



PEQAB SUBMISSION

Honours Bachelor of Science – Nursing

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Introduction

College and Program Information

Full Legal Name of the Organization
Cambrian College of Applied Arts and Technology
Operating Name of the Organization
Cambrian College of Applied Arts and Technology
URL for the College
www.cambriancollege.ca
Proposed Degree Nomenclature:
Honours Bachelor of Science - Nursing
Locations where the program is to be delivered
Cambrian College, Barrydowne Campus, 1400 Barrydowne Road, Sudbury, Ontario, P3A 3V8
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Executive Summary

Cambrian College of Applied Arts and Technology is Northeastern Ontario’s largest college, with approximately 4700 full- and part-time students, including over 1000 international students from more than 30 countries, and over 700 Indigenous learners.

Cambrian College is in Greater Sudbury, a city of 175,000 people, and the education, health care, mining, retail, and business hub of northeastern Ontario. The City of Greater Sudbury, also known as the capital of Northern Ontario, offers all the amenities of a major centre, with the affordability, friendliness, and quality of life one would expect in a mid-sized urban area.

Elements of Cambrian College’s Student Experience that make it unique:

- The City of Greater Sudbury offers big-city life with a small-town appeal.
- Cambrian College is surrounded by the natural beauty of the north. With over 330 lakes, the City of Greater Sudbury provides opportunities for learners to enjoy all four seasons.
- Cambrian College’s support and care for students is reflected in the following summary of overall Student Satisfaction KPI results:

Table 1 – Cambrian College KPI Student Satisfaction Survey Results 2017-2020

Capstone Question	CAMBRIAN			PROVINCE		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Overall, your program is giving you knowledge and skills that will be useful in your future career	88.5%	89.4%	89.5%	84.4%	86.2%	87.1%
The overall quality of the learning experience is in this program	81.7%	84.2%	84.5%	75.5%	78.3%	79.3%
The overall quality of the services in the college	65.2%	70.1%	68.5%	61.1%	63.6%	63.6%
The overall quality of the facilities/resources in the college	75.2%	78.1%	77.3%	72.6%	74.8%	73.5%

- Exceptional faculty and staff who are recognized for their expertise.
- Partnerships with local private and public sector employers and industries resulting in exceptional opportunities for our graduates. The KPI Graduate Employment Rate in 2020 was 91.96%, the highest in the province of Ontario.
- A vision that recognizes that our size is an asset and allows us to recruit, enroll, and graduate learners, one at a time.

Cambrian College offers more than 80 different programs in the Schools of Health Sciences, Nursing and Emergency Services, Skilled Trades, Engineering Technology, and Environmental Studies, Business and Information Technology, Community Services, Law and Justice, Creative Arts, and General Studies. Cambrian is a year-round college, with semesters starting in September, January, and May. Effective Fall 2020, Cambrian College also began to admit learners mid-semester which demonstrated its

commitment to access and flexibility, two pillars upon which Cambrian College built its previous strategic plan as it aspired to strategically build its enrolment as a year-round, destination college.

As a destination college, Cambrian offers a number of advanced vocational and academic programs found at select colleges in Ontario, including Powerline Technician, Advanced Care Paramedic (Air and Land), Social Services Worker – Indigenous Specialization, Magnetic Resonance Imaging (graduate certificate) and Mining Engineering Technician and Technology. Cambrian College has also recently introduced a significant number of one-year post-graduate certificate programs in high demand and emerging fields like Business Analytics, Cybersecurity, Environmental Monitoring, Community and Health System Navigation, and Addictions and Mental Health, among others. In most of its Graduate Certificate programs, Cambrian College has also pioneered a model of flexible delivery known as 'hyflex' learning. Hyflex learning enables a student to move seamlessly between fully online, blended and in-class deliveries supporting access and flexibility. Cambrian College's main campus features 55 high-tech classrooms and it is a strategic priority to develop and expand this complement of high-tech classrooms to continue to support the expansion of flexible learning opportunities that are student-centred.

Cambrian College is a leading Canadian college for applied research. For the last nine years, Cambrian College has ranked in the top 30 public colleges for applied research activity, including ranking as high as 22 in 2018 and 3rd overall for student involvement in research.

Cambrian College is also at the forefront of Indigenous learning and student support. The Wabnode Centre for Indigenous Services offers academic, social, and cultural support and activities for Indigenous students. Cambrian College was the first college in Ontario to partner with the National Centre for Truth and Reconciliation at the University of Manitoba. The Glenn Crombie Centre for Student Support at Cambrian College provides a wide range of academic and wellness services for students requiring special accommodations and additional support. Cambrian College is also home to the Northern Ontario Assessment and Resource Centre (NOARC), that provides accessibility services to all the northern colleges while also engaging in critical research related to accessible learning services and supports.

Cambrian College encourages its faculty to be at the leaders of innovation in how students are taught. To achieve this level of leadership, the Teaching and Learning Innovation Hub was formed in 2017. The Hub, as it is known, enables faculty to explore and adopt new and emerging technologies that will serve to enrich the teaching and learning experience. This award-winning Teaching and Learning Innovation centre is home to several eCampusOntario Fellows, has supported several award-winning projects recognized by CNIE (Canadian Network for Innovation in Education), and been successful in securing hundreds of thousands of dollars in funding to support virtual learning.

As a result of Cambrian College's focus on excellence in teaching and students supports, Cambrian College students succeed. Over 60,000 alumni work around the world, many of whom are leaders in their fields and in their communities. In fact, since 2005, Cambrian students have won more than 60 medals at Skills Ontario and Skills Canada competitions which speaks to the focus on high quality education that extends beyond the lab and classroom walls.

Cambrian College has earned a reputation for being innovative, responsive, and collaborative. With a clear focus on student success, it is dedicated to promoting the power of community. Cambrian College's strong ties with industry and community underlie its achievements in applied research, partnership development and program development. Cambrian College's commitment to creating an environment in which value is placed on the sharing and celebration of cultural differences, individual preferences and intercultural relationships makes it a college of choice for international and Indigenous students.

Cambrian College's mandate emanates from its strategic focus on meeting the needs of northern communities by providing a comprehensive mix of programs using experiential learning, innovative teaching and learning practices, collaborative approaches, applied research opportunities, and building intercultural competence. Cambrian College's proposed stand-alone Honours Bachelor of Science – Nursing degree has been developed to address the needs of local communities, local employers, and the diverse learners that the college has been serving for over 50 years. Some key features of the proposed Honours BScN program include flexible delivery of the non-core/breadth courses, pathways for learners to advance their nursing careers and progress from Practical Nurses to Registered Nurses, and a central focus on concept-based education through extensive experiential learning opportunities that include simulation and clinical placements in a variety of care settings.

In its 2015–2019 Strategic Plan, Cambrian College identified a single priority: continuous access to flexible and customizable learning experiences. To achieve this goal, a new vision for the future was captured in three words: imagine, inspire, innovate.

This united purpose enabled Cambrian College to realize the successful completion of its ambitious plan early. Cambrian College is proud of what it achieved –

- A destination of choice for postsecondary education across the globe marked by five years of consecutive enrolment growth highlighted by a 300% increase in international students spanning over 30 countries.
- Responsiveness to meeting industry needs exemplified by the launch of 25 new programs including micro-certifications, apprenticeship, and pre-apprenticeship programs
- Twenty-five medals at Ontario and Skills Canada competitions, bringing the total to more than 60 medals since 2005
- An enriched student learning experience through the creation of new pathway agreements bringing the total to 750
- A vibrant creative teaching and learning community spearheaded through the launch of the Teaching and Learning Hub and a continued investment in campus modernization amounting to over \$11.6M
- Prominence as a center of excellence in applied research with a top 25 ranking in the country, and the award of the first northern Technology Access Centre in Smart Mining and \$4.2M in equipment funding
- Consistent above-system Key Performance Indicators in graduate, employer and student satisfaction, a testament to the college's commitment to excellence
- Recognition as a 12 month, 3- intake College through a 90% increase in access to flexible programming for learners

Using these successful implementations as a springboard, Cambrian College has forged a new, visionary strategic plan for 2020–2025. Broad in its reach, this new plan is not constrained by what is straightforward or practically realistic. It is built with the intention of redefining and changing lives and communities defined by an overarching goal – to be a college of choice.

Cambrian College's [2020-2025 Strategic Plan](#) embraces a long-term vision to provide access in Northeastern Ontario to a polytechnic model of education by expanding its credential roster, offering applied degrees alongside new diplomas and apprenticeship training. It also includes expanding pathways to further education for those in Northeastern Ontario. Evolving Cambrian College's program mix to include a variety of applied degrees will continue to emphasize its strength and expertise in

research, rigorous curriculum, and focus on work integrated learning. It will also provide learners with access to essential pathways as they look to enhance their own career success and contribute to the economic success of their northern communities.

Cambrian College's [Strategic Mandate Agreement](#) identifies its program area of strength as health care and emergency services. Health and Emergency Services related programs consistently comprise close to 30% of Cambrian College's total enrolment. Additionally, programs in the Health and Emergency Services cluster have historically experiences on average graduation rates of 78%, graduate satisfaction of 88.9%, employer satisfaction of 99% and graduate employment of 89.4%. From this perspective, Cambrian College is moving confidently forward, taking in stride and account the challenges posed by recent unprecedented circumstances. Cambrian College remains committed to protecting and supporting its community of learners in achieving their aspirations and leveraging the investments, advancements, and learning that accompanied the success of its previous strategic plan and strategic mandate agreements to continue to imagine, inspire, and innovate as a global leader in post-secondary education. The proposed Honours Bachelor of Science – Nursing degree figures prominently in these plans.

Schools of Health Science, Nursing and Emergency Services:

The Schools of Health Science, Nursing and Emergency Services at Cambrian College is home to seventeen health-related, full-time programs:

- Advanced Care Paramedic – Graduate Certificate
- Collaborative Bachelor of Science in Nursing
- Dental Assisting (Levels I & II)
- Dental Hygiene
- Diagnostic Medical Sonography – Ultrasound
- Fitness and Health Promotion
- Health Analytics
- Magnetic Resonance Imaging (MRI)
- Massage Therapy
- Medical Laboratory Technology
- Medical Laboratory Assistant (pending approval)
- Medical Radiation Technology
- Occupational Therapist Assistant and Physiotherapist Assistant
- Paramedic
- Personal Support Worker
- Practical Nursing
- Pre-Health Sciences Pathway to Advanced Diplomas and Degrees

Health and Emergency Services was identified as an area of institutional strength in Cambrian College's 2020-2025 Strategic Mandate Agreement. Cambrian College has invested in purpose-built specialized labs and facilities, including simulation spaces, clinical labs, and public clinics at its Barrydowne Campus in order to support high quality experiential learning. Cambrian College has also received funding to support furthering simulation training and has engaged in applied research projects with industry that support innovation and economic development.

Honours Bachelor of Science – Nursing Program Background and Overview

Cambrian College is an experienced leader in health education, having delivered nursing degree programming since 2000 through its collaboration with Laurentian University. The infrastructure, support services, training, faculty, and administrative expertise employed through the twenty (20) years of delivery stands Cambrian College in good stead in its ability moving forward to support an effective quality learning experience for students in a stand-alone Honours BScN program. It is to be noted that the delivery of the entire four (4) years of the collaborative program have been delivered by Cambrian faculty since the initiation of the collaborative program in 2000. This demonstrates the faculty's ability to effectively deal with a complete program.

Cambrian College acknowledges that it has benefitted tremendously from the collaboration with Laurentian University over the twenty (20) year span and that Cambrian College is able to submit this application for approval of a stand-alone BScN degree because of the guidance received through the collaborative program with Laurentian University. Cambrian College is also fully committed to the current collaborative BScN students and the class entering Fall 2021. Cambrian College has formulated a detailed dissolution plan in partnership with Laurentian University that ensures that students who are in the collaborative program, i.e., up to the graduating class of 2025, will continue with the curriculum as outlined in the collaboration and have full access to the services and supports that are outlined in the existing partnership agreement. Plans have also been developed to ensure that degree completion pathways exist for any students who are delayed through illness or lack of success in courses and have to 'time-out.' Cambrian College has always been and will continue to be a student-centered learning institution that puts student success at the core of all of its activities. This proposed BScN program demonstrates this in various ways, including curriculum, work integrated learning, pathways, and partnerships.

The program has been planned following the Ontario Qualifications Framework (OQF) for an Honours Bachelor of Science program, taking into account the requirements for ETP to the nursing profession as indicated by the College of Nurses of Ontario (CNO) that both regulates the nursing profession and assesses program competencies through a program approval process for nursing programs in Ontario. Underlying the program are the beliefs, vision, and mission statements of the program as identified by the faculty.

Vision:

To develop future nurses who are leaders in their fields, embrace inter-professional practice, and are well prepared to make a significant difference in health care and the global community.

