	NSG4800 Consolidation of Knowledge in Nursing	42		Co-req: NSG4245 Integrated Clinical Practicum	Online	RN MN Ed

Total Program Hours (Core and Non-Core Courses):	2652
Total Core Hours	2428
Percentage of Program Hours Offered in Core Courses	83.7%
Total Non-Core Hours	224
Percentage of Program Hours Offered in Non-Core Courses	16.3%
Work Integrated Learning (WIL) Hours	1280

3.1.6 Course Descriptions

This section provides a listing of the course descriptions for all courses in the proposed Bachelor of Science in Nursing (Honours) program.

These are the course descriptions that would appear in the academic calendar, and other related documentation. Course outlines are provided in [Appendix 1](#)

Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
Year 1 Semester 1	ANP1105	<p>Human Anatomy and Physiology 1 Understanding the healthy structure and function of the human body at cellular and molecular levels provides a foundation for healthcare. Students examine levels of organization, cell morphology, biochemistry, physiological processes, and systems such as neurons, muscles, blood, cardiovascular, lymphatic, and respiratory systems, along with control mechanisms like homeostasis and the nervous and endocrine systems. Through the integration of anatomical and physiological principles, students develop a comprehensive understanding of how the human body maintains function and adapts to change.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Explain the structural organization of the human body. 2. Analyze the physiology of nerve and muscle function, focusing on biochemical processes and their contribution to movement and communication within the body. 3. Describe the principles of homeostasis and the roles of the nervous and endocrine systems in regulating physiological balance. 4. Examine the composition and function of blood, including hemostasis, and its role in transport, immunity, and maintaining health. 5. Explain the anatomy and physiology of the cardiovascular, lymphatic, and respiratory systems, including their interdependence in supporting circulation, immunity, and gas exchange.
Year 1 Semester 1	HLT1130	<p>Determinants of Health Understanding the factors that influence health and wellness equips students to address individual and community health challenges effectively. Students explore models of health, illness, and disease, while examining biological, psycho-behavioral, socio-political, and environmental determinants of</p>	<ol style="list-style-type: none"> 1. Define health, illness, disease, and wellness in individuals and communities. 2. Describe the factors that influence definitions of health and wellness. 3. Explain the determinants of health and their impact on the health of individuals and communities.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		<p>health. Through critical analysis and application of health concepts, students develop strategies to promote well-being and address health disparities in diverse populations.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 4. Explain the determinants of health, with a focus on the unique factors affecting Indigenous populations. 5. Describe concepts of health equity and social justice in the context of vulnerable populations and global health 6. Apply strategies to manage stress and develop healthy lifestyles to prevent harmful habits and acute or chronic diseases. 7. Explain the organization of health care in Canada, including the roles of federal, provincial, and local agencies in delivering health care.
Year 1 Semester 1	HLT1131	<p>Microbiology and Immunology Gaining knowledge of microbiology and immunology is essential for effective nursing practice, particularly in preventing and managing infectious diseases. Students explore the nature of bacteria, principles of sterilization and disinfection, major bacterial groups, and the fundamentals of immunology, including immunity, immunization, allergies, and autoimmune diseases. Through the integration of theoretical knowledge and practical applications, students develop the skills necessary to address infectious diseases and promote immune health in clinical settings.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Explain the general principles of microbiology and the mechanisms of infectious disease pathogenesis. 2. Describe the principles of immunity, including immune responses to infection and the factors influencing immune health. 3. Analyze disorders of immunity, such as allergies and autoimmune diseases, and their clinical implications. 4. Evaluate the role of vaccination in disease prevention and its impact on public health. 5. Discuss the use of antibiotics in treating infections and the challenges posed by antibiotic resistance. 6. Apply diagnostic and aseptic techniques to identify, prevent, and manage bacterial, viral, fungal, and parasitic infections in clinical practice.
Year 1 Semester 1	PSY2100	<p>Introductory Psychology With its applications to behaviour and personality, psychology extends its reach into many aspects of our personal lives. The broad applications of this social science in both an applied and theoretical</p>	<ol style="list-style-type: none"> 1. Apply problem solving and critical thinking skills to topics of psychology and identify scientific methods for gathering information and forming conclusions about human behaviour and functioning.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		<p>context are premised on a number of fundamental principles. Students explore historical breakthroughs that define the current boundaries of the discipline and interact with a number of the foundational concepts that resonate throughout daily life and popular culture. Students develop an introductory knowledge in the various schools of thought within the discipline.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 2. Examine, evaluate, and apply major theories in psychology to demonstrate that human thoughts, feelings, and behavior are bio-psychosocially determined. 3. Apply what we know about learning, memory, and motivation to develop more effective study habits. 4. Describe how the main divisions of experimental psychology have contributed to our understanding of human thoughts, feelings, and behaviours. 5. Describe how the main divisions of applied psychology have contributed to our understanding of human thoughts, feelings, and behaviours.
Year 1 Semester 1	ENL1100	<p>Communications and Academic Writing Effective communication is an integral component of success in the workplace and in lifelong learning. Students review communication theory and its connection to expository writing. Frequent writing exercises encourage the development of content that is coherent, well organized and correct. Students consider and use strategies to generate ideas, to collect and organize information, to acknowledge sources, to identify and develop a thesis and to adapt format, style and tone for different purposes and audiences.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Classify communication and argumentation models. 2. Write well organized, clear, correct prose. 3. Integrate secondary research materials into academic writing. 4. Format writing in accordance with APA guidelines. 5. Develop coherent, well-supported positions and arguments in written and oral format. 6. Adapt writing style and format for different purposes and audiences.
Year 1 Semester 2	ANP1106	<p>Human Anatomy and Physiology 2 Exploring the structure and function of the musculoskeletal and central nervous systems provides essential knowledge for understanding human movement, coordination, and sensory</p>	<ol style="list-style-type: none"> 1. Explain anatomical terminology, including body directions, regions, cavities, and planes. 2. Describe the anatomy and physiology of the integumentary system, including the structure and function of the skin.

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		<p>processing. Students examine anatomical terminology, the skeletal system, joints, and the nervous system, including sensory and motor pathways, as well as higher and lower functions of the central nervous system. Through the integration of anatomical and physiological principles, students develop a comprehensive understanding of how these systems support movement, communication, and overall body function.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 3. Explain the anatomy of the human skeleton, including the axial and appendicular divisions. 4. Analyze the anatomy and physiology of joints, focusing on their structure and functional roles in movement. 5. Describe the anatomy of the muscular system, including its organization and relationship to the skeletal system. 6. Explain the anatomy of the nervous system, including
Year 1 Semester 2	ANP1107	<p>Human Anatomy and Physiology 3 Exploring the integrated functions of the body's systems provides essential insights into how humans maintain balance and respond to internal and external challenges. Students examine the anatomy and physiology of the digestive, immune, reproductive, and urinary systems, along with the regulation of metabolism, acid/base balance, and water balance. Through the analysis of interconnected systems, students develop a comprehensive understanding of how the body achieves homeostasis and supports overall health.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Explain the anatomy and physiology of the digestive system, including its role in nutrient processing and absorption. 2. Describe the regulation of metabolism and body temperature, focusing on energy balance and thermoregulation. 3. Analyze the basic principles of immunology, including the structure and function of the immune system. 4. Explain the anatomy and physiology of the urinary system, emphasizing its role in maintaining acid/base and water balance. 5. Describe the anatomy and physiology of the reproductive system, including its role in human development and reproduction. 6. Integrate knowledge of body systems to explain how they work together to maintain homeostasis and support overall health.
Year 1 Semester 2	NSG1201	<p>Introduction to the Nursing Profession Building a foundation in nursing science and professional practice prepares students to</p>	<ol style="list-style-type: none"> 1. Explain the roles and responsibilities of professional nurses within interprofessional teams and the Canadian healthcare system.

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		<p>contribute effectively to the Canadian healthcare system. Students examine nursing roles and responsibilities, standards of practice, self-regulation, and the application of the nursing process in client care. Through the integration of theoretical knowledge, reflective practice, and evidence-based approaches, students develop the skills necessary to provide competent, client-centered care in diverse healthcare settings.</p> <p>Progression Requirement: all Level 1 and 2 core courses required to move into Level 3</p>	<ol style="list-style-type: none"> 2. Describe nursing standards, self-regulatory processes, and their importance in maintaining professional practice. 3. Describe the integration of Indigenous ways of knowing and cultural practices in the healthcare system. 4. Apply the nursing process to assess, plan, implement, and evaluate care in client and client case situations. 5. Integrate illness prevention and health promotion strategies across the lifespan for diverse populations. 6. Use scholarly resources and research findings to support evidence-based nursing practice. 7. Exhibit competence and professionalism in the use of healthcare technologies and informatics to enhance client care.
Year 1 Semester 2	PHI1000	<p>Logic and Critical Thinking Logic and critical-thinking skills play an important role in both daily life and ongoing academic studies. As foundational skills, they support both the development and assessment of ideas, concepts and courses of action that are presented on a daily basis. Approaching the subject from both a practical and theoretical perspective, students hone their skills in analysis, argumentation, reasoning and persuasion. A range of topics and thinkers provide material with which students can exercise and apply their skills.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Analyze relevant lines of reasoning using critical thinking tools, concepts, and strategies. 2. Identify the strengths and weaknesses of deductive and non deductive arguments. 3. Locate fallacies in reasoning in articles in the popular media and/or academic sources. 4. Use various types of definitions in developing your line of reasoning, ranging from stipulative to persuasive to lexical definitions. 5. Distinguish between 'vague' and 'ambiguous' passages in source materials and learn how each of them impacts a given line of reasoning. 6. Develop and defend a logical line of reasoning on various philosophical/social/cultural issues.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
Year 1 Semester 2	QUA2000	<p>Statistics Students explore fundamental statistical concepts and use statistical software to summarize, analyze and present both descriptive and inferential statistics. Topics include central tendency, variation, probability, central limit theorem, sampling, estimation, hypothesis testing and simple regression and correlation. These theoretical concepts are explained through practical examples from various sectors. Students develop the required background for further study related to research.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Describe, organize and present data, by constructing graphs, charts, frequency tables and frequency distributions. 2. Describe numerical data through the calculation of various measures of central tendency and dispersion. 3. Explain the basic rules of probability, define the characteristics of the binomial / hypergeometric / poisson probability distributions, and use this information to solve problems. 4. Define and use continuous probability distributions to solve problems. 5. Discuss the importance of sampling and describe the properties of sampling distribution of the mean and the sampling distribution of proportions. 6. Construct confidence intervals. 7. Perform one-sample tests of hypothesis. 8. Conduct linear regression and correlation analysis.
Year 2 Semester 3	PHS3300	<p>Pathophysiology Studying pathophysiology provides essential knowledge for understanding disease processes, their causes, and their impact on the body, enabling effective client care and treatment strategies. Students examine the etiology of diseases, mechanisms of pathology, and preventive and corrective therapies across various body systems. Through the analysis of disease states and their physiological effects, students develop the ability to apply this knowledge to clinical practice and client management.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Explain the pathophysiology of blood disorders, including disorders of hemostasis and their clinical implications. 2. Analyze diseases of the cardiovascular and respiratory systems, including their causes, mechanisms, and effects on body function. 3. Describe the causes, consequences, and management of renal failure and disruptions in fluid, electrolyte, and acid-base balance. 4. Examine the pathophysiology of common gastrointestinal disorders and their impact on health. 5. Explain the mechanisms, pathophysiology, and therapeutic treatments of diabetes and its complications.

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			6. Analyze the development and growth of tumors, including the underlying mechanisms of cancer and its progression.
Year 2 Semester 3	PHA2311	<p>Pharmacology Gaining a thorough knowledge of pharmacology equips students to safely and effectively manage drug therapies in client care. Students study drug actions, toxicities, methods of administration, and the implications for nursing practice, including observation and monitoring of drug effects. Through the integration of theoretical knowledge and practical applications, students develop the skills necessary to administer medications responsibly and safely and to address potential challenges in drug therapy.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Identify major drug classes and categories, along with their therapeutic uses and mechanisms of action. 2. Recognize generic drug names and associate them with their respective drug classes or categories. 3. Evaluate the beneficial and harmful effects of drugs, including potential side effects and toxicities. 4. Apply nursing implications related to drug administration, including dosage calculations, routes of administration, and client education. 5. Monitor and assess client responses to drug therapies, ensuring safe and effective outcomes. 6. Analyze challenges in drug administration and develop strategies to address potential risks and complications.
Year 2 Semester 3	NSG2312	<p>Theory in Nursing Studying nursing theory provides a foundation for understanding the profession's evolution and its application to practice, enhancing the ability to deliver evidence-based, client-centered care. Students examine the structure, philosophical underpinnings, and evaluation of nursing theories, as well as their relevance to explaining phenomena in nursing practice. Through critical analysis and application of theoretical frameworks, students develop the skills to integrate theory into practice, shaping nursing care in diverse contexts.</p>	<ol style="list-style-type: none"> 1. Explain the historical, social, and political contexts that have influenced the development of nursing as a profession. 2. Define key concepts such as metaparadigm, paradigm, and the discipline of nursing. 3. Compare and contrast different schools of thought and conceptions within the discipline of nursing. 4. Analyze nursing theories in terms of their values, underlying premises, and fundamental concepts. 5. Apply selected nursing theories to practice situations, considering sociopolitical and contextual factors.

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		Pre-req: N/A	6. Reflect on the role of theory in shaping and informing nursing care, integrating theoretical and empirical findings into practice.
Year 2 Semester 3	NSG2323	<p>Health Assessment Developing skills in holistic health assessment prepares students to identify client needs, promote health equity, and deliver client-centered care across the lifespan. Students learn principles of health assessment, including interviewing, physical examination, and analyzing data to identify strengths, risk factors, and health priorities for children, adults and elder adults. Through simulated clinical practice, students apply theoretical knowledge, demonstrate therapeutic communication, and integrate developmental, cultural, and equity considerations into their assessments.</p> <p>Co-req: NSG2324 Health Assessment Lab</p>	<ol style="list-style-type: none"> 1. Explain how to conduct systematic health assessments, including interviews and physical examinations, using a structured and holistic approach. 2. Analyze health assessment data to identify client strengths, risks, and health promotion priorities. 3. Discuss developmental, cultural, and equity considerations into health assessments for diverse populations including children, adults and older adults. 4. Describe therapeutic communication skills during interactions with simulated clients/clients. 5. Describe clinical findings clearly and concisely in both written/electronic and oral formats according to professional standard. 6. Describe infection prevention practices, including routine precautions, during client/client interactions.
Year 2 Semester 3	NSG2324	<p>Health Assessment Lab Developing skills in holistic health assessment for clients across the lifespan, is essential for safe and ethical nursing practice. Through simulated clinical practice, students apply theoretical knowledge, integrate developmental, cultural, and equity considerations into their practice, with a focus on health promotion and mitigation of risk factors.</p>	<ol style="list-style-type: none"> 1. Use communication strategies in alignment with professional standards when interacting with clients, gathering data, and documenting information. 2. Conduct systematic health assessments, including interviews and physical examinations, using a structured and holistic approach. 3. Analyze health assessment data to identify client strengths, risks, and health promotion priorities. 4. Apply developmental, cultural, and equity considerations into health assessments for diverse

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		Co-req: NSG2323 Health Assessment	populations including children, adults, and older adults. 5. Apply infection prevention practices, including routine precautions, during client/client interactions.
Year 2 Semester 3	NSG2315	<p>Nursing Care for Older Adults Providing holistic nursing care for older adults requires a deep understanding of their unique physical, developmental, and psychosocial needs to promote health and well-being. Students explore concepts of aging, health promotion, and chronic illness management, with an emphasis on equity, diversity, and inclusion. Through reflective practice, evidence-based strategies, and person-centered approaches, students develop the skills to deliver compassionate, comprehensive care to older adults in diverse health care settings.</p> <p>Co-req: NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical</p>	<ol style="list-style-type: none"> 1. Apply principles of health promotion and chronic illness management to care for older adults. 2. Integrate equity, diversity, and inclusion into nursing practice to address the unique needs of older adults. 3. Use communication strategies in alignment with professional standards when interacting with clients, gathering data, and documenting information. 4. Advocate for the health and well-being of older adults, ensuring access to appropriate resources and services. 5. Reflect on personal biases and assumptions to provide culturally safe and person-centered care. 6. Collaborate with interprofessional teams to develop holistic care plans that support the independence and dignity of older adults. 7. Explain the resources, policies and legal aspects of older adult care based on the Ministry of Health and Long-term Care guideline.
Year 2 Semester 3	NSG2318	<p>Nursing Care for Older Adults Lab Developing skills in the care of older adults, is essential for safe and ethical nursing practice. Students develop skills in older adult patient care including geriatric assessment, medication administration, wound care, basic care, and infection control. Through simulated clinical practice, students apply theoretical knowledge,</p>	<ol style="list-style-type: none"> 1. Use communication strategies in alignment with professional standards when interacting with older adults. 2. Conduct systematic client assessments, using a structured, evidence-based, and holistic approach. 3. Analyze assessment data to identify expected and unexpected findings using a lens of developmental, cultural and equitable considerations.

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		integrate developmental, cultural, and equity considerations into their care. Co-req: NSG2315 Nursing Care for Older Adults, NSG2319 Nursing Care for Older Adults Clinical	4. Perform safe, effective and ethical nursing care with all foundational nursing skills including medication administration, basic care, use of equipment, wound care, and catheterization. 5. Apply infection prevention practices, including routine precautions, during client interactions.
Year 2 Semester 3	NSG2319	<p>Nursing Care for Older Adults Clinical Providing holistic nursing care for older adults prepares students to address the unique health needs of aging populations while promoting dignity, equity, and inclusion. Students conduct health assessments, implement individualized health promotion interventions, and evaluate care outcomes in simulation environments and healthcare settings. Through reflective practice, adherence to professional standards, and the integration of theoretical and empirical knowledge, students develop the skills to deliver compassionate, evidence-based care to older adults.</p> <p>Co-req: NSG2315 Nursing Care for Older Adults, NSG2319 Nursing Care for Older Adults Lab</p>	1. Exhibit professional behavior during interactions with interprofessional team members and clients. 2. Communicate effectively with interprofessional team members and clients. 3. Perform clinical skills safely and efficiently. 4. Apply the nursing process and health promotion principles, emphasizing equity, diversity, and inclusion, to care for older adults. 5. Practice within the professional, ethical, and legal standards of the College of Nurses of Ontario and the Canadian Nursing Association and agency policy. 6. Engage in reflective practice to evaluate and improve all aspects of care delivery. 7. Use technologies and informatics competently and professionally in clinical practice. 8. Integrate theoretical knowledge and research findings into evidence-based nursing care. 9. Assess the health needs of older adults and develop individualized care plans. 10. Evaluate the effectiveness of nursing interventions and adjust care strategies as needed.
Year 2 Semester 4	NSG3301	<p>Research in Nursing Engaging with nursing research enhances the ability to integrate evidence-based practices into</p>	1. Explain the importance of research in the evolution of nursing and healthcare, considering principles of equity, diversity, and inclusion.

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		<p>client care, contributing to the advancement of the profession. Students explore nursing and related research paradigms, methodologies, and the critical appraisal of published studies, with a focus on equity, diversity, and inclusion. Through the application of research principles and reflective practice, students develop the skills to identify, evaluate, and apply research findings to improve nursing practice.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 2. Describe the steps of the research process and their relevance to evidence-informed practice. 3. Identify the role of research in advancing the healthcare professions, emphasizing equity, diversity, inclusion, and the integration of Indigenous perspectives. 4. Examine how incorporating Indigenous ways of knowing into research enhances the health care profession, fostering respect for Indigenous practices and perspectives in the development of culturally relevant care. 5. Distinguish key concepts, principles, and methodologies relevant to nursing research. 6. Appraise published research articles critically to evaluate their validity and applicability to nursing practice. 7. Apply appropriate research methods and technologies to support evidence-based decision-making in healthcare. 8. Reflect on the role of research in shaping nursing practice and improving client outcomes.
Year 2 Semester 4	NSG3320	<p>Mental Health Nursing Supporting individuals with mental health issues requires a strong foundation in therapeutic communication, family-centered care, and community resources to promote recovery and well-being. Students explore theoretical foundations of mental health nursing, including therapeutic relationships, biopsychosocial theories, and the nursing process for individuals across the lifespan. Through the integration of research, critical analysis of social determinants, and practical application,</p>	<ol style="list-style-type: none"> 1. Explain the theoretical foundations of mental health nursing, including therapeutic communication and the principles of therapeutic relationships. 2. Analyze biopsychosocial theories to understand mental health issues in the context of hospital, community, and family settings. 3. Identify the manifestations and states of health and illness for various mental disorders, including patterns of wellness and recovery.

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		<p>students develop the skills to provide compassionate, evidence-based care in diverse settings.</p> <p>Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical</p> <p>Co-req: NSG3521 Mental Health Nursing Lab, NSG3522 Mental Health Nursing Clinical</p>	<ol style="list-style-type: none"> 4. Apply the nursing process to assess, plan, intervene, and evaluate care for individuals with mental health issues across the lifespan. 5. Integrate theoretical and empirical research findings into evidence-based mental health care practices. 1. Evaluate contemporary issues related to social determinants of mental health and their impact on individuals, communities, and society.
Year 2 Semester 4	NSG3521	<p>Mental Health Nursing Lab Providing students with the opportunity to develop skills in the care of clients with mental health conditions prepares them for practice in a variety of clinical settings. Students apply the principles of therapeutic communication, relationship-building, and family support in the care of individuals with mental health challenges in simulation settings. Students practice the nursing process—assessing, planning, intervening, and evaluating care for individuals and families. Emphasis is on integrating evidence-based research, ethical guidelines, and technology to enhance mental health care. By integrating theoretical knowledge, research, and socio-political perspectives, students cultivate the skills necessary to deliver holistic, equitable care to clients with mental health concerns.</p>	<ol style="list-style-type: none"> 1. Apply the nursing process to assess, plan, intervene, and evaluate holistic care for individuals with mental health issues and their families. 2. Use therapeutic communication skills and the therapeutic use of self to build relationships with individuals and families. 3. Practice within the professional, ethical, and legal guidelines set by the CNO, CNA, and agency policies. 4. Identify strategies and priorities for advocating for individuals with mental health issues and their families. 5. Apply reflective practice to enhance the delivery of care for individuals with mental health issues and their families.

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		Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3320 Mental Health Nursing, NSG3522 Mental Health Nursing Clinical	
Year 2 Semester 4	NSG3522	Mental Health Nursing Clinical Providing care for individuals with mental health issues requires the application of therapeutic communication, relationship-building, and family support in diverse clinical settings. Students apply the nursing process to assess, plan, intervene, and evaluate care for individuals and families, integrating research findings and ethical guidelines. Through reflective practice, advocacy, and the use of technology, students develop the skills to deliver compassionate, evidence-based mental health care. Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3320 Mental Health Nursing,	<ol style="list-style-type: none"> 1. Apply the nursing process to assess, plan, intervene, and evaluate holistic care for individuals with mental health issues and their families. 2. Integrate research findings relevant to psychiatric mental health nursing into clinical practice. 3. Use therapeutic communication skills and the therapeutic use of self to build relationships with individuals and families. 4. Practice within the professional, ethical, and legal guidelines set by the CNO, CNA, and agency policies. 5. Take responsibility for personal learning and professional growth in the clinical environment. 6. Apply reflective practice to enhance the delivery of care for individuals with mental health issues and their families. 7. Identify strategies and priorities for advocating for individuals with mental health issues and their families. 8. Use technology and informatics competently and professionally to support mental health care.

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		NSG3521 Mental Health Nursing Lab	9. Collaborate with interprofessional teams to provide comprehensive care for individuals with mental health issues.
Year 2 Semester 4	NSG3123	<p>Community Health Nursing A population health perspective shifts perception from individual needs to outcomes for larger groups. Students examine and apply the theories, principles, and practice of community health nursing, focusing on the core areas of health promotion, maintenance, and prevention, and epidemiology. Students explore the role of community health nurses in assessing, planning, intervening, and evaluating healthcare needs in diverse community settings. Emphasis is on community-based approaches, with individuals, families, and entire communities as clients. Students apply evidence-based practices to promote public health, prevent disease, and manage health concerns within the community.</p> <p>Pre-req: QUA2000 Statistics,</p> <p>Co-req: NSG3523 Community Health Nursing Workshop, NSG3524 Community Health Nursing Practicum</p>	<ol style="list-style-type: none"> 1. Describe the roles and settings of community nursing practice, as well as the concepts of population health. 2. Analyze theoretical frameworks related to population health and Canadian Community Health Nursing Standards of Practice. 3. Analyze how determinants of health impact the health of individuals and communities, both within Indigenous and non-Indigenous contexts. 4. Apply the community health nursing process as a basis for health promotion, disease, and injury prevention. 5. Analyze the impact of social determinants of health and political factors in the health of a population in the local, national, and global contexts. 6. Use epidemiological and qualitative approaches to describe the health status of a community and groups. 7. Apply principles of equity, inclusivity, diversity, cultural safety, and trauma-informed care with all populations.
Year 2 Semester 4	NSG3523	<p>Community Health Nursing Workshop Community health nursing plays a critical role in improving population health by addressing the diverse needs of individuals, families, and</p>	<ol style="list-style-type: none"> 1. Apply the community health nursing process to assess, plan, implement, and evaluate health interventions for individuals, families, and communities.

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		<p>communities. Students apply the community health nursing process to assess, plan, implement, and evaluate care for individuals, families, and communities. Emphasis is on the use of evidence-based interventions while promoting equity, inclusivity, and cultural safety. Students develop skills in collaborative practice, reflective thinking, and professional accountability, integrating both theoretical knowledge and empirical evidence to enhance health and well-being in diverse community environments.</p> <p>Co-req: NSG3123 Community Health Nursing, NSG3524 Community Health Nursing Practicum</p>	<ol style="list-style-type: none"> 2. Integrate principles of equity, inclusivity, diversity, cultural safety, and trauma-informed care into community health practice. 3. Discuss how determinants of health impact the health of individuals and communities, both within Indigenous and non-Indigenous contexts.
Year 2 Semester 4	NSG3524	<p>Community Health Nursing Practicum Engaging in community health nursing practice prepares students to address the health needs of individuals, families, and communities through collaborative, evidence-based interventions. Students apply the community health nursing process to assess, plan, implement, and evaluate care, emphasizing equity, inclusivity, and cultural safety. Through reflective practice, professional accountability, and the integration of theoretical and empirical knowledge, students develop the skills to promote health and well-being in diverse community settings.</p> <p>Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology</p>	<ol style="list-style-type: none"> 1. Provide safe, competent, and ethical nursing care in alignment with the Canadian Community Health Nursing Standards of Practice, CNA Code of Ethics, CNO Standards of Practice, and agency policies. 2. Apply the community health nursing process to assess, plan, implement, and evaluate health interventions for individuals, families, and communities. 3. Use professional oral and written communication strategies effectively in live and digital environments. 4. Integrate principles of equity, inclusivity, diversity, cultural safety, and trauma-informed care into community health practice. 5. Engage in self-directed learning, reflective practice, and professional accountability as a member of a community health team.

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		Co-req: NSG3123 Community Health Nursing, NSG3523 Community Health Nursing Workshop	<ol style="list-style-type: none"> 6. Apply theoretical and empirical research findings to support evidence-based community health interventions. 7. Collaborate with community partners to plan, implement, and evaluate health promotion programs. 8. Advocate for the health needs of individuals, families, and communities within a social determinants of health framework.
Year 3 Semester 5	NSG3127	<p>Nursing Professionalism and Ethics Developing a strong foundation in nursing professionalism and ethics prepares students to navigate complex practice situations and uphold the highest standards of care. Students examine ethical and legal dilemmas, professional standards, and interprofessional practice, with an emphasis on values clarification and moral reasoning. Through critical analysis, reflective practice, and the application of ethical theories, students cultivate the skills to make informed, values-based decisions in nursing practice.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Analyze ethical issues and dilemmas in nursing practice using values-based reasoning and ethical theories. 2. Apply professional standards and legal principles to resolve ethical challenges in healthcare settings. 3. Articulate and defend moral arguments relevant to nursing ethics and professional practice. 4. Evaluate the role of self-regulation and legislation in shaping nursing practice and accountability. 5. Integrate theoretical and empirical research findings into ethical decision-making processes. 6. Reflect on personal moral identity and develop strategies to strengthen ethical agency in nursing practice.
Year 3 Semester 5	NSG3111	<p>Perinatal Nursing Providing care to childbearing families enhances the ability to support healthy transitions to parenthood and address risks during the perinatal period. Students explore family-centered perinatal care, transitions to parenthood, and the adaptation of families across preconception, prenatal, labor, birth, and postnatal periods. Through the integration of theoretical knowledge, health promotion</p>	<ol style="list-style-type: none"> 1. Apply family-centered nursing concepts, considering equity, diversity, and inclusion, to support childbearing families. 2. Explain childbearing, breastfeeding, chest-feeding, and parenting as healthy life events within diverse family contexts. 3. Analyze the adaptation of childbearing families across preconception, prenatal, labor, birth, and postnatal periods, including perinatal loss.

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		<p>principles, and evidence-based practices, students develop the skills to deliver compassionate, inclusive care in hospital, home, and community settings.</p> <p>Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical</p> <p>Co-req: NSG2421 Perinatal Nursing Lab, NSG2422 Perinatal Nursing Clinical</p>	<ol style="list-style-type: none"> 4. Integrate health promotion principles into nursing care for childbearing families in both healthy and at-risk situations. 5. Employ evidence-based communication to effectively engage with and support childbearing families. 6. Describe the roles of nurses within interprofessional teams to provide care for childbearing families across all settings.
Year 3 Semester 5	NSG2421	<p>Perinatal Nursing Lab Providing hands-on perinatal nursing care prepares students to support childbearing families across diverse settings, ensuring safe and inclusive care during critical life transitions. Students apply family-centered nursing concepts, health promotion principles, and evidence-based practices through a simulated clinical setting, developing the skills to deliver compassionate, competent care to childbearing families.</p> <p>Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab,</p>	<ol style="list-style-type: none"> 1. Apply family-centered nursing concepts, considering equity, diversity, and inclusion, in clinical practice with childbearing families. 2. Utilize foundational knowledge of childbearing to support informed decision-making and apply the nursing process effectively. 3. Use communication strategies in alignment with professional standards when interacting with perinatal clients. 4. Engage in reflective practice to evaluate and improve care delivery, integrating professional, ethical, and legal standards. 6. Apply health promotion principles to support childbearing, breastfeeding, chest-feeding, and parenting as key components of healthy life events in the simulated clinical setting.

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		NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical Co-req: NSG3111 Perinatal Nursing, NSG2422 Perinatal Nursing Clinical	
Year 3 Semester 5	NSG2422	<p>Perinatal Nursing Clinical Providing hands-on perinatal nursing care prepares students to support childbearing families across diverse settings, ensuring safe and inclusive care during critical life transitions. Students apply family-centered nursing concepts, health promotion principles, and evidence-based practices in hospitals, public health, community agencies, homes, and simulation environments. Through reflective practice, adherence to professional standards, and the integration of theoretical and empirical knowledge, students develop the skills to deliver compassionate, competent care to childbearing families.</p> <p>Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical</p> <p>Co-req: NSG3111 Perinatal Nursing, NSG2421 Perinatal Nursing Lab</p>	<ol style="list-style-type: none"> 1. Apply family-centered nursing concepts, considering equity, diversity, and inclusion, in clinical practice with childbearing families. 2. Utilize foundational knowledge of childbearing to support informed decision-making and apply the nursing process effectively. 3. Use communication and teaching strategies when working with childbearing families. 4. Engage in reflective practice to evaluate and improve care delivery, integrating professional, ethical, and legal standards. 5. Apply health promotion principles to support childbearing, breastfeeding, chest-feeding, and parenting as key components of healthy life events. 6. Use technologies and informatics competently and professionally in clinical practice. 7. Apply theoretical and empirical research findings relevant to nursing care.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
Year 3 Semester 5	NSG3107	<p>Care of Children and Youth Caring for children and youth with acute and chronic illnesses requires a deep understanding of family-centered care and the ability to address diverse health needs across settings. Students explore nursing concepts, assessment strategies, and care approaches for infants, children, and youth, emphasizing family-centered care and evidence-based practices. Through the integration of theoretical knowledge, research, and socio-political awareness, students develop the skills to provide holistic, equitable care to children and their families.</p> <p>Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical</p> <p>Co-req: NSG2423 Care of Children and Youth Lab, NSG2424 Care of Children and Youth Clinical</p>	<ol style="list-style-type: none"> 1. Apply nursing, psychosocial, and biomedical knowledge to care for infants, children, youth, and their families using a family-centered approach. 2. Integrate research evidence and practice guidelines into the care of children and youth with acute and chronic illnesses. 3. Use the nursing process to plan and deliver care that supports the return to optimal health for children and their families. 4. Analyze the socio-political and professional contexts of healthcare delivery and their impact on pediatric care. 5. Describe the impacts of colonization, discrimination, and marginalization on the health and care of children and families, applying principles of equity, diversity, and inclusion. 6. Evaluate strategies to address health disparities and promote equitable care for children and youth across diverse populations.
Year 3 Semester 5	NSG2423	<p>Care of Children and Youth Lab Providing hands on family-centered care of children experiencing both acute and chronic illnesses in a simulated clinical setting prepares students for ensuring safe and inclusive pediatric care. Students practice in simulation settings, developing a</p>	<ol style="list-style-type: none"> 1. Use communication strategies in alignment with professional standards when interacting with children and youth. 2. Employ critical thinking in planning, prioritizing, and executing nursing care of infants, children, youth, and their families experiencing acute and chronic illness

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		<p>comprehensive understanding of the diverse health needs of children and youth. Students explore nursing concepts, assessment strategies, and care approaches for infants, children, and adolescents, with an emphasis on family-centered care and evidence-based practices. By integrating theoretical knowledge, research, and socio-political perspectives, students cultivate the skills necessary to deliver holistic, equitable care to children and their families.</p> <p>Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical</p> <p>Co-req: NSG3107 Care of Children and Youth, NSG2424 Care of Children and Youth Clinical</p>	<p>with stable or predictable outcomes across health care settings.</p> <ol style="list-style-type: none"> 3. Assume responsibility for self-direction and reflective practice. 4. Perform clinical skills safely and competently. 5. Adhere to professional, ethical, and legal standards and guidelines of the College of Nurses of Ontario and the Canadian Nursing Association as well as agency policy.
Year 3 Semester 5	NSG2424	<p>Care of Children and Youth Clinical Providing hands on family-centered care of children experiencing both acute and chronic illnesses prepares students for ensuring safe and inclusive pediatric care. Students practice in a variety of healthcare settings, developing a comprehensive understanding of the diverse health needs of children and youth. Students explore key nursing concepts, assessment strategies, and care approaches for infants, children, and adolescents,</p>	<ol style="list-style-type: none"> 1. Use communication strategies in alignment with professional standards when interacting with children and youth. 2. Employ critical thinking in planning, prioritizing, and executing nursing care of infants, children, youth, and their families experiencing acute and chronic illness with stable or predictable outcomes across health care settings. 3. Assume responsibility for self-direction and reflective practice.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		<p>with an emphasis on family-centered care and evidence-based practices. By integrating theoretical knowledge, research, and socio-political perspectives, students cultivate the skills necessary to deliver holistic, equitable care to children and their families across various healthcare settings.</p> <p>Pre-req: PHS3300 Pathophysiology, PHA2311 Pharmacology, NSG2323 Health Assessment, NSG2324 Health Assessment Lab, NSG2318 Nursing Care for Older Adults Lab, NSG2319 Nursing Care for Older Adults Clinical</p> <p>Co-req: NSG3107 Care of Children and Youth, NSG2424 Care of Children and Youth Lab</p> <p>Progression Requirement: all Level 3 - 5 core courses required to move into Level 6</p>	<ol style="list-style-type: none"> 4. Perform clinical skills safely with increasing competence and confidence. 5. Adhere to professional, ethical, and legal standards and guidelines of the College of Nurses of Ontario and the Canadian Nursing Association as well as agency policy. 6. Use communication strategies in alignment with professional standards when interacting with children and youth. 7. Apply theoretical and empirical/research findings relevant to nursing care, incorporating the principles of equity, diversity, and inclusion.
Year 3 Semester 6	NSG3621	<p>Nursing Leadership in the Sociopolitical Context Studying nursing leadership within a sociopolitical context equips students to understand and influence the forces shaping healthcare systems and nursing practice. Students analyze historic, political, social, and economic influences on nursing, as well as leadership and change theories, to develop strategies for policy influence and system transformation. Through critical reflection and the application of leadership concepts,</p>	<ol style="list-style-type: none"> 1. Analyze the historical and sociocultural forces that have shaped nursing practice and the development of nursing knowledge. 2. Evaluate the political, economic, and sociocultural factors influencing professional nursing practice and healthcare systems. 3. Apply leadership and change theories to address challenges and foster innovation in nursing practice. 4. Identify avenues for nurses to take proactive roles in shaping healthcare policy and advancing the nursing profession.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		students build the skills to advocate for the profession and drive positive change in healthcare.	<ol style="list-style-type: none"> 5. Develop political awareness and strategies to address social phenomena impacting the nursing profession. 6. Reflect on personal leadership potential and its role in promoting autonomy, collaboration, and professional growth in nursing.
Year 3 Semester 6	NSG3105	<p>Nursing Care of Adults with Complex Health Conditions 1 Providing care for adults with complex health conditions requires a strong foundation in nursing principles and the ability to address diverse client needs across healthcare settings. Students integrate knowledge from nursing, psychosocial, and biomedical sciences to care for adults with acute and chronic illnesses, focusing on stable or predictable outcomes. Through the application of evidence-based practices and the nursing process, students develop the skills to deliver holistic, client-centered care across the adult lifespan.</p> <p>Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1 Lab, NSG3623 Nursing Care of Adults with Complex Health Conditions 1 Clinical</p>	<ol style="list-style-type: none"> 1. Integrate nursing, psychosocial, and biomedical knowledge to care for adults with acute and chronic health conditions. 2. Apply evidence-based concepts to address the needs of diverse clients across the adult lifespan. 3. Analyze client care trajectories across various healthcare settings, considering the impact of acute and chronic illnesses. 4. Use the nursing process to assess, plan, implement, and evaluate care for adults with complex health conditions. 5. Explain the roles and responsibilities of nurses in managing acute and chronic health conditions across the adult lifespan.
Year 3 Semester 6	NSG3622	<p>Nursing Care of Adults with Complex Health Conditions 1 Lab Providing hands on care of adults with stable or predictable outcomes in a simulated clinical setting prepares students for ensuring safe and inclusive nursing care. Students practice in simulation</p>	<ol style="list-style-type: none"> 1. Use communication strategies in alignment with professional standards when interacting with adults. 2. Employ critical thinking in planning, prioritizing, and executing nursing care of adults and their families experiencing acute and chronic illness with stable or predictable outcomes across health care settings.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		<p>settings, developing a comprehensive understanding of the diverse health needs of adults experiencing complex health conditions. Students explore nursing concepts, assessment strategies, and care approaches for adults with an emphasis on evidence-based practices. By integrating theoretical knowledge, research, and socio-political perspectives, students cultivate the skills necessary to deliver holistic, equitable care to adults and their families.</p> <p>Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1, NSG3623 Nursing Care of Adults with Complex Health Conditions 1 Clinical</p>	<ol style="list-style-type: none"> 3. Assume responsibility for self-direction and reflective practice. 4. Perform clinical skills safely with increasing competence and confidence. 5. Adhere to professional, ethical, and legal standards and guidelines of the College of Nurses of Ontario and the Canadian Nursing Association as well as agency policy.
Year 3 Semester 6	NSG3623	<p>Nursing Care of Adults with Complex Health Conditions 1 Clinical Caring for adults with complex health conditions in clinical settings builds the skills needed to manage acute and chronic illnesses with stable or predictable outcomes across diverse healthcare environments. Students apply nursing principles to assess, plan, and deliver care, integrating evidence-based practices and ethical standards. Through reflective practice, effective communication, and the use of technology, students develop the competence to provide respectful, client-centered care to adults across the care continuum.</p>	<ol style="list-style-type: none"> 1. Communicate effectively and professionally with instructors, colleagues, clients, and healthcare professionals. 2. Use critical thinking to plan, prioritize, and implement nursing care for adults with acute and chronic illnesses. 3. Engage in self-directed learning and reflective practice to improve clinical performance. 4. Perform clinical skills safely and efficiently. 5. Practice within the professional, ethical, and legal standards of the College of Nurses of Ontario and the Canadian Nurses Association. 6. Use technologies and informatics competently and professionally in clinical practice. 7. Apply theoretical and empirical research findings to support evidence-based nursing care.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		Co-req: NSG3105 Nursing Care of Adults with Complex Health Conditions 1, NSG3622 Nursing Care of Adults with Complex Health Conditions 1 Lab Progression Requirement: all Level 6 core courses required to move into Level 7	8. Collaborate with interprofessional teams to deliver comprehensive care across healthcare settings. 9. Advocate for the health and well-being of adults with complex health conditions. 10. Integrate principles of equity and inclusion into all aspects of nursing care for diverse populations.
Year 3 Semester 6		4000-level breadth elective	
Year 4 Semester 7	NSG4711	Collaborative Team Approach to Person-Centered Care Engaging in a collaborative team approach enhances the ability to deliver person-centered care and improve client outcomes through effective interprofessional teamwork. Students analyze clinical situations using case-based scenarios, focusing on interprofessional competencies, equity, diversity, and inclusion. Through self-reflection, critical analysis, and evidence-based strategies, students develop the skills to work effectively within interprofessional teams and advocate for client safety.	1. Apply interprofessional competencies to collaborative practice scenarios in healthcare settings. 2. Analyze issues affecting interprofessional teamwork, integrating principles of equity, diversity, and inclusion. 3. Use evidence-based strategies to address challenges and improve interprofessional collaboration. 4. Articulate the role of nursing within interprofessional teams and its impact on client care outcomes. 5. Evaluate the effects of interprofessional collaboration on client safety and clinical outcomes. 6. Reflect on personal contributions to interprofessional teamwork and identify strategies for professional growth.
Year 4 Semester 7	NSG4330	Nursing Care of Adults with Complex Health Conditions 2 Providing care for adults with complex health conditions requires advanced knowledge and skills to address unpredictable and multifaceted healthcare needs. Students examine complex	1. Integrate knowledge from nursing, psychosocial, and biomedical sciences to the care of clients with complex care needs. 2. Explain how to anticipate the requirements of clients with complex care needs across the trajectory of

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		<p>nursing practice situations, focusing on independent and interdependent roles in acute, critical, and community settings. Through the integration of nursing, psychosocial, and biomedical knowledge, students develop the ability to anticipate, manage, and advocate for clients with complex care needs across diverse populations and environments.</p> <p>Co-req: NSG4722 Nursing Care of Adults with Complex Health Conditions 2 Lab, NSG4723 Nursing Care of Adults with Complex Health Conditions 2 Clinical</p>	<p>illness in acute care and critical care settings (e.g., rural, remote, community and academic/urban).</p> <ol style="list-style-type: none"> 3. Select evidence-informed strategies to address emerging, unpredictable health care situations in adults and older adults. 4. Apply theoretical and evidence-based concepts and practice guidelines to complex client care needs. 5. Identify the roles of the nurse within the inter-professional team to ensure continuity of care of clients and families with complex care needs. 6. Explain how cultural and social determinants of health impact the experiences of individuals with acute and critical illness.
Year 4 Semester 7	NSG4722	<p>Nursing Care of Adults with Complex Health Conditions 2 Lab Providing hands on care of adults with unstable or unpredictable outcomes in a simulated clinical setting prepares students for ensuring safe and inclusive nursing care. Students practice in simulation settings, developing a comprehensive understanding of the diverse health needs of adults experiencing complex health conditions. Students explore nursing concepts, assessment strategies, and care approaches for adults with an emphasis on evidence-based practices. By integrating theoretical knowledge, research, and socio-political perspectives, students cultivate the skills necessary to deliver holistic, equitable care to adults and their families.</p>	<ol style="list-style-type: none"> 1. Assume responsibility for self-direction and reflective practice. 2. Perform clinical skills safely with increasing proficiency and judgement. 3. Adhere to professional, ethical, and legal standards and guidelines of the College of Nurses of Ontario and the Canadian Nursing Association as well as agency policy. 4. Apply critical thinking and prioritization to operationalize the nursing process in complex care situations. 5. Use communication strategies to interact with clients, families, and interprofessional team members. 6. Reflect on personal practice to identify strengths and areas for improvement in managing complex care situations.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		Co-req: NSG4330 Nursing Care of Adults with Complex Health Conditions 2, NSG4723 Nursing Care of Adults with Complex Health Conditions 2 Clinical	
Year 4 Semester 7	NSG4723	<p>Nursing Care of Adults with Complex Health Conditions 2 Clinical Caring for adults with complex health conditions in clinical settings builds the skills needed to manage acute and chronic illnesses with unstable or unpredictable outcomes across diverse healthcare environments. Students apply nursing principles to assess, plan, and deliver care, integrating evidence-based practices and ethical standards. Through reflective practice, effective communication, and the use of technology, students develop the competence to provide respectful, client-centered care to adults across the care continuum.</p> <p>Co-req: NSG4330 Nursing Care of Adults with Complex Health Conditions 2, NSG4722 Nursing Care of Adults with Complex Health Conditions 2 Lab</p>	<ol style="list-style-type: none"> 1. Communicate effectively and professionally with instructors, colleagues, clients, and healthcare professionals. 2. Use critical thinking to plan, prioritize, and implement nursing care for adults with unstable and unpredictable illnesses. 3. Engage in self-directed learning and reflective practice to improve clinical performance. 4. Perform clinical skills safely and efficiently using clinical judgement. 5. Practice within the professional, ethical, and legal standards of the College of Nurses of Ontario and the Canadian Nurses Association. 6. Use technologies and informatics competently and professionally in clinical practice. 7. Integrate theoretical and empirical research findings to support evidence-based nursing care. 8. Collaborate with interprofessional teams to deliver comprehensive care across healthcare settings. 9. Advocate for the health and well-being of adults with complex health conditions. 10. Integrate principles of equity and inclusion into all aspects of nursing care for diverse populations.
Year 4 Semester 8	NSG4245	<p>Integrated Clinical Practicum Transitioning from student to beginning practitioner requires the integration and synthesis of</p>	<ol style="list-style-type: none"> 1. Provide safe, competent, and ethical nursing care in alignment with the CNA Code of Ethics, CNO Standards of Practice, and agency policies.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		<p>knowledge, skills, and theory into real-world nursing practice. Students engage in intensive practice in a selected area of interest, applying critical thinking, ethical standards, and principles of equity, diversity, and inclusion. Through reflective practice, effective communication, and the use of technology, students develop the competence, confidence, and clinical judgement to provide safe, client-centered care as entry-level practitioners.</p> <p>Progression Requirement: all Level 7 core courses</p> <p>Co-req: NSG4800 Consolidation of Knowledge in Nursing</p>	<ol style="list-style-type: none"> 2. Apply critical thinking, accountability, and prioritization to operationalize the nursing process in a practice setting. 3. Use communication strategies to interact with preceptors, faculty advisors, colleagues, clients, families, and interprofessional teams. 4. Practice within a defined professional scope and contribute effectively as a member of an interprofessional team. 5. Organize workload and develop time management skills to meet the needs of clients, families, groups, or communities. 6. Reflect on personal career goals and professional development over the course of nursing education. 7. Use technologies and informatics competently and professionally in nursing practice. 8. Apply theoretical and empirical research findings to support evidence-based nursing care. 9. Engage in reflective practice to evaluate and improve all aspects of care delivery. 10. Advocate for clients and families to ensure equitable access to care and resources. 11. Collaborate with interprofessional teams to develop and implement comprehensive care plans. 12. Evaluate the effectiveness of nursing interventions and adjust strategies to improve client outcomes. 13. Refine clinical judgement in nursing practices to support optimal client care. 14. Exhibit entry to practice competencies of nursing in alignment with professional standards.
Year 4 Semester 8	NSG4800	<p>Consolidation of Knowledge in Nursing Consolidating knowledge and skills in nursing prepares students to transition confidently into</p>	<ol style="list-style-type: none"> 1. Integrate theoretical knowledge, research, and clinical expertise to transition confidently into professional nursing practice.