Mission:

To prepare innovative, compassionate, and competent professional nurses who are frontrunners in addressing the evolving health care needs, and professionally equipped to respond to the rapidly changing, diverse, and complex healthcare environment.

The mission is accomplished through curricula grounded in concept-based teaching, critical inquiry, inter-professional education, self-reflection, and student-centered learning.

Beliefs:

- Learning is a continuous, interactive lifelong process that facilitates the development of the learner as a person.
- Nursing students are adult learners, accountable for their learning and responsible to be actively involved in the education process, to identify their learning goals, needs, and styles,

to question and propose new ideas, and to use peer, faculty, and college resources to expand their learning experience.

- Learning is facilitated by a collaborative caring relationship between nursing students and faculty members that is based on mutual trust and respect.
- Learning in a challenging and supportive environment promotes the development of a reflective learner capable of engaging in critical thinking, problem solving, clinical reasoning, and ethical decision-making.
- Learning is enriched by the diversity of human experiences and enhanced in an educational atmosphere that embraces diverse ideas and celebrates differences to provide a richer understanding of the world.

Program Goals:

- Educate future nurses to integrate evidence-based clinical knowledge and leadership skills in clinical practice and the care of individuals, families, communities, and populations.
- Prepare future nurses in the competencies of safety, teamwork and collaboration, evidence-based practice, informatics, and quality improvement.
- Develop critically reflective, independent, and motivated nurses with an inquiry approach to lifelong learning.
- Prepare graduates for professional nursing roles such as care coordinators, clinical leaders, applicants for graduate study, and contributors to inter-professional health care teams who impact health care delivery and health policy.
- Produce unique diverse graduates who are highly successful on the NCLEX by sustaining innovative high-quality educational programs that exemplify student-centered and inter-professional learning.
- Equip future nurses to understand the impact of contextual factors such as political, economic, social, cultural, ecological, and diversity on health and health transitions.
- Educate future nurses to effectively articulate and document clinical reasoning and clinical decision-making in varied contexts.

A small working group comprised of a small subset of the Nursing faculty, partnered with experts in the Teaching and Learning Innovation Hub, Program Planning and Renewal, and under the leadership of the Dean, Dr. June Raymond, have designed the curriculum to meet the goals of preparing an exceptional practitioner by using a concept-based pedagogical approach. The curriculum is depicted in Table 2 below. This Honours Bachelor of Science – Nursing curriculum will prepare graduates to problem-solve in uncertain situations and foster a goal for lifelong learning.

Table 2 – Cambrian College Honours BScN program of Study

Semester	Code	Course Title	Core (C), Non-core (NC) Course
Semester 1	NUR 1101	Nursing Foundations	C
	NUR 1102	Nursing Foundations Lab	C
	BIO 1109	Anatomy and Physiology I	C
	BIO 1108	Microbiology and Immunology	C
	ENG 1107	Introduction to Scholarly Writing	NC
		Degree Breadth Elective	NC
Semester 2	NUR 1200	Health Assessment	C
	NUR 1202	Health Assessment Lab	C
	NUR 1206	Health Assessment Clinical	C
	NUR 1201	Relational Practice	C
	BIO 1110	Anatomy and Physiology II	C
	MTH 1207	Math and Statistics	NC
		Degree Breadth Elective	NC
Semester 3	NUR 2300	Chronic Illness	C
	NUR 2302	Chronic Illness Lab	C
	NUR 2306	Chronic Illness Clinical	C
	NUR 2301	Pharmacology and Therapeutics	C
	CHM 2311	Clinical Biochemistry	C
	PTH 2303	Pathophysiology I	C
Semester 4	NUR 2400	Acute Illness	C
	NUR 2402	Acute Illness Lab	C
	NUR 2406	Acute Illness Clinical I	C
	NUR 2405	Critical Thinking for Nurses	C
	PTH 2403	Pathophysiology II	C
		Degree Breadth Elective	NC
Semester 5	NUR 3507	Mental Health Concepts I	C
	NUR 3501	Maternal, Child and Pediatrics	C
	NUR 3506	Acute Illness Clinical II	C
	NUR 3505	Family-Centred Nursing	C
	NUR 3508	Ethics Professional Practice	C
		Degree Breadth Elective	NC
	NUR 3608	Mental Health Concepts II	C

Semester	Code	Course Title	Core (C), Non-core (NC) Course
Semester 6	NUR 3604	Public Health and Community	C
	NUR 3606	Public Health Clinical	C
	NUR 3607	Mental Health Clinical	C
	NUR 3605	Nursing and Informatics	C
		Degree Breadth Elective	NC
Semester 7	NUR 4701	Nursing Leadership	C
	NUR 4706	Acute Clinical Illness III	C
	NUR 4705	Nursing Research	C
	NUR 4708	Inter-Professionalism	C
	NUR 4709	Health Policy Global Health	C
Semester 8	NUR 4806	Integrated Practicum	C
	NUR 4801	NClex Preparation	C

The Nursing faculty is part of a larger department/school at Cambrian College known as the School of Health Sciences, Nursing, and Emergency Services. The diversity of the school serves to create opportunities for faculty and learners to work with different health care providers and reflects the inter-professional scope required in delivery of care. It also enhances the resources that can be offered to the program by sharing costs across the department. The proposed BScN program will be offered at the Barrydowne Campus in Sudbury, Ontario.

As Cambrian College believes in lifelong learning and providing opportunities for community members to advance in their careers, Cambrian College is requesting the approval of an Honours BScN to begin delivery in Fall 2022. In addition to this four (4) year program, Cambrian College is requesting approval for two (2) advanced standing programs to begin in 2024. One will be a condensed program for students who have a partial or completed undergraduate degree at an accredited Canadian university, polytechnic or college, with success, as indicated in Section 3 Admissions. This condensed program is identified as Second (2nd) Entry BScN program in this submission. To enter the program, the student must successfully complete a Certificate of Achievement. The Certificate of Achievement is one (1) semester in length and will address courses which are required before the student can enter the fifth semester of the BScN program. This allows the student to complete the BScN degree in two (2) additional calendar years. The gap analysis for this program is provided in Appendix B.

The other advanced standing program will be for graduates of an accredited Practical Nursing program (PN diploma) in Ontario who have completed 2,000 hours of employed nursing practice over the previous five (5) calendar years, and who are registered in good standing with the College of Nurses of Ontario (CNO). This condensed program is identified as the Registered Practical Nurse (RPN) Bridge to BScN program in this submission. To enter the program, the student must successfully complete a Certificate of Achievement. The Certificate of Achievement is one (1) semester in length and will address courses which are required before the student can enter the fifth semester of the BScN program. This allows the student to complete the BScN degree in two (2) additional calendar years. The gap analysis for this program is provided in Appendix C.

As outlined, the program submission aligns with Cambrian College’s SMA and its strategic goals of redefining post-secondary education in Northern Ontario. Cambrian College is excited by the opportunity it presents to position the College as a leader in providing learners in the north with access to in-demand programming and pathways. Cambrian College is also proud of the statement that it makes regarding an ongoing commitment to support the health and well-being of local communities by graduating exceptional nurses.

Student Demand

Each year, Cambrian College receives over 700 applications for its nursing programs and admits only 70 into its collaborative BScN program with Laurentian University. An additional 70 students are admitted into the Practical Nursing Diploma program. Applicant data shows that more than 50% of these applicants are from the Greater Sudbury area further reflecting that demand exists locally and that Cambrian College has a history of serving the needs of its community. Further applicant data also reveals that each year, a large number of applicants from the Greater Sudbury area apply to BScN programs at colleges elsewhere in the province of Ontario but that few are successful in their applications, further reflecting local demand for Cambrian’s proposed Honours BScN degree.

Described in Table 3 below, demand for Nursing far surpasses the available seats in Cambrian College programs.

Table 3 – Demand for Cambrian College Nursing Programs: Applicant and Enrolment Data 2016-2020

Program Title	Application Data					Enrolment Data				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Bachelor of Science in Nursing	490	433	431	415	360	76	74	70	64	72
Sudbury applicants to other BScN programs	148	94	130	136	75	12	4	4	7	10
Practical Nursing	443	375	305	320	317	80	71	58	71	86
Personal Support Worker	129	152	90	79	42	47	60	44	44	TBD
Pre-Health Science Pathway	430	431	386	350	348	228	214	215	192	167

*The program was suspended as approval was being sought for an accelerated one-year college certificate.

Many more prospective applicants approach the Cambrian College each year asking about opportunities to further their academic credentials and pursue a BScN after having completed a Diploma in Practical Nursing. As a result, Cambrian College’s five (5) year enrolment plan, that was submitted as part of its 2020-2025 Strategic Mandate Agreement, comprises the introduction of various health-related

programs. These include the proposed a stand-alone Honours Bachelor of Science - Nursing (BScN) degree program as well as pathways into the BScN for those who hold a diploma in Practical Nursing (PN Bridge), and those who have been undertaken baccalaureate level studies in different fields (Second Entry Pathway).

Recently, Cambrian College surveyed its Program Advisory Committee members regarding the importance of a baccalaureate education in their industry. Over 51% of the respondents worked in Health Care. The majority indicated that it was either *Very Important* or *Important* for those in entry level positions to hold a baccalaureate degree and they felt that this importance would continue to increase. This same survey was conducted with Cambrian alumni who had graduated since 2015. Of the 373 respondents, 83 worked in the health care industry representing 22% of respondents. Once again, the majority of respondents (64%), indicated that it was either *Very Important* or *Important* for job applicants in their industry to hold a baccalaureate degree. Additionally, 37% indicated that employment barriers exist for those who do not hold a baccalaureate degree and 33% indicated that it was their intention to pursue a baccalaureate degree in the future. Lastly, student demographic data that reveals that 28% of learners are over the age of 22, indicating that a significant number come to BScN through other mechanisms and after having completed other studies, further reinforcing that demand exists not only for the proposed Honours BScN but also for pathways to the credential for those who have prior post-secondary experience.

Degree Completion Opportunities and Pathways

Demand for nursing graduates is at an all-time high, and the province is currently facing a critical staffing shortage, especially in long-term care settings. As outlined in the recent *Long-Term Care Staffing Study Report (2020)*, action needs to be taken immediately to address this shortage in order to deliver on the provincial government's commitment to protect people's health (*Ontario Budget, 2021*). As indicated above, Cambrian College anticipates that students enrolled in several health care programs, including those in Pre-Health Science Pathway to Advanced Diploma and Degrees and Personal Support Worker Programs will help answer the Ontario Government's call for well-trained practitioners. Cambrian College is currently participating in the Ministry of Long-Term Care's Personal Support Worker (PSW) Accelerated Program project, and those conversations have also centered on providing pathways for these learners to advance their credentials.

Students that have completed a Pre-Health Sciences certificate at Cambrian College or at another college, who have achieved an overall average of 75% or higher, and who have a minimum grade of 70% in all courses will be eligible for admissions consideration to the proposed Honours BScN degree.

Graduates of an Ontario College, Practical Nursing diploma who are in good standing with the College of Nurses of Ontario, who have completed a minimum of 2000 hours of work, and also earned a minimum overall average of 75% and a minimum grade of 70% in each course in their program will be eligible for admissions consideration to the proposed BScN bridge semester.

Transfer students with a minimum of two years of prior baccalaureate education, completed within the last five years and a minimum overall average of 75%, will be eligible for admission to the 2nd Entry Bridge semester.

Prospective students from other low-affinity diploma programs, may be eligible for admission to the proposed Honours BScN degree. However, they must meet the posted BScN admission requirements,

including the completion of required Grade 12 – University pre-requisite courses. These learners may be eligible for transfer credit, but these will be assessed individually, on a course-by-course basis.

Graduate Opportunities and Credential Recognition

Cambrian College is very committed to ensuring that the learners who choose to complete the proposed Honours BScN will have opportunities to further their academic credentials once they graduate from the proposed degree program. Cambrian is also committed to ensuring that learners have opportunities to do so in northern Ontario. Cambrian College has begun conversations to explore graduate opportunities with Laurentian University and Lakehead University, where graduates could pursue Master’s degrees in Nursing. In the case of Laurentian University, a Masters of Interdisciplinary Health would also be possible. Cambrian College has also engaged Athabasca University, with whom it currently has 240 transfer agreements, to formalize conversations regarding graduate opportunities in their fully online Masters of Nursing and Masters of Health Studies programs. Additionally, Cambrian College has also initiated conversations with Thompson Rivers University in British Columbia, and D’Youville College in Buffalo, New York, seeking to have Cambrian’s proposed BScN recognized when applicants apply for admissions to graduate programs at these institutions in Nursing or Nursing Management and / or Health Services Administration, respectively.

Labour Market Demand

The student for degree programs in nursing reflects strong labour market demand for nursing graduates.