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Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
		<p>professional practice, integrating theory, research, and clinical expertise. Students demonstrate evidence-informed practice, professional standards, communication, collaboration, and leadership to address complex healthcare challenges. Students prepare for the National Council Licensure Examination - Registered Nurses (NCLEX) and College of Nurses of Ontario Jurisprudence exam in Ontario with opportunities to practice authentic licensing-style exams and refine test-taking strategies. Through reflective practice, advocacy, and a focus on social sustainability, students strengthen their competence to deliver high-quality, client-centered care and contribute to the advancement of the nursing profession.</p> <p>Co-req: NSG4245 Integrated Clinical Practicum</p>	<ol style="list-style-type: none"> 2. Incorporate evidence-informed practice in addressing complex healthcare challenges while adhering to professional standards. 3. Integrate the theoretical components of interprofessional practice to promote quality patient care, support social sustainability and contribute to the advancement of the nursing profession. 4. Use reflective practice to identify strengths and areas for growth, ensuring the delivery of high-quality, client-centered care. 5. Apply key strategies for preparing for the NCLEX and CNO jurisprudence licensing exams, including effective study techniques and strategies for taking multiple-choice exams. 6. Refine strategies for organizing and leading study groups to enhance collaborative learning and exam preparation.

3.1.7 Course Description – Bridging Course

Year and semester	Course Code	Course Title Course Description	Course Learning Requirements
Year 2 Semester 3	NSG2105	<p>Transition to the Role of the Registered Nurse Transitioning from a Practical Nurse (PN) to a Registered Nurse (RN) requires an enhanced understanding of theoretical knowledge, professional responsibilities, and clinical decision-making. Students examine the theoretical foundations and role differentiation between PNs and RNs, with a focus on core nursing competencies, evidence-based practice, and critical thinking skills essential for RN practice. Through case studies, reflective exercises, and interactive discussions, students strengthen their theoretical knowledge and apply critical analysis to bridge the gap between diploma-level and degree-level nursing practice.</p> <p>Pre-req: N/A</p>	<ol style="list-style-type: none"> 1. Compare and contrast the roles, responsibilities, and scope of practice of Practical Nurses and Registered Nurses to critically reflect and articulate the differences in professional expectations and accountability. 2. Use critical thinking and clinical judgment to analyze, prioritize, and make decisions at the RN level of practice. 3. Integrate evidence-based practice principles into nursing care by locating, evaluating, and applying research findings to clinical situations. 4. Use communication and collaboration within interprofessional healthcare teams, emphasizing leadership, advocacy, and patient-centered care. 5. Develop a professional development plan that identifies gaps in knowledge and skills, setting goals for ongoing learning and successful transition into the BScN program.

3.2 Program Advisory Committee

On February 26, 2025, the Health Sciences Program Advisory Committee endorsed a motion of support for the curriculum, program need and recommendation of the Bachelor of Science in Nursing (Honours) degree program to the Board of Governors for approval.

The Program Advisory Committee membership is given in the table below.

Program Advisory Committee Membership

	Member Name	Occupation and Employer	Credentials	Professional Affiliations
1	Nancy Lemire	Director of Care, Miramichi Lodge - Pembroke	Gerontological Nursing Certification	RN
2	Beth Brownlee	VP Clinical Programs and Chief Nursing Executive - Pembroke Regional Hospital	BScN	RN
3	Diane Tennant	Director of Care, Marianhill - Pembroke	BScN	RN
4	Mary-Ellen Harris	VP Patient Care Services & CNE, Renfrew Victoria Hospital	BScN, MBA (in progress)	RN
5	Kristin Leitch	Co-Owner/Clinical Educator, HeLa Beauty & Medical Ltd. - Petawawa	RRT	CCAA
6	Jama Watt	Strategic Implementation Lead, Ottawa Valley Ontario Health Team - Pembroke	BSW, MSW	SW
7	Matthew Sharpe	Clinical Coordinator & Clinical Informaticist, Arnprior Regional Health	BScN	RN
8	Jennifer Bennett (Co Chair)	Director of Nursing Professional Practice - Bruyere Health	BScN, MSc	RN
9	Meaghan Boisvenue	VP of Clinical Services & CNW, Deep River & District Hospital	BScN, MHS	RN
10	Sarah Anderson	Director of Nursing, Interim Chief Nursing Executive , The Royal	MSc Biostatistics Epidemiology	RN
11	Sharon Maye (Co Chair)	Director, Client Care - Carefor Health & Community Services - Pembroke	BN, MHS Information Technology Management	RN
12	Sherri Cope	VP & CNE, St. Francis Memorial Hospital	BScN, MScN	RN
13	Susan Zorz	Director of Operations and Compliance - The Glebe Centre	DTR (Bachelor of Therapeutic Recreation)	RN
14	Gabriela (Oluchuwu) Maidoh	Coordinate Nursing and PSW Placements - Ottawa Hospital	MS, BSc, Psych	

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15	Rinam Ali	Nursing Education Lead - Ottawa Hospital	MscN	RN
16	Erin Vereyken	Manager, Clinical Services, Renfrew County & District Health Unit - Pembroke	MSc Nursing	RN
17	Remi Dumais	Director Nursing Studies, La Cite Collegiale	MPA	RN
18	Rachel De Kemp	Director of Nursing Perley Health	BScN, MHA	RN
19	Prudy Menard	Manager Nursing Education, TOH	BScN, CIP-LTC	RN
20	Raeline McGrath	VP Patient Care & CNE, Arnprior Regional Health	MScN	RN
21	Rebecca Desnoyes	Clinical Extern Coordinator, The Royal Hospital	BScN	RN
22	Trisha Michaelis	Director of Care, County of Renfrew, Bonnechere Manor		RN
23	Patti Smith	Director, Health Promotion & CNO, Renfrew County & Director Health Unit - Pembroke	BScN, MEd	RN
24	Dean Quade	Administrator, Bonnechere Manor	MScN, COHN	RN
25	Jennifer Plante	Clinical Director, Professional Practice, Ambulatory Care, TJAC, Chronic Disease, Skin & Wound Care and Virtual Care, QCH	MSc, BHS	RN, RRT

	Algonquin College Resource Persons	Role at Algonquin College
1	Trina Budd	Academic Chair, Health Foundations, Ottawa Campus
2	Mary Ann Murray	Academic Chair, Nursing Studies, Ottawa Campus
3	Shaun Barr	Chair, Construction Trades and Building Systems, Ottawa Campus
4	Crystal Schauerte	Academic Coordinator PN Year 2 - Ottawa Campus
5	Gary Capstick	Academic Coordinator PN Year 1 - Ottawa Campus
6	Val Jadan	PN Clinical Coordinator Year 1 - Ottawa Campus; BScN Clinical Coordinator Year 2- Ottawa Campus
7	Rachael Jaffray	PN Clinical Coordinator Year 2 - Ottawa Campus
8	Michelle Morley	BScN Academic Coordinator Year 1 and 2 - Ottawa Campus
9	Tara Geigel	BScN Clinical Coordinator Year 3 and 4 - Ottawa Campus
10	Nga Nguyen	Academic Coordinator BScN Year 3 - Ottawa Campus
11	Kerri-Ann Joice	PSW Coordinator - Ottawa Campus
12	Shelley Clarke	Simulation Coordinator - Ottawa Campus
13	Alicia George	Student Success Specialist - Ottawa Campus
14	Angela Rintoul	Chair, Health and Community Studies - Pembroke Campus

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15	Bobbi Brewster	PSW Coordinator - Pembroke Campus
16	Julie Regier	Clinical Coordinator - PN and BScN - Pembroke Campus
17	Kerri-Lynn Weeks	BScN Coordinator - Pembroke Campus
18	Michelle Osmond	PN Coordinator - Pembroke Campus
19	Stephanie Lee	PN Coordinator - Perth Campus
20	Bo Stelmach	Pre-Health Sciences Coordinator – Pembroke Campus
21	Frank Christinck	Full-Time Professor - Pembroke Campus
22	Lynn Campbell	Faculty, Clinical Coordinator, BScN Program - Pembroke Campus

3.3 Non-Core

Algonquin College has established a Degree Breadth Framework, which outlines the expectations for curriculum design and leveling of all its degree breadth courses. The Framework and the breadth courses were evaluated as meeting the Board’s benchmark for non-core courses in 2020. The next breadth review is scheduled for 2027.

3.4 Balance of Non-Core

The Bachelor of Science in Nursing (Honours) degree program incorporates a breadth requirement, allowing students to explore disciplines beyond their core field of study. This requirement fosters personal growth and global awareness by encouraging exposure to diverse perspectives and knowledge areas. These courses provide exposure to at least two additional disciplines beyond the core curriculum (e.g., humanities, sciences, social sciences, global cultures, mathematics). Additionally, they offer more than introductory-level insight into the distinct assumptions and analytical methods of disciplines outside the core field of study.

The Postsecondary Education Quality Assessment Board (PEQAB) typically requires a balance of 20% non-core/breadth studies relative to total program hours or credits. However, undergraduate programs governed by accrediting or professional regulatory bodies may deviate from this ratio—particularly if adhering to it would result in an undue burden for students through high program hours and workload. Given that the Bachelor of Science in Nursing (Honours) program is subject to stringent accreditation requirements, it prioritizes substantial core content, which itself spans multiple disciplines, including both sciences and social sciences. To maintain a manageable student workload, Algonquin College has reduced non-core hours while still incorporating breadth courses across diverse fields.

The curriculum for the Bachelor of Science in Nursing (Honours) has been designed in consideration of the College of Nurses of Ontario requirements as well as the PEQAB requirements of non-core courses, providing more than introductory level knowledge and that at least one non-core course is an elective. As demonstrated in the Course Schedules, the proposed degree is comprised of five non-core courses, which is 15.8% of the total program hours. Students will be able to choose an elective non-core option in Level 6, which will be advanced (4000-level), as defined by the College’s Degree Breadth Framework.

3.5 Work Integrated Learning

This section provides details of the work experience requirements for the proposed Bachelor of Science in Nursing (Honours) program. In addition to the explanation of the integration of the work experiences within the program content, there is also information about the types of placements, the support for finding placements, and the outcomes for the placements.

Integration of Work Experiences

The proposed Bachelor of Science in Nursing (Honours) includes eight (8) mandatory clinical placements that must be completed successfully to qualify for graduation. The clinical placements occur in Levels 3 (80 hours), 4 (192 hours), 5 (192 hours), 6 (208 hours), 7 (208 hours) and 8 (400 hours), concurrent with academic courses.

The degree program has been designed to leverage the increased sophistication of student's skills and knowledge in contributing to the practice within healthcare settings. Students will be able to function with a sense of autonomy and demonstrate a great level of contribution. These clinical placements will help in building practical work experience and will act as an educational tool in subsequent semesters.

The position of the work experiences is part of a deliberate strategy to use the practical work experience as an educational tool in concurrent and subsequent courses. As a result, second, third and fourth-year studies will be augmented based on participation in theoretical and laboratory activities.

Types of Work-integrated Learning Experiences

As indicated, there will be a variety of work-integrated learning experiences through clinical placements. These experiences are all intended to scaffold student learning, such that the knowledge and skills they gain from going on placement can be leveraged in theoretical and laboratory learning environments, and vice-versa. To that end, there are two criteria that will be used for the ideal work-integrated experiences. Firstly, each experience should be similar to what would be expected of a recent graduate. We appreciate that students will be novices initially, but we want to be able to set them up for success as graduates and provide them with opportunities that will allow them to grow their capabilities during their studies. Secondly, some of the work experiences will be project-based with a clearly defined scope and start and end dates. We will work closely with our community partners and with the Office of Applied Research and Innovation to ensure that our students are able to work on projects that they can contribute to from beginning to end.

The diversity and quantity of organizations involved in delivering healthcare services draws upon the knowledge contained within the discipline provides for a wide array of placement opportunities. With the proposed program located in Ottawa and Pembroke, there is the potential for placements in both the public and private sectors, locally, nationally and internationally.

Support for clinical placements from local employers is high, with a variety of organizations already pledging a willingness to offer such placements to students enrolled in the proposed Bachelor of Science in Nursing (Honours) program.

Support for clinical placements will be sought from a broad range of healthcare organizations. Within these fields, letters of support for program field placements and work terms have been received from:

1. Bruyère Health
2. Deep River & District Health
3. Perley Health
4. Pembroke Regional Hospital
5. The Ottawa Hospital
6. University of Ottawa Heart Institute

Letter of Support can be found in [Appendix 4](#).

Support for Work-integrated Learning Experiences

A clinical placement clerk, faculty coordinator and clinical coordinator with responsibilities for placement organization, supports the clinical placements. In more specific terms, the faculty member supports the clinical placement clerk in ensuring good fit between the employer/supervisor's needs and the student's interest and ability, assists with any concerns that arise during a placement and ensures that the College meets its responsibilities for the quality of the work experience. Using their connections within the community, they also assist with maintaining and creating new relationships with community partners willing to host students. The clinical placement clerk works to ensure pre-placement documentation and interview requirements are met, students are cleared through ParaMed and students are matched and placed with an organization in the appropriate timeline. The clinical placement clerk is also often the first point of contact for organizations and students when problems arise and refers as needed to the faculty member to support. As noted above, the academic area leverages the connections of faculty members in establishing placement relationships with the healthcare community. These connections are a key aspect of how faculty members maintain their currency as part of their ongoing professional development. Examples of activities that facilitate community relationships include being active on the program advisory committee, being active in local professional societies, attending and participating in industry conferences, participating in applied research, and organizing agency tours and guest speakers.

In addition to the *Introduction to the Nursing Profession* course, offered prior to the start of the first clinical placement, students receive support and guidance from the faculty, clinical placement clerk and ParaMed throughout the application process, including the submission of required documents. While students are on placement, there is further support from the faculty and clinical placement clerk through the monitoring of the work experience. In collaboration with faculty from the academic program, site visits to the placement are organized. Finally, the clinical placement clerk and faculty mediate and guide the resolution of any issues that may arise during the work term.

Outcomes for Clinical and Field Placements

There are eight clinical placements in the proposed Bachelor of Science in Nursing (Honours) program. The outcomes for each placement are presented in the table below.

Outcomes for Work Experience

Work Term	Nursing Care for Older Adults Clinical	Perinatal Nursing Clinical	Care of Children and Youth Clinical
Hours	80	96	96
Calendar Description	<p>Providing holistic nursing care for older adults prepares students to address the unique health needs of aging populations while promoting dignity, equity, and inclusion. Students conduct health assessments, implement individualized health promotion interventions, and evaluate care outcomes in simulation environments and healthcare settings. Through reflective practice, adherence to professional standards, and the integration of theoretical and empirical knowledge, students develop the skills to deliver compassionate, evidence-based care to older adults.</p> <p>Co-req: Nursing Care for Older Adults Lab</p>	<p>Providing hands-on perinatal nursing care prepares students to support childbearing families across diverse settings, ensuring safe and inclusive care during critical life transitions. Students apply family-centered nursing concepts, health promotion principles, and evidence-based practices in hospitals, public health, community agencies, homes, and simulation environments. Through reflective practice, adherence to professional standards, and the integration of theoretical and empirical knowledge, students develop the skills to deliver compassionate, competent care to childbearing families.</p> <p>Pre-req: Pathophysiology, Pharmacology, Health Assessment, Health Assessment Lab, Nursing Care for Older Adults Lab, Nursing Care for Older Adults Clinical</p>	<p>Providing hands on family-centered care of children experiencing both acute and chronic illnesses prepares students for ensuring safe and inclusive pediatric care. Students practice in a variety of healthcare settings, developing a comprehensive understanding of the diverse health needs of children and youth. Students explore key nursing concepts, assessment strategies, and care approaches for infants, children, and adolescents, with an emphasis on family-centered care and evidence-based practices. By integrating theoretical knowledge, research, and socio-political perspectives, students cultivate the skills necessary to deliver holistic, equitable care to children and their families across various healthcare settings.</p> <p>Pre-req: Pathophysiology, Pharmacology, Health Assessment, Health Assessment Lab, Nursing Care for Older Adults Lab, Nursing Care for Older Adults Clinical</p>

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Work Term	Nursing Care for Older Adults Clinical	Perinatal Nursing Clinical	Care of Children and Youth Clinical
Hours	80	96	96
		Co-req: Perinatal Nursing and Perinatal Nursing Lab	Co-req: Care of Children and Youth and Care of Children and Youth Lab
Course Outcomes	<ol style="list-style-type: none"> 1. Exhibit professional behavior during interactions with interprofessional team members and clients. 2. Communicate effectively with interprofessional team members and clients. 3. Perform clinical skills safely and efficiently. 4. Apply the nursing process and health promotion principles, emphasizing equity, diversity, and inclusion, to care for older adults. 5. Practice within the professional, ethical, and legal standards of the College of Nurses of Ontario and the Canadian Nursing Association and agency policy. 6. Engage in reflective practice to evaluate and improve all aspects of care delivery. 7. Use technologies and informatics competently and professionally in clinical practice. 8. Integrate theoretical knowledge and 	<ol style="list-style-type: none"> 1. Apply nursing, psychosocial, and biomedical knowledge to care for infants, children, youth, and their families using a family-centered approach. 2. Integrate research evidence and practice guidelines into the care of children and youth with acute and chronic illnesses. 3. Use the nursing process to plan and deliver care that supports the return to optimal health for children and their families. 4. Analyze the socio-political and professional contexts of healthcare delivery and their impact on pediatric care. 5. Describe the effects of colonization, discrimination, and marginalization on the health and care of children and families, applying principles of equity, diversity, and inclusion. 6. Evaluate strategies to address health 	<ol style="list-style-type: none"> 1. Use communication strategies in alignment with professional standards when interacting with children and youth. 2. Employ critical thinking in planning, prioritizing, and executing nursing care of infants, children, youth, and their families experiencing acute and chronic illness with stable or predictable outcomes across health care settings. 3. Assume responsibility for self-direction and reflective practice. 4. Perform clinical skills safely with increasing competence and confidence. 5. Adhere to professional, ethical, and legal standards and guidelines of the College of Nurses of Ontario and the Canadian Nursing Association as well as agency policy. 6. Use communication strategies in alignment with

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Work Term	Nursing Care for Older Adults Clinical	Perinatal Nursing Clinical	Care of Children and Youth Clinical
Hours	80	96	96
	<p>research findings into evidence-based nursing care.</p> <p>9. Assess the health needs of older adults and develop individualized care plans.</p> <p>10. Evaluate the effectiveness of nursing interventions and adjust care strategies as needed.</p>	<p>disparities and promote equitable care for children and youth across diverse populations.</p>	<p>professional standards when interacting with children and youth.</p> <p>7. Apply theoretical and empirical/research findings relevant to nursing care, incorporating the principles of equity, diversity, and inclusion.</p>

Work Term	Mental Health Nursing Clinical	Nursing Care of Adults with Complex Health Conditions 1 Clinical	Nursing Care of Adults with Complex Health Conditions 2 Clinical
Hours	80	208	208
Calendar Description	<p>Providing care for individuals with mental health issues requires the application of therapeutic communication, relationship-building, and family support in diverse clinical settings. Students apply the nursing process to assess, plan, intervene, and evaluate care for individuals and families, integrating research findings and ethical guidelines. Through reflective practice, advocacy, and the use of technology, students develop the skills to deliver compassionate, evidence-based mental health care.</p>	<p>Caring for adults with complex health conditions in clinical settings builds the skills needed to manage acute and chronic illnesses with stable or predictable outcomes across diverse healthcare environments. Students apply nursing principles to assess, plan, and deliver care, integrating evidence-based practices and ethical standards. Through reflective practice, effective communication, and the use of technology, students develop the competence to provide respectful, client-</p>	<p>Caring for adults with complex health conditions in clinical settings builds the skills needed to manage acute and chronic illnesses with unstable or unpredictable outcomes across diverse healthcare environments. Students apply nursing principles to assess, plan, and deliver care, integrating evidence-based practices and ethical standards. Through reflective practice, effective communication, and the use of technology, students develop the competence to provide respectful, client-centered care to adults</p>

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Work Term	Mental Health Nursing Clinical	Nursing Care of Adults with Complex Health Conditions 1 Clinical	Nursing Care of Adults with Complex Health Conditions 2 Clinical
Hours	80	208	208
	<p>Pre-req: Pathophysiology, Pharmacology, Health Assessment Lab, Nursing Care for Older Adults Lab, Nursing Care for Older Adults Clinical</p> <p>Co-req: Mental Health Nursing and Mental Health Nursing Lab</p>	<p>centered care to adults across the care continuum.</p> <p>Co-req: Nursing Care of Adults with Complex Health Conditions 1, Nursing Care of Adults with Complex Health Conditions 1 Clinical</p>	<p>across the care continuum.</p> <p>Co-req: Nursing Care of Adults with Complex Health Conditions 2, Nursing Care of Adults with Complex Health Conditions 2 Lab</p>
Course Outcomes	<ol style="list-style-type: none"> 1. Apply the nursing process to assess, plan, intervene, and evaluate holistic care for individuals with mental health issues and their families. 2. Integrate research findings relevant to psychiatric mental health nursing into clinical practice. 3. Use therapeutic communication skills and the therapeutic use of self to build relationships with individuals and families. 4. Practice within the professional, ethical, and legal guidelines set by the CNO, CNA, and agency policies. 5. Take responsibility for personal learning and professional growth in the clinical environment. 6. Apply reflective practice to enhance 	<ol style="list-style-type: none"> 1. Communicate effectively and professionally with instructors, colleagues, clients, and healthcare professionals. 2. Use critical thinking to plan, prioritize, and implement nursing care for adults with acute and chronic illnesses. 3. Engage in self-directed learning and reflective practice to improve clinical performance. 4. Perform clinical skills safely and efficiently. 5. Practice within the professional, ethical, and legal standards of the College of Nurses of Ontario and the Canadian Nurses Association. 6. Use technologies and informatics competently and 	<ol style="list-style-type: none"> 1. Communicate effectively and professionally with instructors, colleagues, clients, and healthcare professionals. 2. Use critical thinking to plan, prioritize, and implement nursing care for adults with unstable and unpredictable illnesses. 3. Engage in self-directed learning and reflective practice to improve clinical performance. 4. Perform clinical skills safely and efficiently using clinical judgement. 5. Practice within the professional, ethical, and legal standards of the College of Nurses of Ontario and the Canadian Nurses Association. 6. Use technologies and informatics

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Work Term	Mental Health Nursing Clinical	Nursing Care of Adults with Complex Health Conditions 1 Clinical	Nursing Care of Adults with Complex Health Conditions 2 Clinical
Hours	80	208	208
	<p>the delivery of care for individuals with mental health issues and their families.</p> <p>7. Identify strategies and priorities for advocating for individuals with mental health issues and their families.</p> <p>8. Use technology and informatics competently and professionally to support mental health care.</p> <p>9. Collaborate with interprofessional teams to provide comprehensive care for individuals with mental health issues.</p>	<p>professionally in clinical practice.</p> <p>7. Apply theoretical and empirical research findings to support evidence-based nursing care.</p> <p>8. Collaborate with interprofessional teams to deliver comprehensive care across healthcare settings.</p> <p>9. Advocate for the health and well-being of adults with complex health conditions.</p> <p>10. Integrate principles of equity and inclusion into all aspects of nursing care for diverse populations.</p>	<p>competently and professionally in clinical practice.</p> <p>7. Integrate theoretical and empirical research findings to support evidence-based nursing care.</p> <p>8. Collaborate with interprofessional teams to deliver comprehensive care across healthcare settings.</p> <p>9. Advocate for the health and well-being of adults with complex health conditions.</p> <p>10. Integrate principles of equity and inclusion into all aspects of nursing care for diverse populations.</p>

Work Term	Integrated Clinical Practicum	Community Health Nursing Practicum
Hours	400	96
Calendar Description	<p>Transitioning from student to beginning practitioner requires the integration and synthesis of knowledge, skills, and theory into real-world nursing practice. Students engage in intensive practice in a selected area of interest, applying critical thinking, ethical standards, and principles of equity, diversity, and inclusion. Through reflective practice, effective communication, and the use of technology, students develop the</p>	<p>Engaging in community health nursing practice prepares students to address the health needs of individuals, families, and communities through collaborative, evidence-based interventions. Students apply the community health nursing process to assess, plan, implement, and evaluate care, emphasizing equity, inclusivity, and cultural safety. Through reflective practice, professional accountability, and the integration of theoretical</p>

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Work Term	Integrated Clinical Practicum	Community Health Nursing Practicum
Hours	400	96
	competence, confidence, and clinical judgement to provide safe, client-centered care as entry-level practitioners.	and empirical knowledge, students develop the skills to promote health and well-being in diverse community settings. Pre-req: Pathophysiology, Pharmacology Co-req: Community Health Nursing, Community Health Workshop
Course Outcomes	<ol style="list-style-type: none"> 1. Provide safe, competent, and ethical nursing care in alignment with the CNA Code of Ethics, CNO Standards of Practice, and agency policies. 2. Apply critical thinking, accountability, and prioritization to operationalize the nursing process in a practice setting. 3. Use communication strategies to interact with preceptors, faculty advisors, colleagues, clients, families, and interprofessional teams. 4. Practice within a defined professional scope and contribute effectively as a member of an interprofessional team. 5. Organize workload and develop time management skills to meet the needs of clients, families, groups, or communities. 6. Reflect on personal career goals and professional development over the course of nursing education. 7. Use technologies and informatics competently and professionally in nursing practice. 8. Apply theoretical and empirical research findings to support evidence-based nursing care. 9. Engage in reflective practice to evaluate and improve all aspects of care delivery. 	<ol style="list-style-type: none"> 1. Provide safe, competent, and ethical nursing care in alignment with the Canadian Community Health Nursing Standards of Practice, CNA Code of Ethics, CNO Standards of Practice, and agency policies. 2. Apply the community health nursing process to assess, plan, implement, and evaluate health interventions for individuals, families, and communities. 3. Use professional oral and written communication strategies effectively in live and digital environments. 4. Integrate principles of equity, inclusivity, diversity, cultural safety, and trauma-informed care into community health practice. 5. Engage in self-directed learning, reflective practice, and professional accountability as a member of a community health team. 6. Apply theoretical and empirical research findings to support evidence-based community health interventions. 7. Collaborate with community partners to plan, implement, and evaluate health promotion programs. 8. Advocate for the health needs of individuals, families, and communities within a social

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Work Term	Integrated Clinical Practicum	Community Health Nursing Practicum
Hours	400	96
	10. Advocate for clients and families to ensure equitable access to care and resources. 11. Collaborate with interprofessional teams to develop and implement comprehensive care plans. 12. Evaluate the effectiveness of nursing interventions and adjust strategies to improve client outcomes. 13. Refine clinical judgement in nursing practices to support optimal client care. 14. Exhibit entry to practice competencies of nursing in alignment with professional standards.	determinants of health framework.

Following established practices and procedures for work-integrated learning experiences at Algonquin, evaluation of student performance during the placements will be based on input from the employer/supervisor and on work completed by the student. The clinical supervisor will complete a verbal and/or a midterm progress report and a final evaluation. Student must be successful on the outcomes of the evaluations to receive credit for the course.

Students, clinical supervisors, agency staff and the academic program work together to ensure appropriate communication and assessment during the clinical placements. All students will have access to a clinical placement manual that includes an overview of roles, responsibilities, and expectations, clinical goals and outcomes and overall assessments.

Conclusion

In keeping with the Board's standards and benchmarks for program content, the proposed Bachelor of Science in Nursing (Honours) program includes eight (8) mandatory clinical placements. The clinical placements occur in Levels 3 through 8, concurrent with academic courses. As indicated above, these clinical placements:

- are appropriate to the program
- have articulated learning outcomes and
- identify an appropriate method for supervisor and self-assessment leading to the assignment of a grade.

Students in the proposed Bachelor of Science in Nursing (Honours), as well as healthcare settings, will benefit from Algonquin's established reputation for experiential learning. Moreover, on-going collaboration between the academic department and community organizations will ensure that there are rich and meaningful work experiences that contribute to both the breadth and depth of the knowledge and skills developed by the students.

4. Program Delivery

The program structure and delivery methods support achievement of the expected and actual learning outcomes.

The program methodologies proposed for the delivery of curriculum and other program elements, and the associated quality assurance policies and procedures meet the Board's requirements as described in the following sections.

4.1 Program Organization

The structure of the Bachelor of Science in Nursing (Honours) is informed by Algonquin College's extensive experience in delivering the collaborative program with the University of Ottawa, and reflective of input from faculty, students, and community partners.

The four-year Honours degree will be delivered across 3 years and 4 months. The delivery pattern is intentional to support student learning, student mental health, use of facilities and to meet community needs.

The accelerated delivery of the four-year Honours BScN program over 3 years and 4 months, with two semester-long breaks, is strategically designed to optimize student learning while maintaining full program content and academic integrity. Year 1 covers foundational courses, followed by a break to allow students to reflect on and integrate core nursing concepts. Year 2 consists of three semesters focusing on caring for well populations and normative health patterns, leading into a second break that supports student well-being and academic recovery. Students then return with a concentrated focus on complex care and multiple intersecting conditions/ co-morbidities, allowing for uninterrupted engagement in advanced nursing concepts. This intentional sequencing ensures students are well-prepared for their final semester, where they enter consolidation with confidence and readiness to transition into professional practice. The model also enhances student mental health, maximizes facility utilization, and responds to urgent community healthcare needs by graduating nurses in a timely yet well-supported manner.

The delivery pattern is outlined in the following table:

	Fall	Winter	Summer
Year 1	Level 1	Level 2	OFF
Year 2	Level 3	Level 4	Level 5
Year 3	OFF	Level 6	Level 7
Year 4	Level 8		

The Bachelor of Science in Nursing (Honours) program is designed to ensure students achieve program learning outcomes, course competencies, and degree-level standards within the prescribed period of study. The program structure, identical at both the Ottawa and Pembroke campuses, consists of eight levels, with no more than eight courses per level, ensuring a feasible workload while maintaining academic rigor.

To support student well-being and academic success, the program follows policy AA13: Assessment and Evaluation of Learning, which mandates a mid-term break each semester to provide students with a dedicated mental health pause. To prevent undue stress, large-scale

evaluations are strategically scheduled to avoid clustering in the week following the break. The Program Coordinator and faculty will actively monitor assessment schedules to balance workload distribution, ensuring that students do not face excessive academic demands in any given week.

The curriculum is intentionally scaffolded, progressively building students' competencies from foundational to advanced levels. Theory and application are seamlessly integrated throughout the program, enabling students to develop, reinforce, and refine their nursing skills. Students gain real-world experience through clinical placements from Level 2 to Level 7, culminating in integrated practice in Level 8, where they consolidate their knowledge and competencies in preparation for independent nursing practice.

This consistent, structured approach ensures that graduates are competent, confident, and workforce-ready, with the skills required for professional practice and further graduate-level study. The delivery model across both campuses guarantees equitable access to high-quality nursing education, meeting the needs of students and healthcare employers across the region.

4.2 Teaching Methods

The courses within the Bachelor of Science in Nursing (Honours) have been designed to utilize a range of teaching and learning methodologies. Faculty design the learning experience in each course to support students in their demonstration of technical skills and progression to subsequent learning. The program is designed to include theoretical, simulated and practical learning experiences, sequenced across the levels to support students in their integration and application of theory within clinical practice. Faculty identify teaching methods and approaches that support learning and knowledge integration to support acquisition of program and degree learning outcomes.

Faculty development is provided to support the continuous improvement of faculty teaching methodology through evidence-informed learning opportunities and reflective practice. Student-centred teaching practice is prioritized, and teaching methodology is identified in ways that support all learners, building in flexibility and choice while support program standards as defined by the College of Nurses of Ontario standards and entry to practice competencies. Faculty create learning experiences that support the development of an academic/professional community among students and between students and faculty through the design of inclusive and authentic learning experiences.

Overall, the proposed Bachelor of Science in Nursing (Honours) program will employ a diverse range of teaching methods to support student learning, engagement, and skill development. A combination of traditional in-person instruction, experiential learning, simulation-based education, and digital resources ensures that students receive a well-rounded and immersive educational experience.

To enhance accessibility and collaboration across campuses, the program leverages multi-modal delivery technologies to share resources and expertise. This approach allows students to participate in special topics and expert-led sessions, regardless of their geographic location, fostering equitable learning opportunities. Additionally, the academic chairs from both campuses hold pre-scheduled weekly meetings to ensure consistency in program delivery and responsiveness from a quality improvement (QI) perspective. This structured approach to

program oversight supports continuous enhancement of teaching methodologies and alignment with best practices in nursing education.

4.3 Student Assessment and Workload

There will be formalized opportunities throughout each term to gather feedback on student performance, progression and workload in the proposed Bachelor of Science in Nursing (Honours). Faculty across all program deliveries will review and map the course assessments to ensure a balanced student workload and provide realistic opportunities for students to demonstrate success in meeting course and program expectations. Each level of the program delivery will build on the knowledge developed in the previous level. Thus, knowledge acquisition, skills-building and clinical application is scaffolded throughout the program.

Faculty will meet each term to review course curriculum and currency of content. The term curriculum meetings will inform the annual curriculum review (ACR) process. In addition to faculty perceptions, student feedback on program delivery and workload will be gathered through program council and student course evaluation surveys each term.

4.4 Student Feedback

Algonquin College believes that student feedback as to the quality and effectiveness of course/program delivery is an important component in the ongoing improvement of the delivery of programs. There are standardized and regular feedback mechanisms in place to gather quantitative and qualitative data to inform plans and actions. Student Course Feedback (Course Assessment) survey results provide quantitative data that is analyzed annually and compared year to year. Aligning with the College's desire to reach all students *anytime, anywhere*, Student Course Feedback surveys are online. Instead of a traditional one-time in-class opportunity to provide feedback, surveys are open for a generous time period, with results available to individual course professors and Academic Administrators immediately at the end of the course. Furthermore, the archiving of survey results paves the way for efficient longitudinal analyses of this survey data enabling the College to determine whether improvement initiatives have made a change in the program from the students' perspective or indicating where improvements are necessary. Qualitative information is also obtained from Student Course Feedback surveys and Program Council meetings. All of this information is reviewed on an ongoing basis and responded to, as appropriate. Promotion initiatives of the Student Course Feedback surveys, including videos, signage, and promotional materials, as well as weekly response rate tracking, have resulted in year-over-year response rate increases.

Where student feedback or performance are indicative of the need for support, academic advising and student success specialists are available to assist students. Academic advising is available to students through the services of faculty assigned an advising role. The role of the academic advisor is defined in AA40: Academic Advising <http://www2.algonquincollege.com/directives/policy/academic-advising/> as "...a professor or instructor who has been assigned the responsibility of providing academic guidance to students in his/her program at one or more specified levels." (AA40, p.1)

Academic Advising tools and other resources, such as the Academic Advising Begins handbook are available to faculty to assist in supporting students' needs <http://www.algonquincollege.com/acadvising/>

Student support specialists are assigned to each Faculty to provide guidance for overall student issues and to provide support to students struggling with academics.

<http://www.algonquincollege.com/student-success/home/support-services/>

Student Coaching, Peer Tutoring and Study Workshops are also available to help students identify solutions to difficulties with their studies through face-to-face coaching and virtual applications. Additionally, a Student Learning Centre (SLC) is available to provide students with support in English, math, and computer skills including Learning Support Labs, Peer Tutoring, Digital Literacy Labs, Presentation Studios, Study Resources and SLC Kiosks.

<http://www.algonquincollege.com/slc/>

The electronic policies file includes policies and procedures pertaining to student feedback, academic advising and student performance within the following:

AA03: Program Councils

AA25: Student Course Feedback

AA40: Academic Advising

All current Algonquin College policies can found at <https://www.algonquincollege.com/policies/>

Student Course Feedback - Questions

The Course

1. Overall, please rate the quality of this course
Response: Excellent to Not Satisfactory N/A
2. Course learning activities (e.g. lectures, discussions, practical work, group work, etc) are varied.
Response: 5-Point Likert Scale w/NA
3. Course learning activities are linked to the course learning requirements.
Response: 5-Point Likert Scale w/
4. All of the course learning requirements are covered in the course.
Response: 5-Point Likert Scale w/NA
5. How useful did you find the required resource(s) for this course
Response: 5-Point Likert Scale w/NA
6. How likely are you to recommend the required resource(s) to future students of this course?
Response: 5-Point Likert Scale w/NA
7. What did you like most about this course?
Response: Long Answer – free flowing
8. How could the course be improved to be of benefit to future students?
Response: Long Answer – free flowing

The Professor

1. Overall, please rate the effectiveness of your course professor
Response: Excellent to Not Satisfactory N/A
What did you like most about the course professor?
2. *Response: Long Answer – free flowing*
What, if anything, could the professor do differently to be of benefit to future students?
3. *Response: Long Answer – free flowing*

4.5 Quality Assurance of Delivery

Algonquin College has a formal, institutionally approved policy and procedure for the periodic review of programs that embodies the characteristics required of the Board. Algonquin has an effective Program Quality Assurance process detailed in Policy AA38: Program Quality Assurance. The program evaluation process consists of three primary components, Annual Curriculum Review, Annual Program Performance Review and Program Quality Review (PQR).

Algonquin College's overall Quality Assurance Model and Processes may be viewed on the Program Quality Assurance Website: <https://www.algonquincollege.com/academic-development/program-quality-assurance/>

The electronic policies file includes the policy on Quality Assurance within the following:
Policy AA 38: Program Quality Assurance

The electronic policies file includes policies and procedures pertaining to quality assurance within the following:

Policy AA03: Program Councils

Policy AA25: Student Course Feedback

Policy AA38: Program Quality Assurance

5. Capacity to Deliver

The organization has the capacity to deliver the quality of education necessary for students to attain the stated and necessary learning outcomes.

5.1 Overview

Algonquin College has been offering undergraduate nursing education for twenty years as part of the collaborative program delivery with the University of Ottawa, and for thirty years prior. The College has delivered all four years of the collaborative program at both Ottawa and Pembroke sites. Algonquin has the capacity to delivery a high-quality, stand-alone nursing degree program, as evidenced throughout this submission. It is supported by strong recruitment practices, faculty policies and professional development opportunities, and institutional supports.

5.2 Faculty Qualifications

The college has on file and available for inspection, from all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their curriculum vitae in any documents/web sites associated with the submission, review, and final status of the program application.

Ottawa Campus Faculty

Web Version – This section has been removed.

Pembroke Campus Faculty

Web Version – This section has been removed.

There are currently no faculty at the Pembroke campus who hold a terminal credential in Nursing or a related field. Given the rural location of the Pembroke campus, there is a scarcity of available faculty holding a terminal credential in Nursing. Algonquin College requests an exception to the benchmark that 50% of the students' experience be taught by faculty members with the terminal credential for the Pembroke delivery. Some theory courses may be delivered through a "Flex" delivery model, enabling an PhD-prepared faculty member from the Ottawa campus to teach students across both deliveries. Faculty holding the requisite terminal credentials at the Ottawa campus will be designated as "course leads" for the core nursing courses, ensuring that the content delivered at both sites has been developed by PhD-prepared faculty.

5.3 Faculty CVs

The curriculum vitae of faculty assigned to the Bachelor of Science in Nursing (Honours) program are included in [Appendix 3](#).

Note: The CVs of faculty responsible for the delivery of non-core (breadth) courses for which Ministerial Consent has already been granted are on file with PEQAB and are current.

5.4 Student Supports

5.4.1a Library Services and Resources – Ottawa Campus

The Algonquin College Library offers a variety of services to support faculty teaching and student learning by providing access to library professionals and para-professionals, as well as print and electronic resources.

The Ottawa campus library, which was renovated in 2018, provides improved and expanded facilities. In addition to the collection and reference services, the library offers information literacy and digital literacy classes, research techniques and tips, critical thinking sessions and a presentation practice area. Also available are peer tutoring services and a student support lab providing help with basic skills such as math, writing, and computer software.

Algonquin's main campus is well situated in the National Capital Region. This gives our students the advantage of being close to many specialized libraries. The Algonquin Library has local agreements with many area libraries which permit direct student borrowing or inter-library loan service.

In addition to individual library agreements, the Algonquin College Library is a partner in the National Capital **Sm@rtLibrary** which includes numerous member institutions. This partnership

facilitates students' access to resources available at member institutions. Current partners include:

- University of Ottawa
- Carleton University
- Ottawa Public Library
- Canadian Museum of History
- Canadian War Museum
- La Cité Collégiale
- National Gallery
- Bibliothèque Municipale de Gatineau
- Université du Québec en Outaouais
- Canada Science and Technology Museums Corporation
- Dominican College University

5.4.1b Library Services and Resources – Pembroke Campus

The Kathleen and F. Allan Huckabone Library at the Pembroke Campus supports students, faculty, staff, and community users by providing reliable resources and services, trained guidance, and beautiful study spaces with natural light.

In person, the library team provides a welcoming environment for research and quiet study, along with access to the print materials within the collection, desktop and laptop computers and assistive technologies, and printing/scanning/photocopying.

Online, the library offers access to tailored services and resources including the Library catalogue, Page 1+; article, eBook, news, and streaming video databases; workshops to support learning and teaching; curated subject-specific guides; research support, Library Live Chat, and more.

In addition, the library houses the Student Support Lab, where students can meet with a Coach by appointment for assistance in various subject areas. In collaboration with the Centre for Accessible Learning (CAL), the library facilitates priority use of the Assistive Technology Meeting Room and also provides support to the Academic Upgrading program. The second floor of the library has both group study rooms and individual study carrels, available whenever the building is open.

Relevant Library Resources

The library resources noted in the following subsections are available to students at both Ottawa and Pembroke Campuses.

Books and Videos

The Algonquin Library collection totals about 40,000 volumes in-house, including over 1000 titles specifically in the subject area. Many of these books would also be relevant for the new program. As courses are developed, the Library will work with the subject matter expert to identify other titles.

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The in-house collection also provides resources for support subject areas such as mathematics, communications (language/writing/presentations), critical thinking, and basic computing, among others.