Prior to the COVID-19 pandemic, the labour market outlook for nursing related occupations which includes critical care, emergency room, mental health, infection control, and public health, among others, was above average. Job openings are predicted to be as a result of both replacement opportunities (54%) and new job opportunities (46%)¹.

- Employment growth for the nursing profession is expected to grow by 17% in Ontario and across Canada through to 2026.
- The number of job opportunities is expected to increase 13.9% through to 2026.²
- The number of job opportunities in Northeastern Ontario will grow by +11%, and in the Greater Sudbury area, by +13.4% which exceeds the national employment growth rate for all occupations (8%).

Labour market trends in Northeastern Ontario also point to an aging population, particularly in the north, which will place an increased demand on Ontario’s health and community care services on several fronts, including and especially nursing (Appendix H). With a focus on serving the needs of its community, Cambrian College has plans to expand its suite of rehabilitation programs, diagnostic programs, and allied health programs focused on health and wellness. Having had the opportunity to partner with Laurentian University for over 20 years to offer a collaborative BScN program, Cambrian College is committed to ensuring that its Honours BScN will continue to serve as a foundational program in the School of Health Sciences, Nursing and Emergency Services. Through its commitment to teaching and learning excellence, student support for student success, resources, laboratories and simulation

¹ Ontario Labour Market- NOC 3012

² EMSI analyst tool – NOC 3012

spaces for skill development and refinement, the team at Cambrian College is fully engaged in the success of all programs in the School of Health Sciences, Nursing, and Emergency Services.

Cambrian College's track-record of excellence in education, strong community ties, and innovative approaches combined with its expertise and experience in health education and programming positions it well to offer this proposed Honours BScN degree. Cambrian College's ability to meet the requirements of the community for health care professionals and educational advancement will be well served.

A BScN is the entry-to-practice (ETP) requirement for a Registered Nurse (RN) in Ontario. Currently, there are three (3) Colleges of Applied Arts and Technology (CAATs) in northern Ontario that offer the BScN in collaboration with a university, which was the model mandated by the Ontario government until 2019 when legislation was amended to allow CAATs to deliver stand-alone undergraduate nursing degrees. It is the goal of Cambrian College to meet the educational demands of the northern community for this market.

In February 2020, when the Minister of Colleges and Universities, the Honorable Ross Romano announced that Ontario publicly assisted colleges were permitted to offer stand-alone Honours BScN degrees, Cambrian College began the work of exploring this opportunity which included connecting with the Greater Sudbury health-care community, connecting with partners, assessing student demand and labour market demand, and most importantly, engaging with the collaborative nursing partner, Laurentian University. The proposed Honours Bachelor of Science – Nursing Degree that Cambrian College respectfully submits for review and approval, reflects the diligence, dedication, and commitment to students and community that is the hallmark of a Cambrian College education.

Program Abstract

The Honours BScN program at Cambrian College and curricula for the two proposed advanced standing programs have been developed and assembled using the College of Nurses of Ontario (CNO) accreditation requirements and NCLEX assessment as guides. The programs are designed with a mix of in-person, hybrid, and fully online courses and learning experiences. Approximately 20% of courses will be delivered fully online. All courses will be faculty-led and will meet all of the quality assurance standards of the College. Program staff are committed to meeting the high standards in the industry as well as providing student with a wealth of experiences to be successful in many settings.

During the degree program, students will explore nursing theories, relational practice, ethics, management of care, biology, and physiology through core courses as well as specialized labs and simulations. Courses including English, math, and statistics will enhance student ability to operate confidently in the field. The work integrated learning opportunities through clinical experiences ensure that the graduates are work-ready upon graduation.

Employment growth for nurses in Ontario and Canada is expected to continue to rise due to the aging population and workforce. Graduates of this program will have many employment opportunities.

Standard 1: Degree Level

In order to provide the students with the ability to take full advantage of the depth and breadth provided in this proposed program, concept-based learning was the curriculum development model utilized. This model encourages the student to explore the content to which they are exposed and to create a deeper, more meaningful understanding, thereby enhancing the ability of the graduate to see patterns and potentially alternative approaches to health problems. It will provide the graduate with the

ability to critically think and be inquiry driven, as well as to prepare them to be socially responsible in their life choices.

As indicated in the course outlines (Appendix D), students are guided through their educational path by taking progressive steps in learning and key concepts. Outcomes for the program (highlighted in red in the course descriptions, Appendix E) provide the building blocks for knowledge attainment starting in the initial courses and progressing through the higher levels of knowing in order to develop mastery of the content. The culmination of this knowledge and practice is realized in semester eight (8), which is the capstone experience wherein the student works with a preceptor in a health care setting to develop skills of a beginning practitioner. The ETP competencies, as required by CNO, are identified in each course and are highlighted in green on the course descriptions (Appendix E) and, are embedded throughout the program.

It is recognized that successful completion of an accredited undergraduate degree in nursing is the entry level for registration in Ontario, but that the graduate must also successfully pass the registration exam (NCLEX-RN exam). Program approval for nursing programs in Ontario is conducted by the CNO. The CNO approves programs and the Canadian Association for the Schools of Nursing (CASN) accredits nursing programs in Canada, however this is not mandatory. Part of the expectations by CNO is that graduates can function as beginning practitioners and demonstrate the required ETPs.³ On the nursing course outlines, CNO competencies are indicated and NCLEX standards are listed, each according to the numerical identification of CNO and NCLEX.

In the following sections, the courses which meet the expectation of degree level standards as outlined by PEQAB will be noted and support provided.

1.1 Depth and Breadth of Knowledge

The Honours Elements mapping displays the leveling of learning and experience towards meeting the breadth and depth required of a degree. (Appendix A – Honours Elements),

The program learning outcomes for the Honours Bachelor of Science – Nursing will require students to develop evidence-informed practice based on critical thinking, reflective, self-directed, and inquiry-based learning. In year one of the proposed program, students will develop foundational knowledge of nursing in core courses including Nursing Foundations (NUR 1101), Nursing Foundations Lab (NUR 1102), Relational Practice (NUR 1201), Health Assessment (NUR 1200), and Health Assessment Lab (NUR 1202). This foundational knowledge is paramount as it provides a solid landscape for students to build and enhance their knowledge throughout the later years in the program.

The five (5) required non-core courses proposed for this program provide the student with an opportunity to explore nursing and health issues through a broader lens other than nursing alone and the courses increase students' skills in practice from multiple perspectives. These broadly designed science courses: Anatomy and Physiology I (BIO 1109); Microbiology and Immunology (BIO 1108); Anatomy and Physiology II (BIO 1110); Clinical Biochemistry (CHM 2311); Pathophysiology I (PTH 2303); and Pathophysiology II (PTH 2403) add diverse human health contexts for students to explore and recognize the data required for informed decision-making, especially in complex health situations. By recognizing what is considered “normal” in terms of physiology, biology, and chemistry, they can

³ <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

consider what may be an underlying cause of “abnormal” findings. These skills are transferable to areas outside of nursing and act to expand graduate nurses’ community health skills and abilities.

Throughout their degree, students are presented with opportunities to identify, review, and/or evaluate various sources of knowledge and/or evidence. In the clinical courses, NUR 1206, NUR 2306, NUR 2406, NUR 3506, NUR 3606, NUR 3607, NUR 4706, and NUR 4806 students develop their capacity as nurse educators, clinicians, leaders, researchers, and scholars. Students are exposed to a variety of clinical settings including long-term care, acute care, community and public health, and mental health. The program includes a variety of teaching and learning strategies (lecture, simulation, case studies, reflective activities, labs, etc.) to help students gain competence with key concepts and clinical practice. Students will be expected to demonstrate their learning and knowledge through the submission of courses papers/assignments, presentations, clinical portfolios, concept mapping activities quizzes, and exams.

To practice as an RN in Ontario, students must meet the College of Nurses of Ontario (CNO) entry to practice (ETP) standards. All the Honours Bachelor of Science - Nursing courses have been aligned with these requisite competencies. To achieve this, the curriculum focuses on holistic care through use of concepts that are introduced in each course. As the student progresses through the program, they develop the ability to garner increasing levels of knowledge to assist them in their role to critically think and analyse situations. Critical Thinking for Nurses (NUR 2405) and Nursing and Informatics (NUR 3605) are courses that support the development of these skills.

To meet PEQAB’s breadth requirements, this proposed curriculum follows Cambrian’s Degree Breadth Policy (Policy Appendix, p. 129). Students will be exposed to five non-core electives during their program as described above. These courses will help students develop critical understanding, knowledge, and ideas of disciplines outside of nursing. The five degree breadth courses that students will choose from in the humanities, social science, and psychology fields will support students with a breadth of learning. The degree breadth courses are described further in Section 3.3. of this application.

The following Program Outcomes help address the developed knowledge benchmark for an honours baccalaureate:

- Ethical, competent, respectful, and compassionate nursing practice.
- Exemplary personal and interpersonal professional behaviours in accordance with the College of Nurses of Ontario’s (CNO’s) practice standards. Inter-professional and inter-sectoral practice competence.
- Effective clinical skills that promote holistic health and healing within a variety of contexts and with diverse client populations.
- Evidenced-informed practice based on critical thinking, reflective, self-directed, and inquiry-based learning experience.

Nurses are members of the health care team and as such require knowledge and skills to practice collaboratively. Students in the proposed Cambrian College degree become aware of their role in the health care system through courses including Nursing Foundations (NUR 1101), Relational Practice (NUR 1201), Family-Centred Nursing (NUR 3505), Nursing Leadership (NUR 4701), and Inter-professionalism (NUR 4708). They are provided with opportunities to practice and develop their role in clinical settings in a progressive manner. The core values of compassionate care and inter-professionalism are interrelated and integrated into the curriculum throughout the program. As an overarching lens for the program,

the 'client-as-partner' philosophy is taught and reinforced in theory, lab, and clinical courses. Client-centred care and inter-professionalism are key elements in the curriculum framework for the proposed program. Students will learn about cultural sensitivity and how to involve clients in the planning of their care. Students will also learn the importance and techniques for practicing therapeutically in Relational Practice (NUR 1201) and Family-Centred Nursing (NUR 3505).

Students will learn interdisciplinarity in Ethics Professional Practice (NUR 3508), Inter-Professionalism (NUR 4708), and Nursing Leadership (4701). Students will be given ample opportunity to practice inter and intra-professional practice throughout their clinical experiences and during simulation activities. Students will also explore various forms of evidence-based practice and decision-making both inside and outside of their discipline when reading and conducting research within their assessments. Students are explicitly evaluated on their ability to practice with a client-centred approach and within a health care team throughout their clinical courses.

The following Program Outcomes address the interdisciplinary benchmark for an honours baccalaureate:

- Safe practice by identifying and mitigating risk for patients and other health care providers.
- Ethical, competent, respectful, and compassionate nursing practice.
- Exemplary personal and interpersonal professional behaviours in accordance with the College of Nurses of Ontario's (CNO's) practice standards.
- Inter-professional and inter-sectoral practice competence.
- Leadership skills to promote healthy work environments and sustain health for health care professionals and workers.
- Effective clinical skills that promote holistic health and healing within a variety of contexts and with diverse client populations.
- The ability to endorse advocacy in everyday practice based on the philosophy of social justice.

There are several courses in the proposed Honours Bachelor of Science - Nursing that will foster the development of critical thinking and evidence evaluation. These skills will be explicitly explored in Math and Statistics (MTH 1207), Critical Thinking for Nurses (NUR 2405), Nursing and Informatics (NUR 3608), Nursing Research (NUR 4705), and Nursing Leadership (NUR 4701). Students will learn how to interpret data and to explore what the data means to users. Students will demonstrate this knowledge and competency in the creation of assignments, care plans, concept mapping, and other formative and summative assessments.

The following Program Outcome addresses the review, evaluation, and comparison honours baccalaureate benchmarks:

- Evidenced-informed practice based on critical thinking, reflective, self-directed, and inquiry-based learning experience.

Math and Statistics (MTH 1207) is a course that will foster the development of critical thinking and analytical skills. Students will be exposed to evidence both inside and outside of the discipline of nursing through in-class learning activities and applied practice. Students will be expected to review literature from a variety of disciplines when preparing their assignments, care plans, etc. The Nursing Research course (NUR 4705) and Health Policy Global Health course (NUR 4709) will further enhance student

research skill development and students will be required to explore and integrate research from various disciplines. Students will also be expected to review research from a variety of disciplines while engaging in reflective activities through clinical experiences. Degree breadth electives also provide an opportunity for students to learn from areas outside the discipline. In these breadth courses, students will interact with faculty and students outside of nursing and will be exposed to academic literature and theoretical content outside of the discipline.

The following Program Outcome addresses the critical thinking and analytic skills honours baccalaureate benchmark:

- Inter-professional and inter-sectoral practice competence.
- Leadership skills to promote healthy work environments and sustain health for health care professionals and workers.
- Evidenced-informed practice based on critical thinking, reflective, self-directed, and inquiry-based learning experience.

1.2 Conceptual and Methodological Awareness/Research and Scholarship

Using concepts that are part of each theory course, students are provided with tools that form a framework to identify approaches which may be useful in providing care to different individuals or communities. For example, in Chronic Illness theory (NUR 2300), students are introduced to “Chronicity” as a concept and the bearing it may have on the plan of care for the client despite chronological age. In addition, the effect of culture and spirituality on the client’s response to health care are explored through application in clinical practice.

Use of ethical decision-making processes [Ethics Professional Practice (NUR 3508)] and the nursing process [Health Assessment (NUR 1200)] are effectively used in clinical practice. Use of theoretical concepts in Pharmacology and Therapeutics (NUR 2301), Mental Health Concepts I (NUR 3507), and Mental Health Concepts II (NUR 3608) provide opportunities to assist the student with identifying areas of potential concern or safety risk for the client.

In Nursing Research (NUR 4705), students systematically examine nursing and allied health literature through a critical judgment lens. They are also provided the opportunity to discuss qualitative versus quantitative research and benefits of both in nursing research and practice. It is an expectation from year 1, semester 1 that students will make effective use of databases and resources to support positions they incorporate in papers and presentations and as resources when preparing for clinical placements to be ready to provide evidence-based knowledgeable care.

1.3 Communication Skills

Communication is a key part of the nursing profession and students are exposed, from the very beginning, to the need to communicate clearly and succinctly with fellow students, faculty, clients, and members of the health care team.

In Nursing Foundations theory (NUR 1101), students are introduced to concepts concerning their role as professionals and the components of client communication. These concepts are reinforced in labs and simulations in various other courses [Nursing Foundations Lab (NUR 1102), Health Assessment Lab (NUR 1202), Health Assessment Clinical (NUR 1206)].

In Relational Practice theory (NUR 1201), students expand their knowledge by studying the need for respectful, compassionate, and culturally sensitive nursing care, as well as awareness of those with special considerations, such as age, culture, and/or life-events. Consideration for the needs of Indigenous populations is a thread woven throughout many courses. Student learning is supported by the available resources such as the Wabnode Centre and Indigenous elders.

Communication and presentation of credible positions are an expectation in all hands-on clinical experiences (NUR 1206, NUR 2306, NUR 2406, NUR 3506, NUR 3606, NUR 3607, NUR4706, NUR 4806) as students will be interacting in real-time with clients, peers, nurses, and other health care professionals. The student will need to express any health teaching and assessment questions to the client and family, where appropriate, as well as, communicate information regarding client status and needs to the health care team in an accurate and concise manner. The student will need to recognize when to use language appropriate for the situation, i.e., whether “everyday language” or whether medical terminology and scope is more appropriate to the audience. This will always be undergirded by professional expectations as explored in early courses but explicitly covered in Ethics Professional Practice (NUR 3508).

Critical Thinking for Nurses (NUR 2405) develops critical thinking skills in relation to problem-solving and clinical decision-making which in turn assists the student to develop a basis for presentation of their arguments when advocating for client care or the health care system.

Written communication for the purpose of presenting a credible, professional argument is enhanced by a person’s ability to write in a scholarly manner. The principles of this concept are taught in Introduction to Scholarly Writing (ENG 1107). In nursing theory courses, students are expected to continue practicing scholarly writing through written responses to case studies, presentations, and papers which are assigned as evaluative assessments by the professors. In the clinical setting, although patient documentation is in a condensed format, students are required to write weekly reflections on the experiences they had during that week.

1.4 Application of Knowledge

The nursing curriculum is based upon theory and the application of that knowledge to practice, therein addressing the different learning preferences of students and providing them with the opportunity to practice that knowledge in both safe (lab and simulation) and more ambiguous (hospital and community) settings. In each of these settings, students are guided and evaluated by experienced faculty who are RNs in good standing with CNO. As they progress through the program, past learning is further developed as more complex concepts are introduced and explored.

Students are introduced to basic concepts of health, growth and development, nursing theory, and basic needs/care provision through Nursing Foundations (NUR 1101) and given the opportunity to practice these in a lab setting with Nursing Foundations lab (NUR 1102). This model of teaching is continued through the courses on Health Assessment theory and lab (NUR 1200 and NUR 1202), Chronic Illness theory and lab (NUR 2300 and NUR 2302), and Acute Illness theory and lab (NUR 2400 and NUR 2402) in order to provide students with the opportunity to practice foundational skills and concepts in a safe environment before practicing them in the less predictable hospital setting. These opportunities better prepare the students to assess the needs of their clients when in the clinical setting. Under the guidance of the clinical instructor, the students practice their skills to present suggestions/arguments to enhance client well-being to practice effective questioning to address a potential problem.

As they progress through the clinical experiences [Health Assessment Clinical (NUR 1206), Chronic Illness Clinical (NUR 2306), Acute Illness Clinical I (NUR 2406), Acute Illness Clinical II (NUR 3506), Public Health Clinical (NUR 3606), Mental Health Clinical (NUR 3607), Acute Illness Clinical III (NUR 4706)], students develop higher levels of nursing skills, evaluation methods, and use of resources, both scholarly/academic and hospital based, to provide care to a range of clients. The final clinical experience [Integrated Practicum (NUR 4806)] is the opportunity for the student to demonstrate their level of mastery and ability to apply their knowledge.

Students are also required to demonstrate their ability to provide a scholarly approach to written assignments by reviewing literature and other primary sources. This is evidenced through written assignments in earlier courses but must be explicitly demonstrated in Nursing Research (NUR 4705) and Health Policy Global Health (NUR 4709).

1.5 Professional Capacity/Autonomy

As noted, the outcome of this degree is the ability to practice as an RN in Ontario and further afield. Nursing is a recognized profession with underlying expectations for knowledge, conduct, and personal accountability.

Students are introduced to their professional role starting in Nursing Foundations (NUR 1101) and with each successive theory course, professional expectations are reinforced and elaborated on in more depth in order to develop a stronger more realistic understanding of their professional responsibilities and duties to the public as a whole. The Canadian health care system and provincial responsibilities are discussed and how the professional nurse is situated within those boundaries.

Public Health and Community theory (NUR 3604) provides background as to the social determinants of health and how the nurse is situated to advocate for those who are at risk. In addition, courses from their final year Nursing Leadership (NUR 4701), Nursing Research (NUR 4705), and Health Policy Global Health (NUR 4709) provide students with the ability to explore professional capacity and autonomy in greater detail to a broader audience.

In terms of responsibilities in group contexts, students are expected to work on group presentations and on-line discussions in different theory courses throughout the program. In addition, clinical and lab experiences are group experiences and require students participate in a meaningful manner. These experiences are evaluated with feedback provided by faculty (Appendix F).

A key component of the health care system is the need for inter-professional collaboration. Students experience this in the clinical rotations but are also provided the theory underlying effective inter-professional behaviour in Inter-Professionalism (NUR 4708).

1.6 Awareness of Limits of Knowledge

Clinical experiences are seldom stable settings. With the status of the current health care system, clients are only hospitalized if their condition is unstable or if they are waiting for placement because they cannot safely care for themselves independently. As students progress through their clinical rotations, they are exposed to and expected to practice at increasing levels of complexity. Year one (1), semester two (2) clinical rotation takes place in long-term care where the setting is fairly stable even though client health needs may be complex [Health Assessment Clinical (NUR 1206)]. Students then progress through the relatively stable settings of rehabilitation and long-term care [Chronic Illness Clinical (NUR 2306)] in year two (2), semester three (3), to medical-surgical settings where they are exposed to

increasing complexity in year two (2), semester four (4) [Acute Illness Clinical I (NUR 2406)], year three (3), semester five (5) [Acute Illness Clinical II (NUR 3506)], and year four (4), semester seven (7) [Acute Illness Clinical III (NUR 4706)]. Throughout this progression, students experience more ambiguity and it is expected that they learn and recognize when it is necessary to ask for assistance.

Prior to the start of a clinical placement, nursing students and instructors will partner to review the Clinical Placement Evaluation form (an example of the NUR 2306 form is attached as Appendix M). This form helps guide nurses and clinicians about expectations and criteria. This is especially helpful for nursing students to review and begin from a place of comprehension about the limits of their knowledge. They will be aware and can seek guidance related to areas of practice they identify as limitations or gaps in their knowledge. All nursing students in the Honours Bachelor of Science – Nursing degree will complete reflections as part of their course and clinical work. Weekly self-reflections are completed as part of the clinical requirements. Within many of the theory courses, students are also required to complete reflective practice exercises (i.e., NUR 1201, NUR 1206, etc.). An example of the reflection activity for NUR 2306 is attached as Appendix M. Students complete weekly while in their clinical placement.

The Integrated Practicum course (NUR 4806) comprises the final clinical experience in year four (4), semester eight (8). In this experience, students are matched with a preceptor in a health setting. This preceptor must be a designated RN. Throughout this clinical experience, the preceptors gradually give more and more responsibilities to prepare students to function as entry level practitioners. During this transition period, students must acknowledge where there are limits to their knowledge and seek assistance. The preceptor is in place to ensure safety for clients if students fail to make this acknowledgment.

Standard 2: Admission, Promotion and Graduation

2.1 Admissions

Admission to Cambrian College is granted according to the Admissions Policy (Policy Appendix, p. 52).

Admission requirements for the proposed Honours BScN program meet the specifications of the Ontario Qualifications Framework (OQF) and are appropriate to the learning goals of the program. The requirement of each of the Grade 12 courses identified provides the basis on which the Honours BScN curriculum can build.

The admission requirements for this program will be as follows and will appear in marketing material for the 2022-2023 academic year.

- 1 Grade 12 English U/M course
- 1 Grade 12 U Biology
- 1 Grade 12 U Chemistry
- 1 Grade 12 U/M Math
- 2 other Grade 12 U/M courses
- A minimum overall average of 75% in the best Grade 12 U/M courses

As noted, this program will prepare the graduate to be employed as an RN or to further their education in the field. Over the eight (8) semesters of the program in the regular program, students will earn 144

credits which includes practical experience in the nursing field. The admission requirements of this program meet those identified as a benchmark for, and are on par with, other Honours BScN programs in the province.

Due to the high demand by applicants for this program, Cambrian has set the final Grade 12 overall average at seventy-five percent (75%) in the six (6) best Grade 12 U/M courses. This grade may fluctuate depending upon the applicant pool; however, Cambrian College must comply with the current Memorandum of Understanding (MOU) with the provincial government in which they are restricted to a class size of seventy (70) students per year.

At Cambrian, the current collaborative BScN program, specifically, receives upwards of 350 applications per year, drawing interest from economic regions across the north as well as Ontario. Although the majority (~73%) of applicants originate from northeastern regions of the province, ~6% typically originate from the GTA with another ~10% from western Ontario.

To date, the applicant pool far exceeds the seat availability per cohort (n=70). On average, 46% of applicants receiving an offer confirm acceptance with Cambrian. The average rate of confirmations to enrolment is 97%, an indicator of the competitive nature of the program and the attractiveness of a college entry point for the degree.

2.2 Advanced Standing and Degree Completion

Advanced standing is guided by the Transfer Credit and Advanced Standing Policy at Cambrian College (Policy Appendix, p. 250). Students may apply for transfer credits if they believe that they are applicable to their program of choice.

As part of this submission, Cambrian College is requesting permission to offer two advanced standing pathways to the Honours BScN program in order to meet the needs of graduates from a Practical Nursing diploma program and for students of other university programs who have identified nursing as the future career that they wish to pursue. These programs will be identified respectively as the Registered Practical Nurse to BScN program (RPN to BScN program) and the Second Entry to BScN program (2nd Entry program).

RPN to BScN Program

Graduates of the Practical Nursing Diploma (PND) have consistently demonstrated good success in both their abilities in their program and on their registration exams (Canadian Practical Nurses Registration Exam [CPRNE]). They are also members in good standing with the College of Nurses of Ontario (CNO). Applicants who have been employed in an RPN capacity in the health care field for a minimum of 2,000 hours over the previous five (5) years will have honed their skills and are now looking to advance their career goals.

Gap Analysis

The gap analysis for this submission was conducted by the coordinator of Cambrian's PND program, the Dean of the Schools of Health Sciences, Nursing, and Emergency Services (who is a Registered Nurse), the Manager of Quality Assurance, and a Professor in health sciences, who is fully aware of the sciences taught in the PND program and has developed the science courses for the proposed Honours BScN program. Their decision as to what gaps were identified between the two programs was then assessed by the curriculum development team for the Honours BScN and recommendations were identified to

bridge these gaps through a one-semester, multi-course strategy in order for the applicant to enter the Honours BScN program at semester five (5). It was decided that a successful semester of courses to address the gaps would better prepare students academically to join the Honours BScN program in the Fall of the year three (3), semester five (5). This preparatory semester would not be part of the degree and would be identified as a Certificate of Achievement for RPN entry to BScN.