The following books have a particular relevance to the program and have been identified within the collection or to prioritize their addition to the collection:

- Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology
- Nurse's Handbook of Health Assessment
- Physical Examination and Health Assessment
- Health Assessment Made Incredibly Visual!
- Lippincott Visual Nursing: A Guide to Clinical Diseases, Skills, and Treatments
- Critical Care Nursing: Diagnosis and Management
- Math for Nurses: A Pocket Guide to Dosage Calculation and Drug Preparation
- Determinants of Indigenous People's Health in Canada: Beyond the Social
- Clinical Skills Manual for Maternity and Pediatric Nursing
- Canadian Fundamentals of Nursing
- A Concise Introduction to Mental Health in Canada
- Canadian Textbook of Medical-Surgical Nursing
- Nursing Theories and Nursing Practice
- Canadian Essentials of Nursing Research
- Mosby's Nursing Skills, Basic, Intermediate and Advanced Collection
- Code of Ethics
- Commitment: Patients, Professionalism, and Boundaries – Ethical Issues in Nursing
- Recognizing Child Abuse: Physical, Emotional, and Sexual Series

Electronic/Online Resources

Databases

The Algonquin library provides access to over 50 databases. Many of these databases would include journal titles and/or books of relevance to this degree program. Database titles of specific interest include:

- Nursing and Allied Health
- CINAHL – Ultimate
- CPS (formerly RxTx)
- Health Source: Nursing/Academic Edition
- Human Anatomy: Interactive
- MEDLINE
- APA PsychINFO
- PubMed Central
- Science (Gale in Context and OneFile)
- ScienceDirect College Edition
- Academic Search Complete
- Science (Gale in Context)
- Covidence
- Joanna Briggs Institute
- Cochrane Library

Journals

Related online journal and trade publications available through our collection of electronic databases include the following titles:

- ABNF Journal
 - Canadian Geriatrics Journal
 - Canadian Journal of Critical Care Nursing
 - Canadian Journal of Nursing Leadership
 - CMAJ: Canadian Medical Association Journal
 - International Journal of Indigenous Health
 - International Journal of Nursing Studies
 - Journal of Perinatal and Neonatal Nursing
 - Journal of Pediatric Nursing
 - ORNAC Journal (formerly Canadian Operating Room Nursing Journal)
 - Nurse Education Today
 - Journal of Specialized Nursing Care
-
- Advanced of Nursing
 - Nursing Outlook (online)

Journals and articles on relevant topics can be found in various health and nursing studies academic databases. The Library offers a “One Search” service which facilitates the searching of most library databases simultaneously. This service will greatly benefit students as they search for topics that are multi-disciplinary.

Database and journal subscriptions are reviewed annually, as are requests for new purchases and subscriptions.

Audio Visual – Streamed Video

The Algonquin Library provides access to a collection of online (streamed) educational videos from Films on Demand. There are approximately 200 titles in the College’s existing collection that would be relevant to the Bachelor of Science in Nursing (Honours).

This program can find supporting materials from various areas in the library’s collection, such as:

- Health and Medicine Video Collection
- Psychology Video Collection
- Kanopy Streaming Video Library
- McIntyre Streaming Video Library
- Nursing and Allied Health Premium

Electronic Books

The Library’s e-book collection contains over 200,000 titles covering a broad range of disciplines.

Subject Guides

The Library also offers students a variety of subject guides which are intended for new students to the college or to a field of study. The subject guide does not provide an exhaustive list of resources but simply a starting point for research and information in a given discipline. The

guides are updated regularly and can also be used to alert users to new resources acquired by the library. There is currently a subject guide for [nursing](#).

5.4.2 Computer Resources and Web Access

The College has approximately 2050 computers accessible at the Ottawa campus within combined general and specialized labs that are equipped on average with 34 computers. At the Pembroke Campus, there are 2 dedicated computer labs in addition to open access several computer stations within the library. Both libraries have a short-term laptop lending program available to support students experiencing a transition between devices. Students at both campuses have access to IT support services and Brightspace support and access.

As part of the College's "Bring Your Own Device" (BYOD) initiative, students in the proposed Bachelor of Science in Nursing (Honours) program will be required to have their own mobile computing device (laptop or tablet) that meets specifications of the program: [Windows PC "Good" Model](#):

- Intel Core i5 or equivalent processor
- 8GB or more of RAM
- 250GB HD or larger SSD Hard Drive
- 1 full size USB port
- Wireless 802.11ac
- Windows 11

For the best College experience, it is recommended that the device also have:

- A built in Ethernet port
- External USB Hub with multiple ports
- 2 year warranty
- External headset with microphone and/or webcam

5.4.3a Classroom Space/Student and Faculty Workspaces – Ottawa Campus

The Ottawa campus offers 147 upgraded classrooms, optimized through the Learning Environment Quality identification and funding process. These lecture rooms vary in size, accommodating between 20 to 140 students. All classrooms are equipped with e-learning capabilities, supporting both in-person and web-based course delivery.

- **E-Classrooms:** Equipped with wireless internet access, video equipment, a speaker system, a high-resolution projector, a computer with high-speed internet, and a white or blackboard.
- **Mobile E-Classrooms:** 130 classrooms have been further enhanced to support the use of laptops and mobile devices, featuring full power access, an enhanced data projector, and a Smart Podium interactive pen display.
- **Multimodal Classrooms:** These classrooms provide flexible, technology-enhanced learning environments, allowing for simultaneous in-person and virtual participation. Equipped with high-definition cameras, interactive displays, and advanced audio-visual systems, multimodal classrooms support synchronous and asynchronous learning, enhancing accessibility for students across campuses.

For hands-on learning, the Bachelor of Science in Nursing (Honours) program has access to dedicated simulation and clinical skills labs, with six labs at the Ottawa campus. These state-of-the-art labs provide realistic patient care environments, allowing students to develop and refine essential nursing skills before engaging in real-world clinical placements.

A comprehensive facilities assessment conducted during the program's development confirmed that no additional lab space is required to support the delivery of the program. The existing infrastructure fully meets the program's requirements, ensuring students have access to high-quality learning environments that foster academic success and practical skill development.

5.4.3b Classroom Space/Student and Faculty Workspaces – Pembroke Campus

The Pembroke campus offers 17 upgraded classrooms, optimized through the Learning Environment Quality identification and funding process. These lecture rooms vary in size, accommodating between 20 to 72 students. All classrooms are equipped with e-learning capabilities, supporting both in-person and web-based course delivery.

- E-Classrooms: Equipped with wireless internet access, video equipment, a speaker system, a high-resolution projector, a computer with high-speed internet, and a white or blackboard.
- Mobile E-Classrooms: 5 classrooms have been further enhanced to support the use of laptops and mobile devices, featuring full power access, an enhanced data projector, and a Smart Podium interactive pen display.
- Multimodal Classrooms: These classrooms provide flexible, technology-enhanced learning environments, allowing for simultaneous in-person and virtual participation. Equipped with high-definition cameras, interactive displays, and advanced audio-visual systems, multimodal classrooms support synchronous and asynchronous learning, enhancing accessibility for students across campuses.

For hands-on learning, the Bachelor of Science in Nursing (Honours) program has access to dedicated simulation and clinical skills labs, three labs at the Pembroke campus. These state-of-the-art labs provide realistic patient care environments, allowing students to develop and refine essential nursing skills before engaging in real-world clinical placements.

A comprehensive facilities assessment conducted during the program's development confirmed that no additional lab space is required to support the delivery of the program. The existing infrastructure fully meets the program's requirements, ensuring students have access to high-quality learning environments that foster academic success and practical skill development.

5.4.4a Specialized Equipment – Ottawa Campus

The Bachelor of Science in Nursing (Honours) collaborative degree, Practical Nursing (PN) diploma, and Personal Support Worker (PSW) certificate programs are currently offered at both Ottawa and Pembroke campuses, ensuring that all required equipment is already available to support student learning. Additionally, labs are equipped with both high- and low-fidelity simulation equipment, creating a robust, realistic training environment for students. The purchase of additional specialized equipment will be reviewed through the College's annual budgeting process.

State-of-the-Art Simulation Learning Environments

To enhance experiential learning, the program incorporates fully equipped, specialized simulation labs designed to reflect real-world healthcare settings:

- Full Experience Immersion Lab – A cutting-edge simulation suite where students engage in high-fidelity patient care scenarios involving multisystem complications, rapid response situations, and interprofessional collaboration. This lab is designed to provide 270-degree patient care simulations, replicating the complexity of clinical decision-making in acute and chronic healthcare settings.

- Home Apartment Suite – A fully furnished residential setting where students practice home and community nursing skills, including chronic disease management, fall risk assessment, home safety modifications, mobility assistance, and patient education.
- Operating Room (OR) Simulation Lab – Equipped with anesthesia machines, surgical tables, overhead lighting, and a complete array of surgical instruments, this lab provides a realistic environment for perioperative nursing education, focusing on sterile field management, patient positioning, surgical instrument handling, and emergency response to intraoperative complications.
- Intensive Care Unit (ICU) Simulation Lab – Features ICU beds, cardiac monitors, mechanical ventilators, infusion pumps, and defibrillators. Students learn to manage critically ill patients, responding to ventilation needs, cardiac emergencies, and sepsis scenarios.
- Perinatal/Obstetrics Simulation Lab – A birthing suite equipped with high-fidelity maternal and neonatal simulators, allowing students to practice:
 - Labor and delivery scenarios (including normal, breech, and emergency deliveries).
 - Postpartum hemorrhage management.
 - Neonatal resuscitation and APGAR scoring.

Advanced Simulation Equipment & Manikins

The simulation labs include a variety of high-, medium-, and low-fidelity manikins and task trainers to support skill acquisition across different complexity levels:

High-Fidelity Whole-Body Patient Simulators:

- Adult and Pediatric High-Fidelity Manikins – Programmable to mimic respiratory distress, cardiac arrest, seizures, anaphylaxis, and other complex medical conditions. These simulators provide real-time physiological responses to interventions, such as medication administration, oxygen therapy, and resuscitation efforts.
- Birthing Simulator – A lifelike maternal manikin capable of full labor and delivery simulation, including shoulder dystocia, umbilical cord prolapse, and postpartum complications.
- Neonatal and Pediatric Simulators – Designed for newborn resuscitation training, including spontaneous breathing, cyanosis recognition, and advanced airway management.
- Geriatric Simulators – Replicate common age-related conditions, such as Parkinson's disease, osteoarthritis, and cognitive decline, enhancing students' understanding of elder care.

Task Trainers & Partial Manikins for Skill Development:

- IV and Phlebotomy Arms – Provide realistic venipuncture practice, including complications like rolling veins and hematoma formation.
- Central Line and Chest Tube Simulators – Train students in advanced procedural skills, such as infection prevention, dressing changes, and drainage management.
- Airway Management Trainers – Allow students to practice intubation, bag-valve-mask ventilation, and suctioning techniques.
- Wound Care and Pressure Ulcer Models – Simulate various stages of wounds to train students in dressing application, infection control, and debridement techniques.

Electronic & Digital Learning Tools

To bridge the gap between classroom learning and clinical practice, the labs incorporate cutting-edge digital tools:

- E-Stethoscopes – Enable students to listen to and analyze heart, lung, and bowel sounds using digital amplification and recording capabilities.
- Wearable Vital Sign Monitors – Allow students to practice continuous monitoring of heart rate, oxygen saturation, and blood pressure in real-time.
- Medication Dispensing Systems – Simulate hospital-based medication administration processes, reinforcing safe handling, documentation, and error prevention.
- Augmented Reality (AR) and Virtual Reality (VR) Simulations – Used for anatomy visualization, interactive case studies, and immersive clinical scenarios, supporting active learning and enhanced knowledge retention.
- Health Record (EHR) Systems – Provide hands-on training in documentation, patient charting, and clinical decision-making in a simulated healthcare environment.

Commitment to Continuous Investment in Specialized Equipment

While the current equipment fully supports the Bachelor of Science in Nursing (Honours) collaborative degree, Practical Nursing, and PSW programs, the College conducts an annual review through its budgeting process to assess the need for additional specialized equipment. This ensures that students have access to state-of-the-art learning tools and remain prepared for evolving healthcare technologies and practices.

5.4.4b Specialized Equipment – Pembroke Campus

The Bachelor of Science in Nursing (Honours) collaborative degree, Practical Nursing (PN) diploma, and Personal Support Worker (PSW) certificate programs are currently offered at both Ottawa and Pembroke campuses, ensuring that all required equipment is already available to support student learning. Additionally, labs are equipped with both high- and low-fidelity simulation equipment, creating a robust, realistic training environment for students. The purchase of additional specialized equipment will be reviewed through the College's annual budgeting process.

State-of-the-Art Simulation Learning Environments

To enhance experiential learning, the program incorporates fully equipped, specialized simulation labs designed to reflect real-world healthcare settings:

- High-Fidelity Simulation Lab – Two simulation suites where students engage in high-fidelity patient care scenarios involving multisystem complications, rapid response situations, and interprofessional collaboration.
 - Perinatal/Obstetrics Simulation Lab – A birthing suite equipped with high-fidelity maternal and neonatal simulators, allowing students to practice:
 - Labor and delivery scenarios (including normal, breech, and emergency deliveries).
 - Postpartum hemorrhage management.
 - Neonatal resuscitation and APGAR scoring.
- Home Modular Suite – A mobile multi component residential simulated environment where students practice home and community nursing skills, including chronic disease

management, fall risk assessment, home safety modifications, mobility assistance, and patient education.

- Complex Care Simulation Lab – Features ICU beds, cardiac monitors, mechanical ventilators, infusion pumps, and defibrillators. Students learn to manage critically ill patients, responding to ventilation needs, cardiac emergencies, and sepsis scenarios.

Advanced Simulation Equipment & Manikins

The simulation labs include a variety of high-, medium-, and low-fidelity manikins and task trainers to support skill acquisition across different complexity levels:

High-Fidelity Whole-Body Patient Simulators:

- Adult High-Fidelity Manikins – Programmable to mimic respiratory distress, cardiac arrest, seizures, anaphylaxis, and other complex medical conditions. These simulators provide real-time physiological responses to interventions, such as medication administration, oxygen therapy, and resuscitation efforts.
- Birthing Simulator – A lifelike maternal manikin capable of full labor and delivery simulation, including shoulder dystocia, umbilical cord prolapse, and postpartum complications.
- Geriatric Simulators – Replicate common age-related conditions, such as Parkinson's disease, osteoarthritis, and cognitive decline, enhancing students' understanding of elder care.
- Pediatric Low Fidelity Manikin – replicates basic aspects of pediatric assessments and evaluations and newborn simulators (high fidelity)

Task Trainers & Partial Manikins for Skill Development:

- IV and Phlebotomy Arms – Provide realistic venipuncture practice, including complications like rolling veins and hematoma formation.
- Central Line and Chest Tube Simulators – Train students in advanced procedural skills, such as infection prevention, dressing changes, and drainage management.
- Airway Management Trainers – Allow students to practice intubation, bag-valve-mask ventilation, and suctioning techniques.
- Wound Care and Pressure Ulcer Models – Simulate various stages of wounds to train students in dressing application, infection control, and debridement techniques.

Electronic & Digital Learning Tools

To bridge the gap between classroom learning and clinical practice, the labs incorporate cutting-edge digital tools:

- Ventriloscope – Enable students to listen to and analyze heart, lung, and bowel sounds using digital amplification and recording capabilities.
- Wearable Vital Sign Monitors – Allow students to practice continuous monitoring of heart rate, oxygen saturation, and blood pressure in real-time.
- Medication Dispensing Carts– Simulate hospital-based medication administration processes, reinforcing safe handling, documentation, and error prevention.

- Augmented Reality (AR) and Virtual Reality (VR) Simulations – Used for anatomy visualization, interactive case studies, and immersive clinical scenarios, supporting active learning and enhanced knowledge retention.
- Health Record Systems – Provide hands-on training in documentation, patient charting, and clinical decision-making in a simulated healthcare environment and is consistent with documentation practices in our clinical partner institutions

Commitment to Continuous Investment in Specialized Equipment

While the current equipment fully supports the Bachelor of Science in Nursing (Honours) collaborative degree, Practical Nursing, and PSW programs, the College conducts an annual review through its budgeting process to assess the need for additional specialized equipment. This ensures that students have access to state-of-the-art learning tools and remain prepared for evolving healthcare technologies and practices.

5.4.5 Resource Renewal and Upgrading

Library Resources

The College plans and invests in Library acquisitions on an annual basis. Library resource needs are identified by the librarians as well as faculty members. Faculty members review existing acquisitions, typically in the May/June timeframe. New resources (text, video, journal, electronic) that will be of benefits are prioritized and purchasing recommendations submitted to the Library for consideration as per yearly funding allocations. Policy AA31 further details the Library's (formerly the Learning Resource Centre) mandate.

Computers and Computer Access

The College establishes an instructional computing and technology renewal and upgrading plan on an annual basis. A process for renewal of computers and their deployment to staff has been established as detailed in Policy IT02- Technology Evergreening and Policy IT06-Deployment of Computing Devices.

New equipment and renewal requirements are identified and prioritized on an annual basis in conjunction with capital equipment planning. The College Space and Infrastructure Committee (CSIC) develops plans to address strategic directions, needs and areas for improvement. On an annual basis, Schools are requested by the CSIC to bring forward requests for renovations and/or space requirements to improve the learning environment. These requests are prioritized by a sub-committee of CSIC.

Allocation of funds for environmental and learning resources is an annual process as per the budget approved by Algonquin College's Board of Governors. Capital funds are distributed amongst the Faculties/Schools in the College and the allocation varies from year to year, based on funds available.

Classrooms

The College upgrades and enhances facilities on an ongoing basis taking into account enrolments, faculty support needs, and the growing use of web-based technologies for learning and teaching.

Policy AA31: Learning Resource Centre

Policy IT02: Technology Evergreening

Policy IT06: Deployment of Computing Devices

Procedure: College Technology Committee Terms of Reference

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Procedure: College Space and Infrastructure Committee Mandate

5.4.6a Enrolment Projections and Staffing Implications – Ottawa Campus

	Cumulative Semester Enrolment	Contact Hours	Cumulative Full-time Faculty Equivalents (F.T.E.)	Cumulative Part-time Faculty Equivalents (F.T.E.)	Contact Hours taught by Full-time Faculty	Contact Hours taught by Part-time Faculty	Ratio of Full-time Students: Full-time Faculty
Year 1	303	434	1.54	0.0	434	0	167:1
Year 2	545	1182	2.92	1.2	812	370	158:1
Year 3	793	1960	3.73	4.3	1043	917	183:1
Year 4	992	2778	4.10	9.7	1169	1609	210:1
Year 5	992	2778	4.10	15.0	1169	1609	210:1

The table above depicts both the enrolment and staffing projections for the program. It is assumed that a full-time professor will teach 4 courses per semester (180hrs or 360 per year). The figures are based on current faculty with a plan to hire a full-time faculty if a departure or retirement occurs or, when a steady state of enrollment has been reached, which achieves an increase in enrollment numbers, in 2028-29 at earliest.

Faculty Selection

Faculty selection and orientation are detailed within Policy HR07: Full-time Hiring Process and Policy HR10: New Employee Orientation. The Bachelor of Science in Nursing (Honours) designates the terminal credential as a Master in Nursing or Nurse Practitioner for Lab courses and a PhD, Doctor of Nursing Practice or Doctorate of Nursing for theory courses. If hiring a full-time professor to teach primarily in a degree program, a terminal credential will be the minimal requirement. Faculty identified for the Bachelor of Science in Nursing (Honours) Ottawa deliver meet the PEQAB requirement of no fewer than 50% of the faculty proposed to teach hold the terminal academic credential in the field or in a closely related field of study

In Ottawa, there are 21 faculty, full time and other-than-full-time, identified to teach core courses in the program, of whom 4 hold PhD credentials as their highest qualification and 15 others hold a Master's Degree. Of those 2 are currently pursuing terminal degrees (PhD or Doctorate). In addition, there are 2 faculty members with Doctorate Degrees in related fields (e.g., Health Administration, Education). To ensure capacity to deliver in accordance with the benchmark, the next full-time hires will align with the steady state of enrollment in the program or a retirement/departure and will be required to hold a PhD or Doctorate in a related discipline. As well, as part of strategic succession planning to address potential upcoming retirements and ensure ongoing academic leadership, we are currently seeking to hire 3 additional full-time faculty members with PhD credentials in the coming months. This proactive approach supports program stability and ensures long-term instructional excellence in alignment with program growth and quality expectations.

5.4.6b Enrolment Projections and Staffing Implications – Pembroke Campus

	Cumulative Semester Enrolment	Contact Hours	Cumulative Full-time Faculty Equivalents (F.T.E.)	Cumulative Part-time Faculty Equivalents (F.T.E.)	Contact Hours taught by Full-time Faculty	Contact Hours taught by Part-time Faculty	Ratio of Full-time Students: Full-time Faculty
Year 1	112	434	1.25	0.1	399	35	90:1
Year 2	219	1182	2.00	2.0	630	552	110:1
Year 3	319	1960	4.00	4.4	1218	742	80:1
Year 4	395	2778	4.00	9.6	1218	1560	99:1
Year 5	406	2778	4.00	14.8	1218	1560	102:1

The table above depicts both the enrolment and staffing projections for the program. It is assumed that a full-time professor will teach 4 courses per semester (180hrs or 360 per year). The figures are based on current faculty with a plan to hire a full-time faculty if a departure or retirement occurs or, when a steady state of enrollment has been reached, which achieves an increase in enrollment numbers, in 2028-29 at earliest.

Faculty Selection

Faculty selection and orientation are detailed within Policy HR07: Full-time Hiring Process and Policy HR10: New Employee Orientation. The Bachelor of Science in Nursing (Honours) designates the terminal credential as a Master in Nursing or Nurse Practitioner for Lab courses and a PhD, Doctor of Nursing Practice or Doctorate of Nursing for theory courses. If hiring a full-time professor to teach primarily in a degree program, a terminal credential will be the minimal requirement. Algonquin College requests an exception to the 50% requirement for the Pembroke delivery. There are 5 full time faculty identified to teach core courses in the program, all of whom hold a Master’s degree as their highest credentials. In order to ensure capacity to deliver in accordance to the benchmark, the next hire will align with the steady state of enrollment in the program or a retirement/departure and will be required to hold a Master’s Degree in a related discipline. Additionally, there are two faculty who hold PhDs in a related field who will be assigned to teach in non-core courses.

5.4.7 Faculty Performance, Professional Development, and Institutional Support

Review of Faculty Performance

The Academic Chair is expected to conduct regular reviews of faculty performance, which includes a review of student feedback on teaching and supervision (see Policy AA25: Student Course Feedback). Formal performance appraisals of full-time faculty are to be conducted no less than once every three years and as often as yearly. However, Student Course Feedback surveys are reviewed following each semester and any areas for improvement are addressed with faculty on an ongoing basis. Performance appraisals of faculty are conducted to ensure that student needs are being adequately met as well as to discuss the ongoing needs and professional development of faculty.