This curriculum, as planned for the applicant of the RPN to BScN program (PNUR), would allow them to graduate after total of five (5) semesters. It will be presented in Section 4-Program Content.

The gap analysis is presented as Appendix C.

Admission Requirements

- A graduate from an approved Practical Nurse diploma program in Ontario
- A final program Grade Point Average (GPA) of 75%
- Be a member in good standing as an RPN with CNO
- Has completed 2000 hours of employed nursing practice in the last five (5) years

Proposed start and class size

The preparatory semester / Certificate of Achievement for RPN to BScN Program entry will start in Spring of 2024 and will be included in the program offerings for 2023-2024. The student intake will be based upon the number of students in the Direct Entry Honours BScN program who are expected to advance into year three (3), semester five (5) in the Fall. This is due to the restrictions of the MOU which indicates that class size for the total program is restricted to 70 students per year.

As per PEQAB guidelines 2020, in relation to students who advance from a diploma to degree level, students in this cohort will be tracked separately through the final two (2) years of the program to assess if they have been adequately prepared for the difficulty of the higher semesters of the program. Findings will be compared to the progression of students who are enrolled in the regular four (4) year program. If any issues and/or “difficulty gaps” are identified, the program will assess for adaptations or additions to the preparatory content that will foster better success for subsequent students enrolled in this program. The assessment of success will be based upon student success in the courses, their feedback regarding their preparation via a survey, and the NCLEX results. Throughout the program, students will be encouraged to meet with the program coordinator regarding any academic concerns they may have. In addition, for the coordinator, this is a means to advise students and to direct them to support services and resources which may assist them in their areas of concern. These concerns may be outside the area of academics but can affect their ability to succeed. Students also have a dedicated Academic Success Advisor who can assist and/or refer them to appropriate resources. These resources could be assisted by such areas as Academic Success (<https://cambriancollege.ca/academic-services/academic-success-advisors/>).

Second (2nd) Entry BScN Program

Graduates of a four (4) year undergraduate degree may lack a specific employment outcome or may feel a need to change career choices. Also, students who are enrolled in an undergraduate degree may decide after two (2) years that they want to change their career focus to nursing. As such, Cambrian has planned this program to meet the needs of either group. It is anticipated that demonstrated success in an undergraduate degree program will have prepared potential students to handle the compressed version of the program and will have met some / or all the breadth electives.

Gap Analysis

A gap analysis was conducted by the Dean of the Schools of Health Sciences, Nursing, and Emergency Services, the Manager of Quality Assurance, and a Professor in health sciences who has developed the science courses for the proposed Honours BScN program. Proposed admission requirements were confirmed and gaps that were identified for an entering student were evaluated by the Honours BScN curriculum development team. It was decided that a successful semester of the courses which address the gaps would put students in a position to join the Honours BScN program (DNUR) in the Fall of the year three (3), semester five (5). This preparatory semester would not be part of the degree and would be identified as a Certificate of Achievement for 'Second (2nd) Entry to BScN'.

This curriculum, as planned for the applicant of the Second (2nd) Entry to BScN, would allow them to graduate after total of five (5) semesters. It will be presented in Section 4-Program Content.

The gap analysis is presented as Appendix B.

Admission Requirements

- Students will have completed a minimum of 2 years of degree with a GPA of 70%.

Proposed start and class size

This program will start Spring of 2024 and will be included in the program offerings for 2023-2024. The student intake will be based upon the number of students in the Direct Entry Honours BScN program who are expected to advance into year three (3), semester five (5) in the Fall. Student intake is subject to the conditions of the MOU which indicates that class size for the total program is restricted to 70 students per year.

As with the RPN to BScN students, this cohort will be tracked as they join the Honours BScN program in year three (3) in the Second (2nd) Entry BScN Program (DNUR). Students will be assessed and advised in the same manner as the RPN to BScN group with the recognition that their concerns may differ from the former group based upon their past university level and / or employment experiences.

2.3 Prior Learning Assessment Recognition

Prior Learning Assessment (PLAR) is guided by the Prior Learning Assessment and Recognition Policy (Policy Appendix, p. 173).

PLAR applications related to the Honours BScN program will be assessed with the recognition that graduates from this program are entering a regulated profession and that academic learning must meet the expectations of that profession. As per the policy, experiential learning will not be considered. Further, If PLAR is granted, it will not exceed 50% of the credits for the program.

2.4 Promotion and Graduation Requirements

The Honours BScN program will follow the policies of Cambrian College as outlined.

Academic Standing and Promotion

As per the Academic Standing and Promotion Policy (Policy Appendix, p. 35), for a student to progress into subsequent semesters, they must attain a 2.0 GPA (60%) with no failing courses. If the student's GPA falls between 1.50 and 1.99 and/or they have one or more failing grades, the student is placed on first probation (P1) with the recommendation to meet with the relevant program coordinator to

formulate a learning plan and identify learning strategies. If the student again faces probation for a second time (P2), the requirements become more formalized and a Learning Contract is developed.

In alignment with Ministry requirements, students within degree programs are afforded up to 175% of the length of the program to graduate.

In the Academic Standing and Promotion Policy, it states that a student may attempt a course twice. If a third attempt is required, the student must seek approval from the Chair/Dean of the Honours BScN program. Interruption of studies by more than a year are addressed, noting the need to ensure currency of content in the rapidly changing health care by imposing a five (5) year standard of course content.

Graduation requirements are stipulated within the policy as well.

The Academic Appeal Policy (Policy Appendix, p. 4) and its related Academic Appeal Operating Procedure outline Cambrian College's requirements and process by which students may appeal an academic decision.

Grade Point Average (GPA) Calculations

Students are informed within the Academic Standing and Promotion Policy as to how their GPA is calculated whether it is by a letter or a numerical format. Further details are communicated to students on the college's website – <https://cambriancollege.ca/apply/transcripts-and-grades/>.

Standard 3: Program Content

Cambrian's proposed Honours BScN program is centered around the Vision, Mission, Beliefs, and Core Values as identified by the faculty, taking into consideration the requirements of CNO as the licensing body for Registered Nurses in Ontario. The identification of these foundational statements in turn led to the formulation of the program goals which the faculty is committed to achieving. The students are made aware of the program Vision, Mission, Beliefs, Values and the outcomes which they will have achieved by the time of graduation. This is outlined for the students in the Honours BScN Student Manual 2022-23 attached as Appendix G.

Program Vision

To develop future nurses who are leaders in their fields, embrace inter-professional practice, and are well prepared to make a significant difference in the health care and the global community.

Program Mission

To prepare innovative, compassionate, and competent professional nurses who are frontrunners in addressing the evolving health care needs, and professionally equipped to respond to the rapidly changing, diverse, and complex healthcare environment. The mission is accomplished through curricula grounded in concept-based teaching, critical inquiry, inter-professional education, self-reflection and student-centered learning.

Program Beliefs

- Learning is a continuous, interactive lifelong process that facilitates the development of the learner as a person.

- Nursing students are adult learners, accountable for their learning and responsible to be actively involved in the education process, to identify their learning goals, needs, and styles, to question and propose new ideas, and to use peer, faculty, and college resources to expand their learning experience.
- Learning is facilitated by a collaborative caring relationship between nursing students and faculty members that is based on mutual trust and respect.
- Learning in a challenging and supportive environment promotes the development of a reflective learner capable of engaging in critical thinking, problem solving, clinical reasoning, and ethical decision-making.
- Learning is enriched by the diversity of human experiences and enhanced in an educational atmosphere that embraces diverse ideas and celebrates differences to provide a richer understanding of the world.
- Learning that is guided through a designed concept-based curriculum enhances students' critical thinking, decision-making skills, clinical judgment, cultural sensitivity, and professional nursing values.

Core Values

- Leadership
- Diversity and Inclusion
- Compassionate Care
- Inter-professionalism
- Concept-based teaching
- Student-centered learning
- Health Promotion
- Holistic Care

Program Goals

- Educate future nurses to integrate evidence-based clinical knowledge and leadership skills in clinical practice and the care of individuals, families, communities, and populations.
- Prepare future nurses in the competencies of safety, teamwork and collaboration, evidence-based practice, informatics, and quality improvement.
- Develop critically reflective, independent, and motivated nurses with an inquiry approach to lifelong learning.
- Prepare graduates for professional nursing roles such as care coordinators, clinical leaders, applicants for graduate study, and contributors to interprofessional health care teams who impact health care delivery and health policy.
- Produce unique, diverse graduates who are highly successful on the NCLEX by sustaining innovative high-quality educational programs that exemplify student-centered and inter-professional learning.
- Equip future nurses to understand the impact of contextual factors such as political, economic, social, cultural, ecological, and diversity on health and health transitions.
- Educate future nurses to effectively articulate and document clinical reasoning and clinical decision-making in varied contexts.

On a more concrete, practical level, the Honours BScN program has also identified Vocational Learning Outcomes (VLOs) which represent the skills required of graduates as an employee in the health care system.

Vocational Learning Outcomes

1. Practice safely, compassionately, and competently within the scope of professional, legal and ethical standards, organization policies and best practices.
2. Practice in accordance with the values and principles of primary health care: social justice, equity, health promotion, accessibility.
3. Work collaboratively with the client and others – inter-and intra-professionally, to address and respond to emerging health care needs.
4. Be prepared to meet the College of Nurses of Ontario’s entry-to-practice competencies and standards for Registered Nurses.
5. Make professional practice decisions guided by evidence informed nursing knowledge using multiple ways of thinking including clinical reasoning and critical thinking.
6. Using the principles of leadership, advocacy, and empowerment, participate in professional, political, and societal efforts aimed at anticipating and responding to the evolving health needs of society.
7. Effectively use clinical skills to promote holistic health and healing within a variety of contexts and with diverse client populations.
8. Participate in lifelong learning as a strategy to remain current in practice, integrating nursing knowledge from other disciplines to broaden nursing profession and perspectives.

3.1 Program Curriculum

Planning of the curriculum for Cambrian College’s proposed Honours BScN program was undertaken by a subset of the Nursing Faculty under the supervision of the Dean of Health Sciences, Nursing, and Emergency Services – an experienced PhD prepared nurse, researcher, and administrator. The non-nursing faculty members, who would teach the sciences and non-core courses, were also included to garner their input, and make them aware of the goals for the proposed degree.

In addition to the curriculum development team, College staff surveyed and met with PAC members, students, and faculty to receive their input and ideas for methods to improve and redesign the program. Faculty consultations took place on November 13, 2020, December 1, 2020, January 18, 2020, January 27, 2020, and March 15, 2021. There were focus group discussions with the first, second, and third-year students in the fall 2020 and winter 2021 semesters. Fourth-year students were sent a survey on February 25, 2021 and the data were collated to inform the development of curriculum for this application. There were also two Program Advisory Committee (PAC) meeting consultations specific to this degree development, one in fall 2020 and one in winter 2021. The composition of the BScN PAC is described in section 3.2 of this application.

The experience gained through the twenty (20) year collaborative program with Laurentian University, delivered in its entirety by Cambrian faculty members, was used to reflect how this new program could further prepare graduates for the future of health care and meet the expectations of CNO and the NCLEX. Resources available for future students were considered and recommendations made as to how these resources might be enhanced to assist the students' educational journey, e.g., library holdings, technological requirements, student supports. The student experience was considered in terms of scaffolding of learning to create increasing complexity and knowledge, as well as recognizing that the workload needed to be realistic and manageable.

The curriculum was structured around a concept-based learning model (as depicted in Figure 1 below) to ensure students acquire problem-solving, critical thinking skills, and an ability to transfer their knowledge into clinical practice. The nursing subset of two (2) faculty members, who have PhDs in Nursing, were tasked with creating the course outlines and syllabi based upon desired outcomes. These professors worked diligently to ensure that the course outlines reflected the scaffolding of learning using the VLOs (seen in red on the course descriptions, Appendix E) and also to ensure the concepts that were addressed met CNO requirements and conceptual contents (seen in green on course descriptions, Appendix E). This required thoughtful and meticulous cross-referencing against several sources.

Figure 1 - Curriculum Conceptual Framework



In each of the three (3) proposed pathways (regular Honours BScN program, RPN to BScN Program, and Second (2nd) Entry BScN Program), the students start with an initial semester that does not have clinical in order to form a beginning level of knowledge before they are exposed to the health care

environment. They are then provided with practice opportunities that build on that learning. For example, Nursing Foundations Theory and Lab [semester one (1)] present the basic information of nursing as a foundation in terms of professional and societal expectations, the higher level of communication skills required, and what are considered basic skills by the profession. Mastery in that course must be demonstrated before the student can proceed to Health Assessment theory and Lab in semester two (2). This relationship is also established for other courses through the expectations of pre-requisites.