New professors are subject to a one-year probationary period during which time the Chair will evaluate them at regular intervals (every 4 months). The Chair completes a final, more detailed, evaluation immediately prior to the end of the probationary period to formally acknowledge and confirm the faculty member's suitability.

The College has initiated a [Faculty Performance Development Program](#) that provides for a consistent approach across the College in how faculty performance is evaluated, as well as ensuring that it is collaborative and respectful of all stakeholders. The program includes teaching observations, faculty self-evaluations and setting of professional development plans that are completed on a three-year cycle, with annual reviews to all for timely guidance.

Faculty Currency and Professional Development

The College offers a wide range of professional development activities for staff throughout the year. Policy H04: Tuition Assistance – Degree Completion was instated to assist staff who wish to pursue further studies. The purpose of Policy H04 is:

'To provide professors and other College employees with support in acquiring degrees at the bachelor's, master's and doctoral level at postsecondary institutions to better serve the needs of the students, the strategic directions of the College, and to assist employees in achieving their professional development goals.'

Other varied professional development opportunities offered by the Centre for Organizational Learning with Human Resources may be viewed at: <http://www.algonquincollege.com/pd/>
Program faculty have received support to pursue furthering their academic credentials.

The Employee Learning Exchange is located in the College's new DARE District. It provides a one-stop solution where employees can meet their learning and technology needs from peers and specialists and ignite creativity and innovation. Co-located within this space are the Centre for Continuing and Online Learning, an Audio/Video recording studio, Learning Management System Help, Information Technology Services, Learning and Teaching Services and the Centre for Organizational Learning.

Whenever new technologies are adopted for teaching and learning, professional development is provided through Learning and Teaching Services. Typically prior to adopting system wide technologies, the College will pilot/experiment, using off-site hosting services when necessary, and rollout the professional development support in tandem. A Virtual Desktop Infrastructure is now in place which allows students and staff to have access to any College licensed software anywhere/anytime on any device assisting with more flexible course delivery.

Faculty Teaching and Supervision Loads

Faculty teaching and supervision loads are assigned in accordance with the Academic Employees Collective Agreement's Standard Workload Formula (SWF) defined in Article 11 – Workload.

The electronic policies file includes policies and procedures pertaining to faculty within the following:

Policy AA 23: Faculty Consultation with Students

Policy AA 25: Student Course Feedback

Policy AA 40: Academic Advising

Policy HR 02: Professional Development Leave

Policy HR 03: Tuition Assistance - Algonquin College Courses

Policy HR 04: Tuition Assistance - Degree Completion
 Policy HR 07: Full-time Hiring Process
 Policy HR 10: New Employee Orientation
 Procedure: Credential Evidence and Release of Information
 Procedure: Ontario Colleges of Applied Arts and Technology Academic Employees Collective Agreement Excerpt Article 11 Workload

5.4.8a Institutional Support - Ottawa Campus

Support Service	Brief Description of Service
Welcome Centre	<p>The Robert C. Gillett Student Commons provides a variety of services dedicated to student success. The Welcome Centre in Student Support Services, located on the third floor of the Student Commons (E341), is designed to serve as a vital first point of access to a number of support services for potential applicants, current students and graduates from one centralized location, in the hopes of establishing a familiar and ongoing resource during an individual’s affiliation with Algonquin College. The Welcome Centre features five stations including one accessible station to assist students and clients in their pursuit of service from the Centre for Accessible Learning, Counselling Services, and the Employment Support Centre.</p>
The AC Hub	<p>The AC Hub is devised as a one-stop access point for student engagement and a source for information, events and workshops. Students will cultivate partnerships, friendships and networking connections within the AC Hub and their communities. Our goal is to enhance the academic experience beyond the scope of the classroom, providing students the opportunity to become actively involved in campus life and the surrounding community.</p> <p>The AC Hub hosts College-wide orientation, signature events, and provides volunteer opportunities on campus and in the community recognized by a Co-Curricular Record to acknowledge students’ contributions. Additionally, the AC Hub delivers hands-on workshops, exposes students to industries through keynote speakers and AC Hub Talks, provides a support structure for students through the new Student Navigator Program and Peer Mentoring program, offers services at the AC Hub Satellite (second floor, C building) and three AC Hub Mobile desks across the sprawling Woodroffe campus to help keep students informed, and provides both physical and virtual outreach to regional campuses.</p>
The DARE District (Discovery, Applied Research, and Entrepreneurship)	<p>The DARE District serves as a multidisciplinary space for faculty, researchers, businesses and – most importantly – Algonquin’s students. From an Energy Research Lab to a Data Analytics Centre, it is a catalyst for cutting-edge education.</p> <p>The lower level of DARE is called Student Central (formerly Student One Stop Space) bringing many student services including Registrar’s Office, ITS, Test Centre, PLAR, pathways and Academic Advising, into one dedicated area.</p>

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Support Service	Brief Description of Service
Academic Advising	<p>Algonquin College's Policy on Academic Advising, AA40, defines an advisor as "...a professor or instructor who has been assigned the responsibility of providing academic guidance to students in his/her program." In this role, the faculty member provides the student with an opportunity to:</p> <ul style="list-style-type: none"> • plan, discuss, and review academic progress • address challenges that may impede successful performance • identify education, life and career goals • assist the student in creating a plan to realize those goals • refer the student to all College resources the College
Student Success Specialists	<p>Student Success Specialists are support staff who provide a welcoming first point of contact for students of a designated academic area (e.g. Faculty of Technology and Trades), or group (e.g., Indigenous, WSIB). They work closely with Academic and Student Services staff to:</p> <ul style="list-style-type: none"> • promote and implement student success initiatives (e.g., connecting with students at risk) • ensure students' questions are answered promptly or directed to the appropriate forum • participate in activities that help students in the transition to the College (e.g., orientation) • provide information about admissions, records, programs of study and bursaries • link students to appropriate resources and services
Counselling Services	<p>Counselling Services provides confidential support services to students facing the academic, career, and personal challenges of college. Services include:</p> <ul style="list-style-type: none"> • Short term and supportive counselling for common mental health issues experienced by students, such anxiety, depression, and stress regulation • Crisis intervention and suicide risk assessment • Proactive outreach initiatives issues such as team building, effective group work, communication skills, and stress management • Program-choice planning and career direction assessment • Tragic Event Response Team • Parent Resource Network • Employee training initiatives such as "SafeTALK" suicide intervention, "Positive Space" sexual orientation awareness, and a range of mental health awareness workshops.
Financial Aid	<p>The Financial Aid team administer various government financial assistance programs to eligible full and part-time students. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Administration of the Ontario Student Assistance Program (OSAP) • Determination of an individual student's eligibility for the various types of funding • Administration of the student bursary programs for students • Interpretation of the rules and regulations in relation to OSAP

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Support Service	Brief Description of Service
Employment Support Centre	<p>The Employment Support Centre offers professional services to students, graduates, and employers and promotes college programs to the community as well as offering a comprehensive electronic job posting service ensuring employers and qualified students/graduates are connected.</p> <p>Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Electronic job posting system (MyCareerZone) • One-on-one job coaching appointments • Résumé and cover letter review drop-in service • Job search techniques • Interview preparation • Labour market information • Career Fairs and other on-campus recruitment activities
Peer Tutoring	<p>Peer Tutoring provides the one-on-one opportunity for students experiencing difficulties in a particular course to be matched with a senior student (nominal fee applies) for academic assistance.</p>
Centre for Accessible Learning	<p>The Centre for Accessible Learning provides counselling and advising, including specialized academic and personal counselling that is developed specifically for students with disabilities and not duplicated by regular counselling and advising services available to all students.</p> <p>Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Counselling and support so that students with disabilities can work within an accessible college environment • Assistive reading technologies • Test centre for the provision of test and exam accommodations • Transcription services (ie: Braille, large print, alternative/digital formats such as accessible e-text) • Assistance in finding specialized peer tutors • Interpreters and electronic note taking for students with hearing loss • Peer notetaking services • Access to, and training for, assistive devices • Access to a large Assistive Technology Lab • A Transition Centre for students with Autism Spectrum Disorder • Consultation with faculty for students with disability-related needs • Liaison with and referral to other Student Support Services and agencies • Liaison with campus and community agencies on the students' behalf
<p>Other Services:</p>	
Health Services	<p>Health Services provides professional, confidential medical services for students. Physicians are available by appointment and walk-in. Registered Nurses provide assessment and treatment of minor illnesses or injury. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Allergy injections

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Support Service	Brief Description of Service
	<ul style="list-style-type: none"> • Birth control information and prescriptions • Blood tests • Emergency treatment for accidents/illnesses • Mental health support • Health counseling (nutrition, stress, exercise, smoking, drugs, alcohol) • Treatment for acute illness (headaches, colds, etc.) • Vaccinations
Mamidosewin Centre	<p>The Mamidosewin Centre is Algonquin's Indigenous Student Centre providing cultural programs and services to Indigenous students. In addition to welcoming social events and activities, services offered include, but are not limited to:</p> <ul style="list-style-type: none"> • Information on Indigenous bursaries, scholarships, and other funding support • Workshops and individual support with study skills, time management, tutors • Indigenous employment support • Referrals to Indigenous services; internal and external (housing, counselling, employment, etc.) • Career, academic, or personal counselling with an Indigenous Counsellor
College Ombudsperson	<p>The Ombudsperson provides confidential, independent, and impartial assistance and intervention to address any college-related concerns of students. The Ombudsman has effective access to both College and Students' Association officials and can assist students with concerns related to any aspect of student life at the College – from policies, procedures to rights and responsibilities. Assistance is provided to ensure fair, just, and equitable treatment and may be provided in the following areas:</p> <ul style="list-style-type: none"> • Coaching students in making appropriate choices based on unique/personal circumstances • Promoting a proactive perspective for managing and resolving conflicts and/or concerns that may occur • Facilitating communication between the student and other members of the College community • Resolving student concerns and issues with other students, faculty, or staff.
Residence	<p>Residence Life supports the holistic development of students through individual, interpersonal, intellectual and community education and empowers students to live, learn, and lead in an inclusive and safe community. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Educational Programming and Building Wide Events • Residence Orientation • Algonquin Residence Council • Student Outreach and Support • Community Management and Policy education
Registrar's Office	<p>The Registrar's Office maintains student records and provides relevant support from admission to graduation.</p>

BACHELOR OF SCIENCE IN NURSING

Support Service	Brief Description of Service
	<p>Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Admissions, fees, registrations, withdrawals • Applications for course exemptions • Academic records and transcripts • Scheduling (timetables)
Safety and Security Services	<p>Safety, Security and Emergency Management ensures the College provides sustainable safe and secure learning, working and social environments for all of its occupants through the implementation of coordinated risk mitigation strategies and integrated programming. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Full-service prevention and patrol programs. • Communications, dispatch and reporting centre (24 hrs/day) • Walk Safe Services • Incident Response, Emergency Response and Investigations • Risk management risk assessment and consultation services • Workshops and presentations on a variety of safety issues

5.4.8b Institutional Support - Pembroke Campus

Support Service	Brief Description of Service
The AC Hub	<p>At the Pembroke Waterfront Campus, Student Services works with AC Hub to organize a number of fun and helpful activities for students. AC Hub activities are held at the Pembroke Campus throughout the year. They have included special speakers, winter carnival events, relaxing zen doodling, mini-massage therapy during exams, and light therapy lamps. Other activities have included winter tubing, board games, magicians, musicians, sports, and great food. The Hub also provides a number of virtual outreach opportunities to students in Pembroke.</p>
Academic Advising	<p>Algonquin College's Policy on Academic Advising, AA40, defines an advisor as "...a professor or instructor who has been assigned the responsibility of providing academic guidance to students in his/her program." In this role, the faculty member provides the student with an opportunity to</p> <ul style="list-style-type: none"> • plan, discuss, and review academic progress • address challenges that may impede successful performance • identify education, life and career goals • assist the student in creating a plan to realize those goals • refer the student to all College resources the College
Student Success Specialist	<p>Throughout the student's Algonquin College experience at the Pembroke Campus, the Student Support Specialist fosters relationships between the student and the college in ways in which empower the student to make informed decisions, access resources, and obtain support to guide the student in their educational or career pathway. Some of the ways in which the Student Success Specialist provides support are:</p>

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Support Service	Brief Description of Service
	<ul style="list-style-type: none"> • encouraging students to develop skills and abilities to take ownership of their learning and career goals • helping identify support services that can clarify both career and life goals • sharing information about college academic programs and opportunities • helping students access appropriate college resources and services • providing alternatives and options when the students' pathway is altered or requires change
Counselling Services	<p>Counselling Services provides professional and confidential support for mental health, personal, academic, and career concerns. Services include:</p> <ul style="list-style-type: none"> • Short-term counselling • Supportive counselling • Wellness Coaching • Mental Health Consultation • Resource Referral
Financial Aid	<p>The Financial Aid team administer various government financial assistance programs to eligible full and part-time students. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Administration of the Ontario Student Assistance Program (OSAP) • Determination of an individual student's eligibility for the various types of funding • Administration of the student bursary programs for students • Interpretation of the rules and regulations in relation to OSAP
Peer Tutoring	<p>Peer tutoring matches students who are experiencing difficulties in a course with student tutors for one-on-one tutoring. The service is designed to help students with course-specific difficulties and is available to all Algonquin College students.</p>
Centre for Accessible Learning	<p>The Centre for Accessible Learning provides counselling and advising, including specialized academic and personal counselling that is developed specifically for students with disabilities and not duplicated by regular counselling and advising services available to all students.</p> <p>Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Counselling and support so that students with disabilities can work within an accessible college environment • Assistive reading technologies • Test centre for the provision of test and exam accommodations • Transcription services (ie: Braille, large print, alternative/digital formats such as accessible e-text) • Assistance in finding specialized peer tutors • Interpreters and electronic note taking for students with hearing loss • Peer notetaking services

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Support Service	Brief Description of Service
	<ul style="list-style-type: none"> • Access to, and training for, assistive devices • Access to a large Assistive Technology Lab • A Transition Centre for students with Autism Spectrum Disorder • Consultation with faculty for students with disability-related needs • Liaison with and referral to other Student Support Services and agencies • Liaison with campus and community agencies on the students' behalf
Other Services:	
Health Services	<p>Health Services provides professional, confidential medical services for students. A Registered Nurse provides assessment and treatment of minor illnesses or injury. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • First aid treatment • Emergency treatment for accidents/illnesses • Treatment for chronic or acute illness (headache, flu, colds, etc) • Birth control information • All required vaccinations are available by appointment (Tetanus, MMR, flu, Hepatitis B) • TB testing • Health assistance for students with special needs • Free condoms • Sexual health counselling • Nutrition counselling • Referrals to community services and agencies • Pamphlets on a wide variety of health topics • Blood pressure monitoring • Smoking cessation support and counselling
Indigenous Services	<p>The goal of Indigenous Services is to empower and support Indigenous students at Algonquin College into the next phase of their lives (mino-biimaadizwin – the good way of life) in a way that is respectful and reflective of Indigenous cultures. The services are available to Indigenous learners, as well as to non-Indigenous learners who are interested in learning more about culture and participating in events.</p> <p>Services and resources include:</p> <ul style="list-style-type: none"> • Elder-in-Residence • Kampus Kokum • Campus Drum and Drumkeeper • Medicine Wheel Garden • Knowledge Sharing

Support Service	Brief Description of Service
<u>College Ombudsperson</u>	<p>The Ombudsperson provides confidential, independent, and impartial assistance and intervention to address any college-related concerns of students. The Ombudsman has effective access to both College and Students' Association officials and can assist students with concerns related to any aspect of student life at the College – from policies, procedures to rights and responsibilities. Assistance is provided to ensure fair, just, and equitable treatment and may be provided in the following areas:</p> <ul style="list-style-type: none"> • Coaching students in making appropriate choices based on unique/personal circumstances • Promoting a proactive perspective for managing and resolving conflicts and/or concerns that may occur • Facilitating communication between the student and other members of the College community • Resolving student concerns and issues with other students, faculty, or staff.
<u>Registrar's Office</u>	<p>The Registrar's Office maintains student records and provides relevant support from admission to graduation. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Admissions, fees, registrations, withdrawals • Applications for course exemptions • Academic records and transcripts • Scheduling (timetables)
<u>Safety and Security Services</u>	<p>Safety, Security and Emergency Management ensures the College provides sustainable safe and secure learning, working and social environments for all of its occupants through the implementation of coordinated risk mitigation strategies and integrated programming. Services include, but are not limited to:</p> <ul style="list-style-type: none"> • Full-service prevention and patrol programs. • Communications, dispatch and reporting centre (24 hrs/day) • Walk Safe Services • Incident Response, Emergency Response and Investigations • Risk management risk assessment and consultation services • Workshops and presentations on a variety of safety issues

6. Credential Recognition

While meeting particular needs, the program is designed to maximize the graduates' potential for employment and promotion in their field and (where applicable) for further study.

6.1 Labour Market Information

The demand for highly skilled, ready-to-practice nurses continues to grow due to an aging population, increasing healthcare complexities, and persistent workforce shortages. In

response, the accelerated Bachelor of Science in Nursing (Honours) program offers a fast-tracked pathway for qualified students to obtain a Bachelor of Science in Nursing (Honours) degree and enter the nursing profession more efficiently.

The delivery of the standalone Bachelor of Science in Nursing (Honours) program at both Ottawa and Pembroke campuses will support meeting the increasing labour market demand for trained nurses in Ontario. A recent report estimates a shortfall of 100,000 nurses nationwide by 2030 ([Baumann, Crea-Arsenio, 2023](#)). This gap is exacerbated in Ontario, where there is estimated need for an additional 26,000 registered nurses in order to be able to meet the registered nurses-to-population rate in the rest of the country ([RNAO, 2024](#)).

In addition to the current labour market needs, our largest partner, The Ottawa Hospital, is expanding to a new, state-of-the-art campus, which is expected to generate [4000 new jobs](#) across a range of health care services. Clearly, there is a demonstrated need for trained registered nurses – to which Algonquin College is committed to contribute.

In Renfrew County, the population is rapidly aging with more than 25 percent of the region's population now over 65 years of age (2021 Census). This has spurred the building of new long-term care centres and the expansion of existing facilities, creating a greater need for nurses. Renfrew County is also investing in more mental health services as it grapples with social issues such as homelessness and drug addiction. As a result, the county has launched its [MESA](#) initiative that includes a new provincially funded Homelessness and Addiction Recovery Treatment Hub. Centres like these will require more health care workers, including mental health nurses.

The Bachelor of Science in Nursing (Honours) program is aligned to National Occupational Classification (NOC) code 3012/31301 Registered Nurses and Registered Psychiatric Nurses and to Classification of Instructional Programs (CIP) code 51.3801 Bachelor of Science in Nursing. International students graduating from this program will be eligible for a Post-Graduate Work Permit.

For further labour market information, please see [Appendix 2](#).

6.2 Graduate Pathways

Graduates of the Bachelor of Science in Nursing (Honours) degree will be eligible to write the National Council Licensure Exam for Registered Nurses (NCLEX-RN). Successful completion of the NCLEX is required to enter into practice as a Registered Nurse (RN). As a RN, graduates will have opportunities for further education such as a Masters of Science Nursing (MScN) or Nurse Practitioner (NP).

Letters of support for graduate pathways for the following institution has been included in [Appendix 4](#):

- University of Windsor

6.3 Tracking Program Graduates

The Algonquin College Foundation leads alumni engagement activities for all academic programs. Prior to graduation, students are introduced to the Alumni & Friends Network and invited to stay connected by updating their contact information. This ensures continued engagement with graduates beyond their time at the College.

Graduates are engaged in a variety of activities, including:

- Orientation & Student Engagement: Alumni are invited to participate in events such as AC Day 1, where they share insights and experiences with incoming students.
- Graduate Profiles & Success Stories: Profiles are collected and shared through college communications, social media, and recruitment materials, highlighting the impact of the program.
- Alumni at Work Events: Through initiatives like Alumni at Work coffee breaks, the College celebrates graduates in their workplaces, fostering stronger connections with employers.
- Targeted Communications: The Alumni Engagement team maintains regular contact through email newsletters, social media updates, and invitations to exclusive alumni events.
- Mentorship and Networking: Graduates are encouraged to participate in mentorship programs, guiding current students and recent graduates in professional development.
- Support for Graduates Seeking Credential Validation: Recognizing that some graduates pursue credentialing in other jurisdictions, the College will offer guidance and support by:
 - Providing verification of program completion and academic transcripts to meet regulatory requirements in different regions.
 - Assisting graduates in understanding the credentialing process for various provincial, national, and international nursing regulatory bodies.
 - Facilitating connections with alumni who have successfully navigated credentialing in other jurisdictions.
 - Collaborating with licensing authorities to ensure graduates have the necessary documentation and support for a seamless transition.

To expand the reach and effectiveness of graduate tracking, the College will:

- Implement automated outreach through alumni platforms to encourage updates on career and education status.
- Collaborate with industry partners and regulatory bodies to track licensure and professional milestones.
- Integrate surveys and digital engagement tools to streamline data collection and alumni feedback
- Continued Communication: Alumni will receive updates on job opportunities, industry advancements, continuing education, and professional development events.
- Career Outcomes Tracking: Employment data will be collected through annual graduate surveys, employer feedback, and LinkedIn tracking to assess career pathways and job placement rates.
- Engagement in College and Industry Events: Graduates will be invited to participate in panels, guest lectures, and networking events, fostering industry connections and knowledge exchange.

- Workforce Impact Analysis: The College will analyze trends in employment sectors, leadership roles, and areas of specialization to inform program enhancements and employer partnerships.
- Bachelor of Science in Nursing (Honours) Graduate Database and Long-Term Tracking: with the graduation of the first BScN (Honours) cohort, a dedicated alumni database will be created to track graduate employment, career progression, and further education pursuits. This database will facilitate:

By proactively tracking graduate outcomes and fostering strong alumni relationships, the College ensures ongoing program relevance, workforce alignment, and sustained professional success for its nursing graduates.

6.4 Credential Recognition

The Bachelor of Science in Nursing (Honours) has been intentionally designed to meet the regulatory requirements of the College of Nurses of Ontario (CNO) and the accreditation standards of the Canadian Association of Schools of Nursing (CASN). Algonquin College has initiated the preliminary approval process with the CNO, which is necessary to support launch of the program and will apply for recognition by CASN.

The design of the program was also informed by community need, in both Ottawa and Pembroke regions. Through the collaborative Bachelor of Science in Nursing (Honours) and other health-related programs, the College has established significant relationships with local and regional hospitals, care centres, and other health care settings. Included in [Appendix 4](#) are letters from the following organizations, indicating their support of the Bachelor of Science in Nursing (Honours) program as well as their interest in providing potential placements for students and possible employment opportunities for graduates:

- Bruyère Health
- Deep River & District Health
- Perley Health
- Pembroke Regional Hospital
- The Ottawa Hospital
- University of Ottawa Heart Institute

7. Regulation and Accreditation

Programs leading to occupations that are subject to government regulations are designed to prepare students to meet the requirements of the relevant regulatory and/or accrediting body.

Registered Nurses are regulated in Ontario by The Nursing Act, 1991 and the Regulated Health Professions Act (RHPA), 1991. The College of Nurses of Ontario (CNO), which was established under The Nursing Act, is the governing body for Registered Nurses, Registered Practical Nurses, and Nurse Practitioners in Ontario. The CNO establishes the requirements for entry to practice, administers quality assurance for nursing education programs, and enforces standards of practice and conduct. Algonquin College has provided notice to the CNO of the intended dissolution of the collaborative partnership and intent to offer a standalone Bachelor of Science in Nursing (Honours) degree at both Ottawa and Pembroke locations. The process has also been initiated to receive preliminary approval by the time of recruitment to the proposed

program. The College will then apply for full recognition by CNO following the graduation of the first cohort, in accordance with the CNO's quality assurance processes. Following program approval from the CNO, graduates will be eligible to apply for Registration with the CNO, through a process that includes writing the national nursing registration exam (NCLEX). Registration with CNO is required for nurses to practice in Ontario.

In addition to the CNO, the Canadian Association of Schools of Nursing (CASN) also accredits nursing education programs. The College will apply for CASN accreditation in accordance with their accreditation process and timeline.

8. Nomenclature

The program nomenclature reflects the postsecondary education achieved, facilitates public understanding of the qualification, and assists students, employers, and other postsecondary institutions to recognize the level, nature, and discipline of study.

The Bachelor of Science in Nursing (Honours) program title meets the Board nomenclature requirements. This title follows one of the typical approaches to nomenclature for Bachelor degrees in applied areas, available for designating college degrees, the Bachelor of Subject.

The degree title conveys accurate information about the degree level since 'Bachelor' is reflected in the title, which is congruent with degree level learning. The nature of the degree and discipline, and/or subject of study, are clearly reflected with the inclusion of 'Nursing' in the nomenclature. As such, the title facilitates the public's understanding and assists students, employers, and other postsecondary institutions in recognizing the level, nature and discipline of study. The title has been supported by the Health Studies Program Advisory Committee.

9. Internal Quality Assurance and Development

The continuous quality of the program is assured by effective internal quality assurance mechanisms for periodic evaluation.

Program Quality Assurance at Algonquin College provides a process for the ongoing formative and summative evaluation of College programs and the services that support learning and impact academic delivery. The College Program Quality Assurance model promotes institutional learning and renewal, guides decision-making and promotes accountability. The process aligns with the initiatives of the Ontario College Quality Assurance Service (OCQAS) and the Postsecondary Education Quality Assessment Board (PEQAB).

9.1 Internal Quality Assurance Processes

The three-prong quality review process includes two annual reviews, each with a different focus, and one in depth review every five years. The current PQR process was originally designed for postsecondary programs leading to Ontario College Credentials. The quality criteria parallel those used by the College Quality Assurance Audit Process (CQAAP) and map to the

expectations of the Program Evaluation Standard as stated in the PEQAB Handbook for Ontario Colleges. The CQAAP external audit of the College review processes ensures that the College has a process in place that assures continuous quality improvement. Note that, based on feedback obtained from a PEQAB Quality Assessment Panel, the mapping to the Program Evaluation Standard has been made more explicit within the Bachelor's Degree PQR report template, and quality criteria elements may be extended to include all PEQAB Benchmarks.

The Program Quality Review process at the College has been extended for degree programs. In addition to conducting a PQR (self-study), a Program Evaluation Committee is established that adheres to the Board's requirements. The Program Evaluation Committee is expected to evaluate a program based on the PQR report and a site visit during which members of the Committee meet with faculty members, students, graduates, employers and administrators to gather information. A Program Evaluation Committee report is completed that provides an assessment of the program quality and leads to recommendations for change intended to strengthen the quality of the program and support ongoing continuous improvement. The report is addressed to senior administration and shared with the College's Academic Council, Board of Governors, faculty members and students in the program, and includes a plan of action to respond to the report's recommendations. The Program Quality Assurance Administrator works with the Program Chair in following up on the status of implementation of recommendations. A cyclical program review schedule is established that conforms to Board requirements in that the PQR is conducted prior to a request for Ministerial Consent Renewal. The PQR template for Bachelor's Degrees and associated documentation to facilitate the process may be viewed at the following link: <http://www3.algonquincollege.com/academic-development/program-quality-review-bachelors-degrees/>

Algonquin College's overall Quality Assurance Model and Processes may be viewed on the Program Quality Assurance Website: <http://www3.algonquincollege.com/academic-development/our-services/program-quality-assurance/>

Algonquin College's robust quality assurance processes with confirmed through its most recent College Quality Assurance Audit Process (CQAAP) conducted by the Ontario College Quality Assurance Service (OCQAS) and completed in August 2016. The audit commended Algonquin's "very strong and well-developed quality assurance policies, processes, and practices..." and recognized the "long-term high-level leadership commitment to quality and high quality leadership in the academic development and program quality assurance roles and strong support of the Quality Assurance Office by senior administration." The audit results concluded that Algonquin College met all of the OCQAS Quality Standards and the College received the decision of "mature effort," the highest possible outcome for the audit.

9.2 Program Review Policy

Algonquin College has a formal, institutionally approved policy and procedure for the periodic review of programs that embodies the characteristics required of the Board. Algonquin has an effective Program Quality Assurance process detailed in Policy AA38: Program Quality Assurance. The program evaluation process consists of three primary components, Annual Curriculum Review, Program Mix Review and Program Quality Review (PQR).

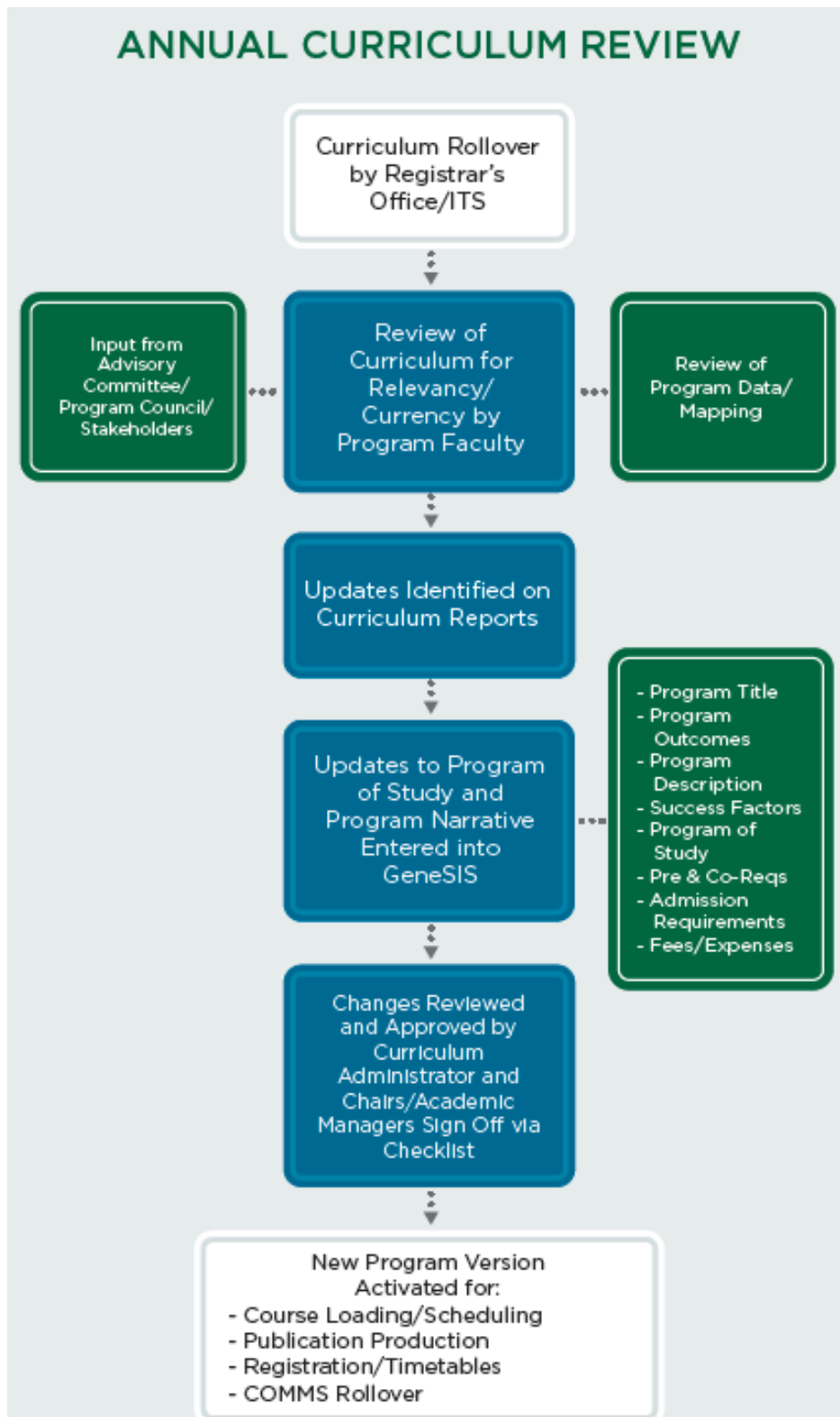
The electronic policies file includes the policy on Quality Assurance within the following: Policy AA 38: Program Quality Assurance

9.3 Processes and Data Used for Continuous Improvement

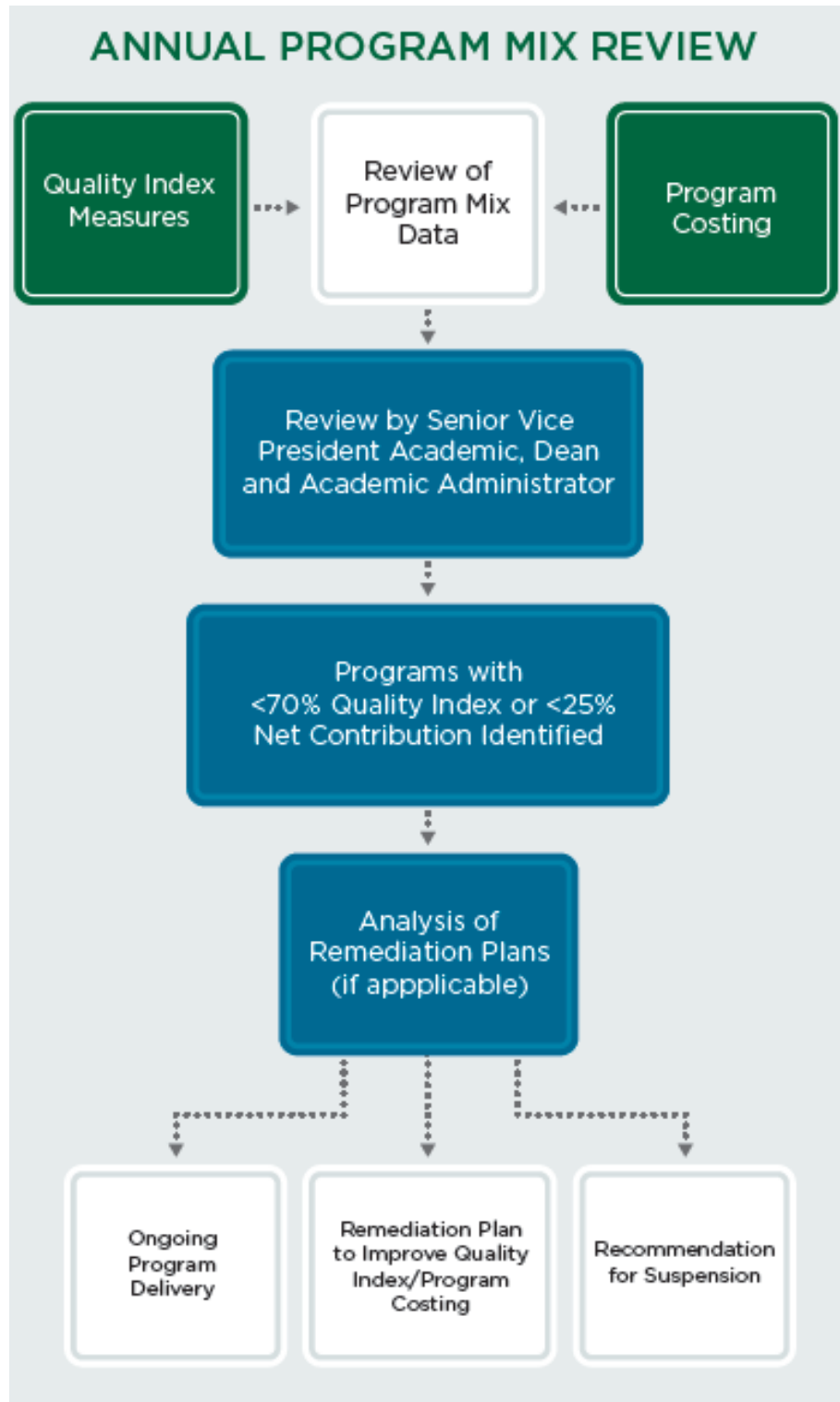
9.3.1. Processes

Algonquin College has a robust program quality assurance process consisting of three primary components, Annual Curriculum Review, Program Mix Review and Program Quality Review. These processes include evidence-based and participatory inquiry to determine whether courses and the program (whether delivered using traditional, web facilitated, blended, hybrid or online methods) are achieving the intended learning outcomes. Furthermore, the results of the quality assurance practices are used to guide curriculum design and delivery, pedagogy and educational processes as here described.

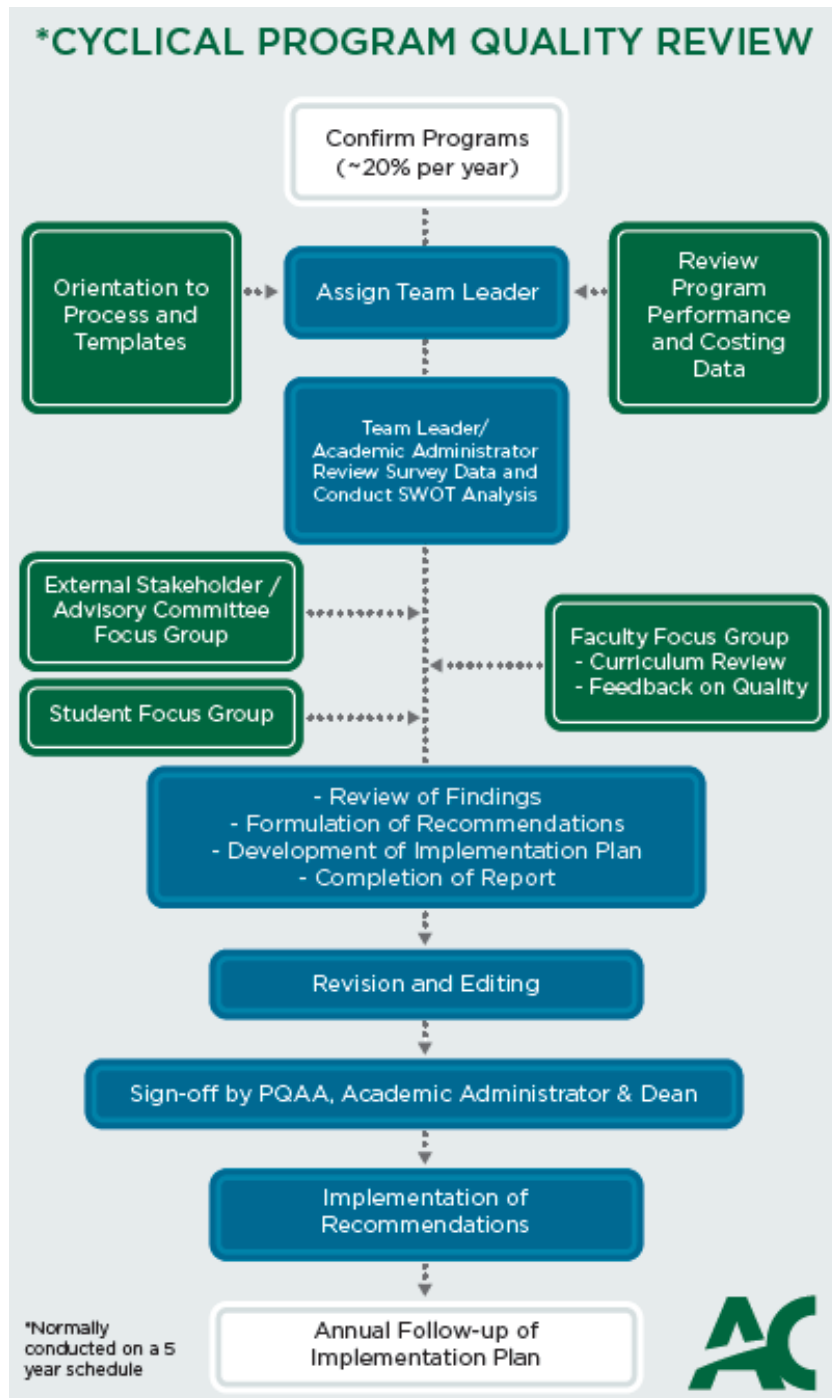
The [Annual Curriculum Review](#) process includes reviewing and revising the curriculum, incorporating input from recent Student Course Feedback and KPI surveys, advisory committees and program councils, and formalizing changes for the next academic year.



Program Mix Review is usually undertaken at the end of the fiscal year. The program's fiscal data is reviewed annually along with the results of the KPI and Student Course Feedback surveys. The program is given a score based on both financial and qualitative measures. A Board of Governors' directive is that programs with a financial contribution of less than 25% or a Quality Index Score less than 70% develop remediation plans.



[Program Quality Review](#) is a comprehensive process normally occurring on a five to seven year cycle at which time a program augments its Annual Program Review audit with an in depth review of historical survey data for the previous five to seven years. Curriculum is remapped to ensure it remains compliant with the Quality Assurance Framework, degree level standards and program learning outcomes. Course outlines are reviewed to ensure they are complete and that there is congruency between course learning outcomes, learning activities and evaluation methods. Recommendations for improvement are made, and an implementation plan is developed. The implementation plan is tracked on an annual basis until all recommendations have been assessed.



These three quality assurance processes are depicted in a flow chart at <http://www.algonquincollege.com/academic-development/our-services/program-quality-assurance/> (link to the 'Algonquin College Program Quality Assurance Model').

The electronic policies file includes policies and procedures pertaining to quality assurance within the following:

Policy AA03: Program Councils

Policy AA25: Student Course Feedback

Policy AA38: Program Quality Assurance

9.3.2 Data

The academic quality assurance processes at the College are evidenced-based and taken into consideration data and input from a variety of sources and stakeholders to ensure fulsome review and analysis of the program and its delivery and to guide recommendations for continuous improvement. The Program Quality Review template provides a framework for this fulsome review. Within each section, Faculty Team Leads use the relevant data and inputs to support their analysis and recommendations. Each section requires a summary of recommendations, which are then drawn into the concluding section to form the basis for the implementation plan. Data used in program review supports the following:

- Review of the program learning outcomes;
- Review of the course descriptions, course learning requirements, and course outlines, including review of the learning activities and assessments;
- Analysis of the course delivery hours
- Review and remapping (as required) of the program learning outcomes to the degree level standards and courses to the program learning outcomes;
- Analysis of course failure rate;
- Review of the courses that have been granted PLAR exemption in the past 3 years;
- Review of the pathways and articulations agreements for the program;
- Review of the co-operative education opportunities for the program;
- Analysis of the learner profile demographics, admission requirements, enrolment, and retention;
- Analysis of the Key Performance Indicators for student satisfaction, graduate satisfaction, and employer satisfaction;
- Analysis of industry trends and the employment outlook for graduates;
- Review of faculty credentials, professional certifications, and scholarly activity;
- Review of available learning facilities.

In addition, focus groups are held with members of industry, faculty, and students to gain their insights and learn from their experiences in the industry or in the program. As such, the program quality review is a holistic review of the program.

10. Academic Freedom and Integrity

The organization maintains an atmosphere in which academic freedom exists and in which students and academic staff are expected to display a high degree of intellectual independence. Academic activity is supported by policies, procedures, and practices that encourage academic honesty and integrity.

Algonquin College policies detail procedures relative to academic freedom, ownership of intellectual products of its employees and students, compliance with copyright law, academic honesty/integrity, and research involving humans and/or animals, as well as the management of research funds.

10.1 Academic Freedom

The electronic policies file (current and on file with PEQAB) includes policies and procedures pertaining to academic freedom within the following:

Policy RE 07: Academic Freedom Rights and Responsibilities

All policies are publicly available on the Algonquin College website at <https://www.algonquincollege.com/policies/>

10.2 Academic Honesty

The electronic policies file (current and on file with PEQAB) includes policies and procedures pertaining to academic honesty within the following:

Policy AA 18: Academic Dishonesty and Discipline

Policy RE 02: Integrity in Research and Scholarly Activities

All policies are publicly available on the Algonquin College website at <https://www.algonquincollege.com/policies/>

10.3 Intellectual Property, Ethical Research and Copyright

The electronic policies file (current and on file with PEQAB) includes policies and procedures pertaining to intellectual property, ethical research and copyright within the following:

Policy AA 20: Plagiarism

Policy AA 34: Copyright

Policy RE 01: Research Administration

Policy RE 03: Research Involving Human Subjects

Policy RE 04: Use of Animals in Teaching, Research and Other Activities

Policy RE 05: Intellectual Property

Policy RE 06: Use of Biohazardous and Radioactive Materials in Research and Education

All policies are publicly available on the Algonquin College website at <https://www.algonquincollege.com/policies/>

10.4 E-learning Components

The electronic policies file (current and on file with PEQAB) includes policies and procedures pertaining to e-learning components within the following:

Policy AA 35: Confidentiality of Student Records

Policy AA 42: Learning Management System

Policy IT 05: Information Sensitivity and Security

All policies are publicly available on the Algonquin College website at <https://www.algonquincollege.com/policies/>

11. Student Protection

The organization values and upholds integrity and ethical conduct in its relations with students.