In addition, theoretical content is either taught concurrently, or prior to a clinical experience in that area to enable the student the opportunity to apply the knowledge gained “in class” to the experience “in real-time”. Other examples would include NUR 3507 Mental Health Concepts I which is taught in year three (3) semester five (5), prior to NUR 3607 Mental Health clinical in year three (3) semester six (6). NUR 3604 Public Health and Community theory is taught concurrently with NUR 3606, Public Health clinical. Progression through the semesters and success in the courses foster critical thinking which aids the application to client care in increasingly complex settings.

The level of complexity for the program is illustrated in Table 3.1.1 that reflects the curriculum of the 4-year Honours degree. The Summary Tables of each of the programs, the Honours BScN (3.1.2), the RPN to BScN Program (3.1.3) and the Second (2nd) Entry BScN Program (3.1.4) reflect the courses for those programs and the complexity required.

Table 3.1.1 Levels of Complexity According to Bloom

Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8
NUR 1101	NUR 1200	NUR 2300	NUR 2400	NUR 3501	NUR 3608	NUR 4701	NUR 4806
NUR 1102	NUR 1202	CHM 2311	NUR 2402	NUR 3507	NUR 3604	NUR 4706	NUR 4801
BIO 1109	NUR 1206	NUR 2302	NUR 2406	NUR 3506	NUR 3606	NUR 4705	
BIO 1108	NUR 1201	NUR 2306	NUR 2405	NUR 3505	NUR 3307	NUR 4708	
ENG 1107	BIO 1110	NUR 2301	PTH 2403	NUR 3508	NUR 3605	NUR 4709	
Elective @ 1000 level	Elective@ 1000 level	PTH 2303	Elective@ 3000 level	Elective @ 3000 level	Elective @ 3000 level		
	MTH 1207						

In table 3.1.1, Bloom’s Taxonomy Levels are used to classify levels in chart (colour-coded)

Remember	Understand	Apply	Analyze	Evaluate	Create
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Communication in all forms (verbal, non-verbal, written) is assessed throughout the program in how students interact with clients, peers, faculty, and health care team members. Structures on which to build these interactions and assess the students’ reasoning for decision-making are gradually advanced through the program so that by the terminal semester they have mastery at a beginning practitioner level. These skills continue to evolve after they graduate and gain further experience in the health care field.

An understanding of technology is implicitly recognized in the need for students to research databases for assignments in both core and non-core courses. Types of electronic communication pertinent to the health care field are also explored in NUR 3605, Nursing and Informatics. The delivery models

utilized in the program include traditional classroom and on-line as deemed appropriate for the course and the learning needs of the students.

Throughout the program, the needs of the client are considered. Cambrian is proud that courses specifically address the needs of Indigenous populations as they are part of the general population in the area⁴. These strategic priorities are in recognition of community needs as well as Cambrian College's commitment to Truth and Reconciliation Commission Calls to Action (2015)⁵. The Strategic Plan⁶, Further Together 2020-2025 articulates how Cambrian is moving forward to meet the commitments made in these areas.

Through skills in general nursing learned and practiced over the initial semesters, students are introduced, in the third year of the program, to a broader perspective of nursing roles in terms of research, leadership, and global health which address the needs of more than the individual. These perspectives have bearing on their nursing practice, in addition to enhancing their knowledge and skills for civic engagement.

Canadian content is evident by the required textbooks which are published for a Canadian nursing program and which will be used in this program as follows:

- Alfaro-LeFevre, R. (2013). *Critical thinking, clinical reasoning, and clinical judgment: A practical approach*. (5th ed). Saunders/Elsevier.
 - Arnold, E. & Boggs, K.U. (2019). *Interpersonal relationships: Professional communication skills for nurses* (8th ed.). Saunders.
 - Fareen, F.B., & Karachiwalla, D. (2021). *Shah's public health and preventive health care in Canada* (6th ed.). Elsevier.
 - Jarvis, C., (2019). *Physical examination & health assessment*. (3rd Ed.) Elsevier.
 - Jarvis, C. (2018). *Physical examination & health assessment laboratory manual*. (8th ed.). Elsevier.
 - Larsen, P. (2018). *Lubkin's chronic illness: Impact and intervention* (10th ed). Jones & Bartlett Learning.
 - Lewis, S., Bucher, L., Heitkemper, M., & Harding, M. (2019). *Medical: Surgical nursing in Canada*. (4th ed.) Toronto: Mosby
 - LoBiondo-Wood, G., Haber, J., Cameron, C., & Singh, M. (2017). *Nursing research in Canada: Methods, critical appraisal, and utilization*. Elsevier.
 - Long, T.L. & Beck, C.T. (2017). *Writing in nursing: A brief guide*. Oxford University Press.
- Eighth Semester Required Textbooks
- Marieb, E.N. & Hoehn, K.N. (2019). *Human anatomy & physiology* (11th ed.). Pearson.
 - Nelson, R. & Staggers, N. (2018). *Health informatics: An interprofessional approach*. Elsevier.
 - Norman-McKay, L.P. (2019). *Microbiology: Basic and clinical practices*. Pearson.

⁴ <https://cambriancollege.ca/indigenous-students/>

⁵ <https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>

⁶ <https://www.furthertogethercambrian.ca/>

- Potter, P. A., Perry, A.G., Stockert, P.A., & Hall, A.M. (Eds.). (2018). *Canadian fundamentals of nursing* (6th ed.). Elsevier.
- Perry, A.G., Potter, P.A., Ostendorf, W., & Cobbett, S. (2020). *Canadian clinical nursing skills and techniques*. Elsevier.
- Videbeck S, (2019). *Psychiatric-mental health nursing*. (8th ed.). Lippincott Williams & Wilkins.
- Webster, J., Sanders, C., Ricci, S., Kyle, T., & Carmen, S. (2019). *Canadian maternity and pediatric nursing*. Wolters Kluwer.

Canadian content is also reflected through use of the Canadian health care system’s metric units in all documentation where appropriate, (e.g., Biochemistry theory) and the recognition and evaluation of lab values when caring for a client in the clinical setting.

In terms of certification, as noted, graduates must meet the registration expectations of the CNO, which include that the program has to be recognized / approved by CNO and that the graduate must pass the national registration examination, the NCLEX-RN, as well as the Jurisprudence exam. Courses have been planned and developed to meet both the ETP expectations of CNO and the core descriptors established in the NCLEX. These are outlined respectively on the nursing course outlines (ETP for CNO) and the corresponding course syllabi (NCLEX).

The following three (3) tables identify the course schedule of each program, as well as indicating credits, hours, and proposed instructors for each course.

The following courses listed within each schedule have course descriptions listed in Appendix E – Course Descriptions as well as in each Course Outline in Appendix D. The course codes are listed alphabetically. Course descriptions and course outlines for Degree Breadth Electives are in Appendix I - Information Regarding Degree Breadth Courses.

Table 4.2.a Course Schedule 2 BScN Program

Year and Semester	Code	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor’s Highest Qualification Earned and Discipline of Study
YEAR 1							
Semester 1	NUR 1101	Nursing Foundations	42				MScN
	NUR 1102	Nursing Foundations Lab	42				MScN MScN
	BIO 1109	Anatomy and Physiology I	42				BHSc, Med, PhD Biomolecular

Year and Semester	Code	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
							Sciences, in progress)
	BIO 1108	Microbiology and Immunology	42				BHSc, Med, PhD (Biomolecular Sciences, in progress)
	ENG 1107	Introduction to Scholarly Writing		42			MScN, PhD (Nursing, in progress)
		Degree Breadth Elective		42			
Semester 2	NUR 1200	Health Assessment	42		NUR 1101		MN
	NUR 1202	Health Assessment Lab	42		NUR 1102		MN MScN
	NUR 1206	Health Assessment Clinical	89		NUR 1101, NUR 1102		BScN
	NUR 1201	Relational Practice	42				MScN
	BIO 1110	Anatomy and Physiology II	42		BIO 1109		BHSc, Med, PhD (Biomolecular Sciences, in progress)
	MTH 1207	Math and Statistics		42			MScN, PhD (Nursing, in progress)
		Degree Breadth Elective		42			
YEAR 2							
Semester 3	NUR 2300	Chronic Illness	42		NUR 1200		MN

Year and Semester	Code	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
	NUR 2302	Chronic Illness Lab	42		NUR 1202		MN MScN
	NUR 2306	Chronic Illness Clinical	89		NUR 1200, NUR 1202, NUR 1206		BScN
	NUR 2301	Pharmacology and Therapeutics	42				MScN
	CHM 2311	Clinical Biochemistry	42				MSc
	PTH 2303	Pathophysiology I	42				MSc
Semester 4	NUR 2400	Acute Illness	42		NUR 2300		MScN
	NUR 2402	Acute Illness Lab	42		NUR 2302		MScN MScN
	NUR 2406	Acute Illness Clinical I	124		NUR 2300, NUR 2302, NUR 2306		BScN
	NUR 2405	Critical Thinking for Nurses	42				PhD (Nursing)
	PTH 2403	Pathophysiology II	42		PTH 2303		MSc
		Degree Breadth Elective		42			
Year 3							
Semester 5	NUR 3507	Mental Health Concepts I	42				PhD (Nursing)
	NUR 3501	Maternal, Child and Pediatrics	42				PhD (Nursing)
	NUR 3506	Acute Illness Clinical II	124		NUR 2400, NUR 2402, NUR 2406		BScN

Year and Semester	Code	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
	NUR 3505	Family-Centred Nursing	42				PhD (Nursing)
	NUR 3508	Ethics Professional Practice	42				MScN
		Degree Breadth Elective		42			
Semester 6	NUR 3608	Mental Health Concepts II	42		NUR 3507		PhD (Nursing)
	NUR 3604	Public Health and Community	42				MScN, Doctorate (Public Health, in Progress)
	NUR 3606	Public Health Clinical	112		NUR 3506, NUR 3507		BScN
	NUR 3607	Mental Health Clinical	112		NUR 3506, NUR 3507		BScN
	NUR 3605	Nursing and Informatics	42				MScN
		Degree Breadth Elective		42			
Year 4							
Semester 7	NUR 4701	Nursing Leadership	42				PhD (Nursing)
	NUR 4706	Acute Clinical Illness III	199		NUR 3606, NUR 3607		BScN
	NUR 4705	Nursing Research	42				MScN, PhD (Nursing, in progress)
	NUR 4708	Inter-Professionalism	42				MScN, Doctorate (Public Health, in Progress)

Year and Semester	Code	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
	NUR 4709	Health Policy Global Health	42				MScN, Doctorate (Public Health, in Progress)
Semester 8	NUR 4806	Integrated Practicum	420		NUR 4701, NUR 4705, NUR 4706, NUR 4708, NUR 4709		BScN
	NUR 4801	NClex Preparation	42		NUR 4701, NUR 4705, NUR 4706, NUR 4708, NUR 4709		MScN
<i>Subtotal Course Hours</i>			1,218	294			
<i>Percentage Core vs Non- Core hours</i>			81%	19%			
<i>Subtotal WIL hours</i>			1,269				
<i>Total Program Hours</i>			2,781				

Table 4.2.b Course Schedule 2 for RPN to BScN Program

Step A: Certificate of Achievement Preparation to Enter RPN to BScN Program (admission requirements to next stage)

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
1 (Spring) Weeks 1-7	NUR 2202	Assessment Theory and Lab	42				MScN
	PTH 2000	Pathophysiology Biochemistry	56				MSc
	MTH 1207	Math and Statistics		42			MScN, PhD (Nursing, in progress)
	BIO 1108	Microbiology and Immunology	42				BHSc, Med, PhD (Biomolecular Sciences, in progress)
Weeks 8-14	NUR 2203	Advanced Praxis Theory and Lab	42		NUR 2202		MScN
	NUR 2405	Critical Thinking for Nurses	42				PhD (Nursing)
	ENG 1107	Introduction to Scholarly Writing		42			MScN, PhD (Nursing, in progress)
	NUR 1201	Relational Practice	42				MScN
		<i>Subtotal Course Hours</i>	266	84			
		<i>Total Program Hours</i>	350				

Step B: Courses upon entry to RPN to BScN program:

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
Year 3							
Semester 5	NUR 3507	Mental Health Concepts I	42				PhD (Nursing)
	NUR 3501	Maternal, Child and Pediatrics	42				PhD (Nursing)
	NUR 3506	Acute Illness Clinical II	124				BScN
	NUR 3505	Family-Centred Nursing	42				PhD (Nursing)
	NUR 3508	Ethics Professional Practice	42				MScN
		Degree Breadth Elective			42		
Semester 6	NUR 3608	Mental Health Concepts II	42		NUR 3507		PhD (Nursing)
	NUR 3604	Public Health and Community	42				MScN, Doctorate (Public Health, in Progress)
	NUR 3606	Public Health Clinical	112		NUR 3506, NUR 3507		BScN
	NUR 3607	Mental Health Clinical	112		NUR 3506, NUR 3507		BScN
	NUR 3605	Nursing and Informatics	42				MScN
		Degree Breadth Elective			42		

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
Spring Intersession		Degree Breadth Elective		42			
		Degree Breadth Elective		42			
Year 4							
Semester 7	NUR 4701	Nursing Leadership	42				PhD (Nursing)
	NUR 4706	Acute Clinical Illness III	199		NUR 3606, NUR 3607		BScN
	NUR 4705	Nursing Research	42				MScN, PhD (Nursing, in progress)
	NUR 4708	Inter-Professionalism	42				MScN, Doctorate (Public Health, in Progress)
	NUR 4709	Health Policy Global Health	42				MScN, Doctorate (Public Health, in Progress)
		Degree Breadth Elective		42			
Semester 8	NUR 4806	Integrated Practicum	420		NUR 4701, NUR 4705, NUR 4706, NUR 4708, NUR 4709		BScN
	NUR 4801	NClex Preparation	42		NUR 4701, NUR 4705, NUR 4706, NUR 4708, NUR 4709		MScN

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
<i>Subtotal Course Hours</i>		504	210			
<i>Percentage Core vs Non- Core hours</i>		70.5%	29.4%			
<i>Subtotal WIL hours</i>		967				
<i>Total Program Hours</i>		1,681				

Table 4.2.c Course Schedule 2 for Second (2nd) Entry BScN Program

Step A: Certificate of Achievement Preparation to Enter Second (2nd) Entry BScN program (admission requirements to next stage)

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
(Spring) Weeks 1-7	NUR 2100	Foundations and Assessment	42			MScN
	PTH 2000	Pathophysiology, Biochemistry	56			MSc
	BIO 1108	Microbiology and Immunology	42			BHSc, Med, PhD (Biomolecular Sciences, in progress)
	BIO 2000	Anatomy and Physiology	56			BHSc, Med, PhD (Biomolecular Sciences, in progress)
Weeks 8-14	NUR 2301	Pharmacology and Therapeutics	42			MScN

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
	NUR 2102	Praxis Theory and Lab	84		NUR 2100		MScN
	MTH 1207	Math and Statistics		42			MScN, PhD (Nursing, in progress)
<i>Subtotal Course Hours</i>			322	42			
<i>WIL hours</i>							
<i>Total Program Hours</i>			364				

Step B: Courses upon entry to 2nd Entry BScN program:

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
Year 3							
Semester 5	NUR 3507	Mental Health Concepts I	42				PhD (Nursing)
	NUR 3501	Maternal, Child and Pediatrics	42				PhD (Nursing)
	NUR 3106	Assessment and Chronic Clinical	89				BScN
	NUR 3505	Family-Centred Nursing	42				PhD (Nursing)
	NUR 3508	Ethics Professional Practice	42				MScN

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
		Degree Breadth Elective		42			
Semester 6	NUR 3608	Mental Health Concepts II	42		NUR 3507		PhD (Nursing)
	NUR 3604	Public Health and Community	42				MScN, Doctorate (Public Health, in Progress)
	NUR 3606	Public Health Clinical	112		NUR 3106		BScN
	NUR 3607	Mental Health Clinical	112		NUR 3106, NUR 3507		BScN
	NUR 3605	Nursing and Informatics	42				MScN
	NUR 2405	Critical Thinking for Nurses	42				PhD (Nursing)
	NUR 1201	Relational Practice	42				MScN
Spring Intersession (Weeks 1-7)	NUR 2406	Acute Illness Clinical I	124		NUR 3606, NUR 3607		BScN
Semester (Weeks 8-14)	NUR 3506	Acute Illness Clinical II	124		NUR 2406		BScN
		Degree Breadth Elective		42			
		Degree Breadth Elective		42			
Year 4							
Semester 7	NUR 4701	Nursing Leadership	42				PhD (Nursing)

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Corequisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
	NUR 4706	Acute Illness Clinical III	199		NUR 3506		BScN
	NUR 4705	Nursing Research	42				MScN, PhD (Nursing, in progress)
	NUR 4708	Inter-Professionalism	42				MScN, Doctorate (Public Health, in Progress)
	NUR 4709	Health Policy Global Health	42				MScN, Doctorate (Public Health, in Progress)
Semester 8	NUR 4806	Integrated Practicum	420		NUR 4701, NUR 4706, NUR 4705, NUR 4708, NUR 4709		BScN
	NUR 4801	NClex Preparation	42		NUR 4701, NUR 4706, NUR 4705, NUR 4708, NUR 4709		MScN
<i>Subtotal Course Hours</i>			588	126			
<i>Percentage Core vs Non- Core hours</i>			82.4%	17.6%			
<i>Subtotal WIL hours</i>			1,180				
<i>Total Program Hours</i>			1,894				

3.2 Program Advisory Committee

In addition to the Honours BScN program, the School of Health Sciences, Nursing, and Emergency Services at Cambrian College encompasses many programs including the Practical Nursing and Personal

Support Worker programs. Due to the overlap of care areas and because each program can benefit from common participants, there is a common Program Advisory Committee (PAC) for these programs. This group meets once yearly for the common PAC meeting. This common group also divides into three (3) separate Committees that also meet once yearly for individual programs including one for the Honours BScN program.

The PAC membership for the Honours BScN group (Table 3.2.1) reflects the health organizations of the Greater Sudbury area and signifies how the curriculum supports the current needs of health care locally / regionally, as well as of the broader Canadian population. The representation is diverse, ranging from long-term care to acute care, and includes specialties, such as community, and mental health, as well as meeting the cultural needs of the area, such as Indigenous. The organizational representatives have had current collaborative students in their settings and are well-positioned to identify components of the curriculum that could be enhanced to meet the needs of industry. The committee also includes student representatives from each year of the program. The student representatives provide the committee and program representatives a perspective of how their peers view the program regarding how it supports their development as nurses and provides meaningful learning, while maintaining a reasonable workload.

Feedback from these meetings has been integrated into the development of the curriculum for the proposed Honours BScN program. Care has been taken to include relevant updates in an undergraduate program while recognizing that graduates are expected to function as *beginning* practitioners by CNO ETP standards.

The BScN PAC recognizes that Cambrian has delivered the entire four-year undergraduate BScN Laurentian / Cambrian collaborative program with success and has demonstrated the ability to provide graduates who can act as team members and leaders in their organizations. As such, the BScN PAC has given its full support for Cambrian College to pursue approval to grant the degree on a “stand-alone” basis. This support has been cumulative and implicit through the last decade. Explicit consultation with PAC members was held March 9, 2021 and feedback received.

Table 3.2.1 Cambrian College Nursing Program Advisory Committee (PAC)

Name	Representing Organization	Focus
David Groulx-Chair	Public Health Sudbury & District	Public Health
Corinne Savignac	Health Sciences North	Acute Care
Jillian Smythe	Bayshore	Community Care
Lynn Munari	St. Joseph’s Villa	Long-term Care
Haley Ransom	Vision Loss Rehabilitation Center	Rehabilitation
Jennifer Hawkins	Finlandia Nursing Home	Long-term Care
Dominica Anderson	Reseau ACCESS Network	Community Care
Sherri Moroso	City of Greater Sudbury	Community Care
Gayle Adams-Carpino	Northern Ontario School of Medicine	Post-Secondary Partnership
Tanya Anne Ball	St. Joseph’s Villa	Long-term Care
Joel Boivin	Sudbury Action Centre for Youth	Community Care
Jon Brunetti	Espanola & Family Health Team	Community Care
Maria Casas	Pioneer Manor	Long-term Care
Eve Chenier	Bayshore	Community Care

Name	Representing Organization	Focus
Heidi Eisenhauer	Reseau ACCESS Network	Community Care
Lyle Forshew	Maison McCulloch Hospice	Community Care/Palliative Care
Sarah Gaudette	Bayshore	Community Care
Johny Georgievski	Bayshore	Community Care
Julie Gorman	Sudbury Action Centre for Youth	Community Care
Elizabeth Hamilton	Jubilee Heritage Family Resources	Community Care
Johanna Horne	Extendicare York	Long-term Care
Tracy Joly	Shkagamik-Kew Health Centre	Community Care/Indigenous Care
Cathy Labrash	Extendicare Falconbridge	Long-term Care
Cathy Langlois	Health Sciences North	Acute Care
Crystal Lawrence	Health Sciences North	Acute Care
Laura Mathias	St. Joseph's Villa	Long-term Care
Wendy Mauro-Allard	Ontario Addictions Treatment Centre	Mental Health
Erin McPhail	Extendicare Falconbridge	Long-term Care
Cindy Moore	Northeastern Ontario Medical Offices	Community Care
Pamela Patry	Heart & Stoke Foundation	Community Care
Vickie Perreault	Extendicare York	Long-term Care
Callan Rogers	Public Health Sudbury & Districts	Public Health
Cindy Rose	Canadian Mental Health Association	Mental Health
Tammy Small	Espanola Hospital	Acute Care
Kayla Stevens	Health Sciences North	Acute Care
Claire Vincent-Viau	St. Gabriel's Villa	Long-term Care
Kathy Wells-McNeil	Total Nursing Care Inc.	Community Care
Lisa Zeeman	Health Sciences North	Acute Care

Cambrian College Representatives	
Name	Role/Title
Kyle Whiteman	Year 1 student
Brooke Jackson	Year 2 student
Sarah Beth Stamplecoski	Year 3 student
Hanna Longé	Year 4 student
Ariel Humphreys	Graduate
Dr. June Raymond	Dean
Natalie Chevalier	BScN Program Coordinator
Katherine Timmermans	Professor
Elizabeth Holmes	Academic Advisor
Ryan Carbone	Professor
Susan Newson	Department Secretary/Recorder

3.3 Non-Core and Degree Breadth Courses

The five (5) required non-core courses proposed for this program provide the student with an opportunity to explore nursing and health issues through a broader lens other than nursing alone and the courses increase students' skills in practice from multiple perspectives. These broadly designed science courses, Anatomy and Physiology I (BIO 1109); Microbiology and Immunology (BIO 1108); Anatomy and Physiology II (BIO 1110); Clinical Biochemistry (CHM 2311); Pathophysiology I (PTH 2303);

and Pathophysiology II (PTH 2403), add diverse human health contexts for students to explore and recognize the data required for informed decision-making, especially in complex health situations. By recognizing what is considered “normal” in terms of physiology, biology, and chemistry, they can consider what may be an underlying cause of “abnormal” findings. These skills are transferable to areas outside of nursing and act to expand graduate nurses’ community health skills and abilities.

Cambrian College fully recognizes that, in degree program(s), students need to have a broader level of learning than the focus of that degree, in this case Nursing, and are building their portfolio of degree breadth courses to enhance student learning. At this point, students in the proposed Honours BScN program will be eligible to enroll in the following courses /electives over their program as per Cambrian’s Degree Breadth Policy (Policy Appendix, p. 129).

Degree breadth electives (Appendix I) which will be available to the students are as follows:

1. Advanced Writing and Rhetoric
2. Business Communication
3. Concurrent Disorders
4. Contemporary English Literature
5. Cultural Theory and Criticism
6. Dimensions of Social Inequality
7. Diversity in Canadian Society
8. Introduction to Environmental Science
9. Popular Culture
10. Principles of Psychology
11. Principles of Sociology
12. Social Psychology
13. Truth and Reconciliation in Canada
14. Introduction to Indigenous Studies

There are five (5) semesters in which an elective will be taken. Of the five (5) degree breadth electives that students must take as part of the Honours BScN degree, 2 must be at an advanced / upper level (Represented by Course Codes in 3XXX) and students must take electives from at least two different categories as per PEQAB standards.

These courses are developed by content experts in their field with the purpose of accentuating students’ knowledge that can be utilized either as a nurse or as a citizen. The courses will be taught by faculty from the respective school that developed the courses.

Cambrian is proceeding with the development of in-house electives as a means of supporting faculty development and furthering Cambrian College’s depth of expertise and selection of degree breadth courses.

The students in the Second (2nd) Entry BScN program are exempted from two (2) to five (5) electives. If the student has completed two (2) years of a previous degree program, the student is exempted from two (2) electives. If the student has completed the entire previous degree, they are exempted from all five (5) of their electives. The students in the RPN to BScN program will likely be required to take five (5) degree breadth courses, as these were unlikely to have been part of their diploma courses as a Practical Nursing graduate.