In accordance with Algonquin's core values of caring, learning, integrity and respect, ensuring ethical business practices and the protection of students' interests are integral to the College's operation. Algonquin endeavors to ensure transparency, thoroughness, and clarity of its publications in terms of informing prospective and current students' as to their responsibilities and rights. Numerous policies and practices provide evidence of compliance with the Board's requirements for student protection.

11.1 Public Information

Public reports, materials, and advertising are produced in a thorough, accurate, and truthful manner. All college reports are published and publicly accessible on the College's corporate website. This includes, but is not limited to Algonquin's [Annual Reports](#) and [program information](#) webpages.

Key information about the College's policies and programs is readily available to students and other interested parties, including:

- [College profile and statistics](#)
- [College administration](#)
- [College governance](#)
- [Policies and procedures](#)
- [Campuses](#)
- [Programs](#)

Monographs detail fees and expenses as well as information regarding the technological requirements and success factors required of a program.

Viewbook

Students can access additional details, including videos and stories from current students and alumni, to guide the selection of their programs. <http://www.algonquincollege.com/html/viewland/>

Prospective and current students can view all College policies online at <http://www2.algonquincollege.com/directives/>. Excerpts of these policies are published in the

Student Handbook available from the Student Affairs website at <http://www.algonquincollege.com/studentsupportservices/student-handbook/>

Information is maintained and updated on a regular basis through established College procedures to maintain accuracy.

11.2 Student and Consumer Interests

The electronic policies file (current and on file with PEQAB) includes policies and procedures pertaining to student and public interests within the following:

- Policy AA 09: Transfer of Academic Credit (Internal)
- Policy AA 10: Transfer of Academic Credit (External)
- Policy AA 11: Registration
- Policy AA 18: Academic Dishonesty and Discipline
- Policy AA 19: Academic Appeal

All policies are publicly available on the Algonquin College website at <https://www.algonquincollege.com/policies/>

- Policy AA 37: Review of Final Grade
- Policy AA 39: Program Progression and Graduation Requirements
- Policy AD 02: Freedom of Information and Protection of Privacy Act
- Policy HR 22: Respectful Workplace
- Policy SA 02: Ombudsman
- Policy SA 03: Student Complaints
- Policy SA 06: Fees
- Policy SA 07: Student Conduct

11.3 E-Learning Components

Students are informed of the modes of delivery of their courses. Program webpages include a link to program delivery: <https://www.algonquincollege.com/ro/admissions/program-delivery/> Additional information is provided for [international students](#) to ensure compliance with immigration rules and eligibility for Post-graduate work permit in the future. Course delivery modalities are noted in course registration and on the student's timetable. The definitions of course modality are noted on the Registrar's Office [website](#).

Students are informed about the technological requirements of their programs through the [Bring Your Own Device \(BYOD\)](#) requirements.

Appendix 1: Course Outlines

Web Version – This section has been removed.

Appendix 2: Labour Market Analysis

Bachelor of Science in Nursing (4-year)

Classification of Instructional Programs (CIP)

CIP	PGWP Eligibility
<i>CIP 51.3801 - Registered nursing/registered nurse (RN, ASN, BSN, BScN, MSN, MScN)</i>	<input checked="" type="checkbox"/>
<p>This instructional program class comprises any program that generally prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirm, or other individuals or groups. These programs include courses in the administration of medication and treatments, assisting a physician during treatments and examinations, referring patients to physicians and other health care specialists, and planning education for health maintenance.</p>	

Occupations

Bachelor of Science in Nursing (4-year) graduates can find employment under NOC code 31301 Registered nurses and registered psychiatric nurses.

NOC 31301 - Registered nurses and registered psychiatric nurses

Registered nurses and registered psychiatric nurses provide direct nursing care to patients, deliver health education programs and provide consultative services regarding issues relevant to the practice of nursing. They are employed in a variety of settings including hospitals, nursing homes, extended care facilities, rehabilitation centres, doctors' offices, clinics, community agencies, companies, private homes and public and private organizations or they may be self-employed.

Source: National Occupational Classification, February 14, 2025, [Find your NOC - Canada.ca](https://www23.international.gc.ca/noc-cto).

In 2023, there were 12,874 jobs in Ottawa-Gatineau compared with the national average of 15,001 employees for areas of comparable size. Job posting demand in Ottawa-Gatineau is 76 job postings/month, whereas the national average is 136 job postings/month.

In 2023, there were 359 jobs in Pembroke compared with the national average of 218 employees for areas of comparable size. Job posting demand in Pembroke is 2 job postings/month, whereas the national average is 2 job postings/month.

The employment outlook is good. Over the next 8 years, employment is predicted to have a high growth rate of 16.2%, 12.1%, 20.0% and 19.8% in Ottawa-Gatineau, Pembroke, Ontario, and Canada, respectively.

Industrial Outlook for NOC 31301

The top industries where individuals in the Registered nurses and registered psychiatric nurses occupation are mainly employed are:

BACHELOR OF SCIENCE IN NURSING

1. General medical and surgical hospitals (6221) (Ottawa: 43.0%; Pembroke: 67.6%),
2. Specialty (except psychiatric and substance abuse) hospitals (6223) (Ottawa: 8.7%; Pembroke: 0.0%),
3. Out-patient care centres (6214) (Ottawa: 7.6%; Pembroke: 6.4%),
4. Home health care services (6216) (Ottawa: 4.8%; Pembroke: 7.0%), and 5. Psychiatric and substance abuse hospitals (6222) (Ottawa: 6.1%; Pembroke: 0.0%).

The labour market outlook for these industries between 2023 and 2031 is as follows:

- The General medical and surgical hospitals industry (NAICS 6221) is predicted to see moderate to high growth in Ottawa-Gatineau, Pembroke, Ontario and Canada, at a rate of 10.3%, 18.8%, 17.8% and 15.4%, respectively.
- The specialty (except psychiatric and substance abuse) hospitals industry (NAICS 6223) is predicted to see moderate to high growth in Ottawa-Gatineau, Pembroke, Ontario and Canada, at a rate of 13.9%, 0.0%, 15.6% and 7.5%, respectively.
- The out-patient care centres industry (NAICS 6214) is predicted to see moderate to high growth in Ottawa-Gatineau, Pembroke, Ontario and Canada, at a rate of 31.0%, 23.1%, 20.2% and 27.2%, respectively.
- The home health care services industry (NAICS 6216) is predicted to see moderate to high growth in Ottawa-Gatineau, Pembroke, Ontario and Canada, at a rate of 20.1%, -4.8%, 20.2% and 22.6%, respectively.
- The psychiatric and substance abuse hospitals industry (NAICS 6222) is predicted to see moderate to high growth in Ottawa-Gatineau, Pembroke, Ontario and Canada, at a rate of 26.0%, 0.0%, 16.2% and 14.2%, respectively.

Table 1

Labour market outlook for the top 4 industries between 2023 and 2031

NAICS	Industry	Region	Jobs (2023)	Jobs (2031)	Change (2023-2031)	% Change (2023-2031)
6221	General medical and surgical hospitals	Ottawa-Gatineau	5,533	6,151	618	11%
		Pembroke	242	280	38	16%
		Ontario	67,491	80,991	13,500	20%
		Canada	183,890	215,856	31,966	17%
6223	Specialty (except psychiatric and substance abuse) hospitals	Ottawa-Gatineau	1,115	1,280	165	15%
		Pembroke	0	0	0	0%

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		Ontario	5,490	6,492	1,002	18%
		Canada	15,166	17,072	1,906	13%
6214	Out-patient care centres	Ottawa-Gatineau	976	1,321	345	35%
		Pembroke	23	28	5	22%
		Ontario	7,036	8,735	1,699	24%
		Canada	31,667	42,485	10,818	34%
6216	Home health care services	Ottawa-Gatineau	624	751	127	20%
		Pembroke	25	23	-2	-8%
		Ontario	7,915	9,627	1,712	22%
		Canada	14,861	18,555	3,694	25%
6222	Psychiatric and substance abuse hospitals	Ottawa-Gatineau	783	1,000	217	28%
		Pembroke	0	0	0	0%
		Ontario	2,996	3,524	528	18%
		Canada	8,371	9,832	1,461	17%

Source: Lightcast as of February 14, 2025.

Appendix 3: Faculty CVs

Web Version – This section has been removed.

Appendix 4: Letters of Support



bruyere.org

March 13th, 2025

Erin Stitt – Cavanagh
Algonquin College
1385 Woodroffe Avenue
Ottawa, Ontario, K2G 1V8
613.727.4723

Dear Erin,

On behalf of f Bruyère Health, I am delighted to express our support for Algonquin College's new standalone Bachelor of Science in Nursing (Honours) degree. This innovative program will provide students with a comprehensive foundation in nursing theory and practice, delivered in an accelerated timeline that will benefit the health care system.

Algonquin's dedication to quality education is evident through their cutting-edge simulation technology, applied research, and continuous engagement with the health care community. Algonquin College is a valued partner, consistently open to collaborative opportunities that solve problems and enhance learning.

We have had the privilege of welcoming numerous nursing students from Algonquin College over the years. Many of these students have joined Bruyère Health upon graduation and have progressed to nursing leadership positions within our organization. We look forward to continuing our support for Algonquin College and the nursing students in this standalone program.

Kindly,

A handwritten signature in black ink that reads "Paula Doering".

Paula Doering
Senior Vice-President Clinical Programs, Chief Nursing Executive and Allied Health
Bruyère Health



Deep River & District Hospital ———
Four Seasons Lodge Long-Term Care Home ———
North Renfrew Family Health Team ———

March, 11, 2025

Postsecondary Education Quality Assurance Board (PEQAB)
315 Front Street West, 15th Floor
Toronto, ON M7A 0B8

The Minister of Colleges and Universities
c/o the Universities Unit
315 Front Street West, 16th Floor
Toronto, ON M7A 0B8

RE: Letter of Support – Algonquin College Bachelor of Nursing Science Program

To Whom it May Concern,

On behalf of Deep River and District Health (DRDH), I am pleased to express our enthusiastic support for Algonquin College's proposed standalone Bachelor of Science in Nursing (Honours) degree program. As a rural and expanding health campus serving a diverse and aging population, DRDH understands firsthand the critical need for highly trained, compassionate, and adaptable nurses.

We are proud of our longstanding partnership with Algonquin College and continue to see the tremendous value their nursing students bring to our organization through clinical placements and consolidation experiences. We value Algonquin as a vital source for our current and future nursing workforce, and are eager to support students both before and after graduation as they begin their careers in health care. We remain committed to supporting future students through hands-on learning opportunities across our hospital, long-term care home, and community-based services.

The proposed BScN program is responsive to the current realities facing the healthcare sector. Its emphasis on culturally-informed humility, leadership, health system integration, and simulation-based learning aligns strongly with our organizational values and the competencies we require in new graduates. We are particularly encouraged by the program's comprehensive approach to theory, practical skill development, and clinical judgment, which are foundational for delivering safe, person-centered care in today's evolving health system.

We fully support this new degree offering and look forward to welcoming future BScN students from Algonquin College to DRDH for their placements. Furthermore, we will continue to consider graduates of this program for nursing opportunities within our organization, where we strive to build a strong and sustainable workforce in service to our community.

Please accept this letter as a formal expression of support, and do not hesitate to reach out if additional information is required.

Janna Hotson, MHA, RN, CHE
President & Chief Executive Officer
Deep River and District Health

T 613-584-3333
F 613-584-4920
www.drdh.org

Care is in our culture.

117 Banting Drive
Deep River, ON K0J 1P0



March 26th, 2024

Re: Letter of Support

To whom it may concern,

I am writing on behalf of Perley Health to express our strong support for the proposed establishment of a new, four-year Bachelor of Science in Nursing (Honours) (BScN) program, offered in a condensed delivery format at Algonquin College.

As an organization deeply committed to healthcare, we are acutely aware of the critical nursing shortage impacting our community and beyond. This shortage not only strains our current healthcare capabilities but also compromises the quality of care that we can provide to our patients and residents.

The creation of this new nursing program is a timely and necessary step towards addressing these challenges. By educating and preparing a new generation of skilled nurses, Algonquin College will play a pivotal role in bolstering our healthcare workforce. We understand the importance of a robust educational foundation in nursing, and we are confident in Algonquin's ability to deliver a comprehensive program.

Furthermore, Perley Health is pleased to support and continue our collaboration with Algonquin College by providing practical training opportunities for students. We are committed to hiring graduates of this program, confident that they will be well-prepared to meet the demands of the healthcare sector. Our partnership could include clinical placements, consolidations, research, and ongoing professional development, which will not only enhance the students' learning experience but also ensure a steady influx of qualified professionals into our workforce.

We look forward to continuing to work together to advance healthcare education and address the pressing needs of our community.

Sincerely,

A handwritten signature in blue ink that reads "R. de Kemp".

Rachel de Kemp, Director of Nursing
Perley Health
1750 Russell Road
Ottawa, ON K1G 5Z6
Tel: 613-526-7170 ext. 2414
Email: rdekemp@perleyhealth.ca



705 Mackay Street
Pembroke, ON K8A 1G8
T: (613) 732-3675
F: (613) 732-9986
www.pemreghos.org

March 25, 2025

Erin Stitt-Cavanagh, Dean, School of Health Studies
Algonquin College
1385 Woodroffe, Ave, Room B210
Ottawa, ON K2G 1V8

Dear Erin:

We are writing to express our strong support for Algonquin College's proposed standalone Bachelor of Science in Nursing (Honours) degree program, which is currently under development for the Ottawa and Pembroke campuses. As the CEO and CNE of Pembroke Regional Hospital, we have witnessed firsthand the critical need for highly skilled and compassionate nursing professionals in our healthcare system and in our community.

The BScN program, with its condensed delivery format over three years and four months, is an innovative and essential initiative that prepares the next generation of nurses to provide high-quality care and assume leadership roles within the healthcare system. The program's solid theoretical foundation, combined with evidence-based teaching strategies, interprofessional education, and innovative simulation technology, ensures that graduates are well-equipped to meet the College of Nurses of Ontario (CNO) entry-to-practice competencies.

Given the current critical demand for skilled nurses in our communities, the proposed BScN program is both timely and essential. This program will immerse learners in a rich educational environment that combines theory-driven coursework, advanced simulation-based training, and extensive clinical placements. Such a comprehensive approach ensures that students develop the critical thinking, clinical judgment, and practical skills necessary for safe, competent, and compassionate nursing practice. Emphasizing culturally informed humility, leadership, and health system integration. The program is tailored to address current workforce needs and enhance graduates' career prospects in a variety of healthcare settings.

Graduates of the BScN program are eligible to write the National Council Licensure Examination - Registered Nurses (NCLEX) and become Registered Nurses in Canada. This qualification opens doors to a wide range of career opportunities in various healthcare facilities and settings across Canada and around the world. The program's emphasis on advocacy, policy-making, and leadership in healthcare design and service delivery promotes personal and professional growth, intellectual development, and the opportunity to make a positive impact on the world.

As a medium size hospital located in Pembroke, Ontario, Pembroke Regional Hospital has a long-standing partnership with Algonquin College which has allowed us to host nursing students for clinical placements and consolidation and we are committed to continuing this collaboration. We have had the honor of hiring many Algonquin College nursing graduates within our organization. This program continues to be an important pipeline for our workforce, providing us with high quality, dedicated nurses, contributing significantly to our healthcare services.

Together, we care.

BACHELOR OF SCIENCE IN NURSING

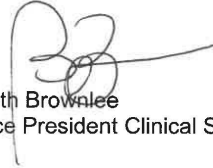
As members of the Algonquin College Health Sciences and Nursing Advisory Committee and as an acute care facility, we fully support this initiative. We believe that the new BScN program will significantly contribute to the development of a highly skilled nursing workforce, which is essential for the health and well-being of our community and the broader healthcare system. We look forward to the successful implementation of this program and the continued partnership with Algonquin College.

Thank you for considering our endorsement.

Sincerely,



Sabine Mersmann
President and CEO



Beth Brownlee
Vice President Clinical Services/CNE



March 10, 2025

Suzanne Madore

Executive Vice-President, Chief
Operating Officer and Chief
Nursing Executive
The Ottawa Hospital

Civic Campus

1053 Carling Avenue
Ottawa, ON K1Y 4E9

T 613-737-8899

E smadore@toh.ca

WWW.OTTAWAHOSPITAL.CA

Postsecondary Education Quality Assurance Board (PEQAB)
Ministry of Colleges and Universities (MCU)
Mowat Bl, 900 Bay St, 23 Fl
Toronto ON
M7A1L2
Phone: 416-212-1230

DELIVERED VIA Email

To Whom It May Concern,

Re: Letter of Support for Algonquin College's Bachelor of Science in Nursing (Honours) Degree

I am pleased to provide this letter of support for Algonquin College's proposed standalone Honours Bachelor of Science in Nursing (BScN) degree at their Ottawa and Pembroke campuses. As a valued partner in nursing education, we recognize the critical role that this program will play in addressing the growing need for highly skilled and compassionate nurses in our healthcare system.

Algonquin College has a long-standing commitment to preparing students with the clinical knowledge, hands-on skills, and professional judgment required to excel in diverse healthcare settings. The proposed BScN program, with its emphasis on theory-driven coursework, simulation-based training, and extensive clinical placements, aligns well with our shared vision for excellence in nursing education and practice. Furthermore, its focus on cultural humility, leadership, and health system integration will ensure graduates are well-equipped to meet the evolving needs of the healthcare workforce.

Our organization has been privileged to host Algonquin College nursing students for clinical placements and consolidation experiences, and we look forward to continuing this partnership under the new BScN program. Additionally, we recognize the strong contributions Algonquin graduates have made within our organization and remain committed to considering them for future nursing opportunities.

I fully support Algonquin College's application for program approval and believe this initiative will have a meaningful impact on nursing education and patient care across our communities. If further information or discussion is required, please do not hesitate to contact me.

Sincerely,

Suzanne Madore, RN, MN

Inspired by research. Inspiré par la recherche.
Driven by compassion. Guidé par la compassion.



UNIVERSITY OF OTTAWA
HEART INSTITUTE
INSTITUT DE CARDIOLOGIE
DE L'UNIVERSITÉ D'OTTAWA

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March 19, 2025

Dr. Julie Beauchamp
Senior Vice President, Academic
Algonquin College
Ottawa, ON

BONNIE BOWES
VICE-PRESIDENT
CLINICAL QUALITY, RISK AND
HEALTH INFORMATION
CHIEF NURSING OFFICER
T 613 696-7233
bbowes@ottawaheart.ca

Re: Algonquin College's Bachelor of Science in Nursing (Honours) Program

Dear Dr. Beauchamp,

On behalf of the University of Ottawa Heart Institute, I am pleased to extend our support for Algonquin College's proposed standalone Bachelor of Science in Nursing (Honours) program. This initiative is both timely and imperative, as the ongoing shortage of skilled nursing professionals continues to challenge healthcare systems regionally and nationally.

The thoughtful structure of this program is both comprehensive and forward-looking, addressing the multifaceted needs of modern healthcare. By integrating rigorous theoretical coursework with advanced simulation-based training and substantial clinical placement opportunities, Algonquin College demonstrates a clear commitment to producing graduates who are equipped with the critical thinking skills, clinical judgment, and practical expertise required to excel in the dynamic and often challenging field of nursing.

Moreover, the program's emphasis on culturally-informed humility and leadership development are particularly commendable features. These elements are of immense value in today's diverse and evolving healthcare environments and align closely with the values and priorities of our organization. The focus on health system integration ensures that graduates will not only meet but exceed the expectations of healthcare employers, making them indispensable assets in a wide range of settings, from acute care facilities to community health organizations and specialized nursing roles.

The University of Ottawa Heart Institute values its longstanding collaboration with Algonquin College and appreciates the opportunity to host its nursing students for clinical placements. These placements provide students with hands-on, practical training while also allowing us to benefit from their dedication and fresh perspectives. Additionally, we are consistently impressed by the quality and preparedness of Algonquin graduates, many of whom have become valued members of our team.

The proposed Bachelor of Science in Nursing program has the potential to further strengthen this partnership and make a profound impact on the healthcare workforce. By addressing critical gaps in nursing education and aligning with current and future industry needs, this program stands to produce

40, RUE RUSKIN STREET, OTTAWA, ON K1Y 4W7
613.696.7000 | WWW.OTTAWAHEART.CA



graduates who are not only job-ready but are also equipped to take on leadership roles and drive innovation in their respective fields.

We strongly believe that the proposed Bachelor of Science in Nursing program will significantly enhance the healthcare workforce, addressing critical gaps while developing the next generation of nursing leaders. The University of Ottawa Heart Institute is proud to continue supporting Algonquin College by providing clinical placement opportunities and actively considering its graduates for employment within our organization.

Once again, I extend my wholehearted support for this proposed program and applaud Algonquin College for its vision and commitment to advancing nursing education. This initiative promises to be a significant step forward in addressing the healthcare challenges of today and tomorrow.

Should you require any additional information, please do not hesitate to reach out. We remain committed to the success of this initiative and look forward to its positive impact on the healthcare sector.

Sincerely,

A handwritten signature in cursive script that reads "BBowes".

Bonnie Bowes RN, MHSc, CCN(C)
Vice-President, Clinical Quality, Risk, and Health Information
Chief Nursing Officer
University of Ottawa Heart Institute



Faculty of Nursing
401 Sunset Avenue
Windsor, Ontario, Canada N9B 3P4
T: 519.253.3000 F: 519.973.7084
www.uwindsor.ca/nursing

April 8, 2025

Angela Rintoul RN, MN-ANP
Acting Dean, Pembroke Campus
Algonquin College
1 College Way, Room 413
Pembroke, ON K8A 0C8

Dear Ms. Rintoul:

As the Dean of the Faculty of Nursing at the University of Windsor, it is a pleasure to provide my support for the proposed Bachelor of Science in Nursing (Honors) degree at Algonquin College. As outlined in the proposed program description, learning outcomes, and program of study, the new Bachelor of Science in Nursing at Algonquin College will prepare students by covering all required areas for an accredited and approved program.

Successful graduates of the program would qualify and be welcomed to apply for any of the Master of Science in Nursing programs offered at University of Windsor. Applicants who have successfully completed a four-year undergraduate degree in a Bachelor of Science in Nursing program are given consideration for admission to our University of Windsor graduate programs. Our admissions committee looks for candidates who have a Bachelor of Science in Nursing or equivalent which includes physical assessment, and courses in research and statistics. Applicants must have maintained a minimum 70% average in the last two years of their undergraduate nursing program and have current registration with the College of Nurses of Ontario with no practice restrictions.

With these requirements considered, I support this proposed Bachelor of Science in Nursing (Honors) degree at Algonquin College without reservation.

Sincerely,

A handwritten signature in black ink, appearing to read "Debbie Sheppard-LeMoine".

Debbie Sheppard-LeMoine PhD MN BN RN
Dean and Professor Faculty of Nursing,
University of Windsor