It is acknowledged that the five (5) electives which are in this nursing curriculum do not meet the typical PEQAB stated expectation for undergraduate programs of 20% of the program hours, as depicted in the summary table below. However, Cambrian is requesting consideration by PEQAB of an exemption from this requirement based upon the workload expected of students. The theoretical content required by the Nursing profession, as well as clinical experiences represent a significant portion of program hours. If further electives are required, it will be an arduous workload on the students. This increased workload may affect their ability to be successful in their pursuit of this degree.

Required 'core' learning within the proposed program of study inevitably must integrate learning across a breadth of areas, including science, social science, humanities, and mathematics. In an effort to meet the accreditation standards for a recognized Honours BScN program, Cambrian is requesting that the Board acknowledge the breadth and depth of learning already included within the core courses as an outcome of the interprofessional nature of the regulated role of a nurse, and recommend approval of the program as proposed.

3.4 Work-Integrated Learning

Work-integrated learning is a key feature of any nursing program and in Cambrian's submission there are 1,269 clinical hands-on hours. Each clinical course has learning outcomes appropriate to the level at which the student is to be assessed. As the student progresses through the program, prior learning and skills are expected to be carried forward to the courses that are following. The settings are at a level of the students' learning needs while reflecting areas in which a beginning practitioner would be expected to function – long-term care, rehabilitative settings, mental health, community and public health agencies, acute care settings. Due to the limited availability of experiences in pediatric and obstetrical settings, students will gain these skills in the simulation labs.

All work experiences are supervised. In the clinical settings from year one (1), semester two (2), through to year four (4), semester one (1), the clinical supervisors are contract instructors from Cambrian who are hired based on their education (minimum of a BScN degree), excellence as a practicing nurse, and a member in good standing with CNO. These individuals receive orientation to their role as a clinical instructor, the expectations of Cambrian College regarding feedback and grading of students, as well as specific course expectations. There is a full-time Nursing Faculty member, MN/MScN prepared, who oversees the clinical teachers and who acts as a resource for them should an issue arise.

The clinical instructor provides feedback formally and informally to the student throughout the assigned rotation (Appendix F). This is in addition to the ongoing feedback that is exchanged verbally throughout a clinical day.

Clinical placements are negotiated with health delivery partners in the Greater Sudbury Area, many of which have representatives on the BScN PAC. As Laurentian University and Collège Boréal also require clinical spaces, the three post-secondary education institutions (Laurentian University, Collège Boréal, and Cambrian College) have formed a committee to plan effective use of clinical spaces for the benefit of the agencies and the programs. This committee has met informally and has not yet developed any terms of reference but intends to do so within the upcoming academic year.

The clinical placements are not paid work experiences. Except for the community clinical experience and final integrated practicum, oversight of students is the sole responsibility of College employees. In order to garner the experience required for the students in various areas, maximum student group size is

negotiated with the placement agencies. Unpaid clinical experience is the norm for nursing programs in Ontario. The limited number of clinical spots often requires that students have their placements on day or evening shifts, sometimes 12-hour shifts are required, as well as potentially Saturdays and / or Sundays. The hours that are negotiated are the requirements of the specific course. For instance, the clinical hours required in year (one) 1, semester two (2) is less than subsequent clinical courses and may entail one 6-hour shift per week as opposed to two 8-hour shifts in year three (3), semester six (6).

The final clinical rotation in year four (4), semester two (2) is a 420-hour experience (NUR 4806, Integrated Practicum). In this experience, the student is expected to further develop and refine their skills and knowledge in a specific area, ideally one in which they hope to practice in the future such as medicine, mental health, surgery, etc. During this time the student is assigned to an RN recommended by the area and will work alongside the RN, following his/her shifts as assigned. Through the 14-week experience, the student is expected to demonstrate an increasing level of autonomy, but under the supervision of the RN. The goal is that at the end of experience, the student / soon to be graduate will be capable of starting an entry level role with the agency orientation required. Students are typically assigned to an agency within Cambrian's catchment area, but due to the limited spaces and/or student request there are times when a student may be placed elsewhere.

For all clinical experiences, students are required to meet the necessary health and safety needs of the hospitals. These are reflective of expectations by health care providers and serve to protect students and clients who are in that setting. These requirements are listed in the Honours BScN Manual, pages 50-51, Appendix G.

Standard 4: Program Delivery

4.1 Content Delivery

The proposed stand-alone Honours BScN degree program will be predominantly delivered as in-person teaching and learning. Most courses will be delivered at Cambrian's Barrydowne campus with clinical placements in community settings as appropriate. All courses and labs will be faculty led and supported in accordance with appropriate safety standards and staffing. Qualified nursing faculty will create content, teach, lead activities, observe students, and provide regular, meaningful feedback on assessments and demonstrations of learning. Degree program workload has been assessed and mapped according to the principles of concept-based teaching design and practice to help ensure balance for each semester. Some courses, such as degree breadth electives may be delivered as fully online asynchronous courses. These learning experiences will still be faculty led and assessed and will include strategies for active learning and student engagement as part of high-quality design.

All Cambrian College courses are housed in its learning management system Moodle. Faculty are provided with support and training on how to use this and other educational technology tools. Cambrian College has a minimum presence requirement <https://teaching.cambriancollege.ca/lms-minimum-requirements/> that details what must be included in all course shells regardless of delivery mode. Cambrian College's course learning management system, Moodle, and other educational technology tools and strategies are designed to maximize student success through flexible, multi-media engagement opportunities that reinforce classroom-based teaching.

Course textbooks and supplemental learning resources are selected for current, relevant leading-edge nursing practice and examples. Significant opportunities for formative, ungraded practice will be provided to help ensure students can repeat tasks and assessments until they can demonstrate high standards of competency.

In addition to the use of the LMS, students are provided with opportunities to complete evaluations prior to the end of each course (Section 5.5). These evaluations represent level of satisfaction from the student perspective and include assessments on course content, course delivery mode, assessments, and instructor. These results are shared with appropriate faculty for continual improvement. Regular faculty evaluations are conducted by the Chair or Dean of the program and a checklist is used to assess areas of strength, satisfactory performance, and areas of development with agreed upon action plans to enhance teaching methodology and pedagogical theories to support higher level learning.

All Cambrian College programs, including the stand-alone Honours BScN program are subject to the Quality Assurance Practices detailed in 5.2 of this submission.

4.1.1 Clinical Placement Structure

Placements in the proposed Honours Bachelor of Science - Nursing will follow a continuum from basic to more complex. In first year, term one, students will focus on learning how to conduct health assessments. This will be done with peers and/or on simulation mannikins. Students will learn how to appropriately communicate and interact with clients and peers. This is designed to be a completely safe environment to support student transition into a health care role while students begin to understand their roles as a professional practitioner. Students will also learn how to care for themselves as health practitioners (proper body mechanics). They are taught the importance of values, cultural and spiritual influences, preferences, and needs. They are exposed to and practice integrating relational competencies such as respectfulness, genuineness, empathy, active listening, etc.

In term two, students will attend a long-term care setting for an 89-hour rotation as part of a clinical group. This will allow students to practice their health assessments (subjective and objective data) for a variety of clients. As assessment is a foundational nursing skill. Nursing students will be assigned a single client and attend to the majority of their basic health care needs while integrating the theory and skills they are learning during their first term. Students will be expected to demonstrate their proficiency with basic skills learned in the previous semester such as: body mechanics, bed making, feeding, mouth care, elimination, positioning, transferring, person hygiene, vital signs, etc. Students will be exposed to health care teams and learn to function within the team environment and recognize the many roles future colleagues enact. Self-reflection and awareness will be a vital part of this and all clinical rotations.

In term three, students will learn about chronic illnesses and consolidate their learning from the second and third terms. They will attend an 89-hour rotation as part of a clinical group in a continuous complex care environment. This placement further builds on their 2nd term placement with students adding to their proficiency in performing first year skills in addition to the following: aseptic technique, medication administration, oxygen therapy, and wound care.

In term four, students add to their arsenal of clinical skills (nasogastric tube, chest tube management, IV management, and ostomy care) through two 124-hour placements as part of a clinical group on medical-surgical unit. The first five terms of the program have students focus on the client as an individual

and/or family. In the sixth term, students turn their focus to clients as community members where they integrate theory from their Public Health and Community course (NUR 3604) through a 112-hour placement in a community health agency. The student is often placed individually during this placement with an RN from the designated site. The emphasis is on community health competencies. Students also experience a 112-hour placement in a mental health setting within the community or acute care setting as part of a clinical group.

In term seven, students return to a medical-surgical unit to complete 199 hours as part of a clinical group. This is a placement dedicated to reinforcing skills from years 1 to 3 of the program. This placement is preparing student to enter their 8th term practicum. The last clinical rotation in year four (4), term 8 is a 420-hour experience (NUR 4806, Integrated Practicum). In this experience, the student is expected to further develop and refine their skills and knowledge in a specific area, ideally one in which they hope to practice in the future such as medicine, mental health, surgery, etc. During this time the student is assigned to an RN recommended by the area and will work alongside the RN, following his/her shifts as assigned. Through the 14-week experience, the student is expected to demonstrate an increasing level of autonomy, but under the supervision of the RN. The goal is that at the end of experience, the student/soon to be graduate will be capable of starting an entry level role with the agency orientation required. Students are typically assigned to an agency within Cambrian's catchment area, but due to the limited spaces and/or student request there are times when a student may be placed elsewhere.

Throughout the degree program, students are placed in increasingly complex clinical settings where they are expected to practice as novice entry-level practitioners. By the end of their final placement, the students should be providing care over a patient assignment that is equivalent to what a new nurse on a unit would be providing. Students are evaluated based on their ability to perform skills safely and competently. Throughout their practicums, students should be able to practice more and more autonomously as they progress. There are many opportunities for students to identify and remediate (in partnership with instructors, clinicians, and preceptors) any limits in their knowledge that might represent student or patient risk (this element is described further in section 1.6 of this application).

4.1.2 Student Research Activities

There are a variety of opportunities throughout the program for students to engage in the practice of nursing research. In term one, faculty direct students to various evidence as part of the course reading materials. Students learn how to find appropriate evidence and what constitutes quality evidence in their English course. In term two, students have a Math and Statistics course (MTH 1207). This course introduces students to basic statistics that will help them to understand the tests performed in research and the meaningfulness of the findings. This course helps to advance the students level of understanding of evidence. Students are expected to utilize evidence-based research throughout the entire program to support and/or refute their opinions in progressive ways with each semester expectations being greater in terms of quality and quantity of research incorporation. In term seven, students have a Nursing Research course (NUR 4705). In this course, students utilize critical judgment and critical inquiry while investigating both quantitative and qualitative research in greater depth than the previous years of the program.

4.2 Cambrian College Quality Assurance Processes

Course Outlines

Course outlines represent Cambrian College's commitment to the student in terms of depicting the requirements of the course, its alignment to the VLOs, the expectations of the student, and the attainable outcomes. Students are provided access to the published course outlines from the program pages of Cambrian College's website as well as within the student portal of myCambrian. Faculty introduce students to the course outlines in the context of the program curriculum during the orientation sessions held the first day of the semester. Faculty further reference these throughout the semester.

As part of Cambrian College's process to ensure alignment from the VLOs through to course outlines and academic activities through delivery, links between course outlines, weekly syllabus, and ongoing course evaluations (eGrades) are established. This interconnectivity enforces the relationships between all elements for the student.

Course Syllabus

With the publication of an outline, a course syllabus must be developed as per the Course Syllabus Operating Procedure. The syllabus is a required component as a means of providing the student with critical information regarding weekly course activities (e.g. readings, assignments, topics, deadlines, and test dates).

Cambrian College provides faculty with access to an online syllabus tool that enables the online development of the course syllabus with linkages to the published course outline. The course learning outcomes, associated objectives, assessments, and textbook information flow from the course outline to the syllabus. This enables the faculty to correlate the activity with the learning outcomes / objectives, course materials, and evaluation components.

Providing students with a weekly syllabus is a mandatory requirement. The format of the syllabus is not mandated, at this point, and faculty use a variety of tools. Regardless of method, faculty are to provide a copy of a syllabus to their respective Dean / Chair, as well as students. As the nature of the syllabi is changeable, the faculty are also to ensure any updates are communicated to the students throughout the semester.

Course Assessment (eGrades)

To ensure further alignment, the course outline is linked to eGrades, the electronic gradebook that allows faculty to manage, calculate, and submit final grades. The tool, more importantly, provides students with the ability to view and measure their progress through the course.

The Evaluation Plan is detailed in the course outline. All sections of a course are bound to the assessment component of the published outline. The assessment types automatically transfer to the associated eGrade books for all sections of the same course code. This connectivity forces alignment to the course outline.

Course Evaluation Principles and Standards

Appendix A of the Course Outline Operating Procedure as well as the Academic Evaluation Policy (Policy Appendix, p. 14) provide faculty members with best practices for assessments. The Course Evaluation Principles and Standards document guides users as to the purpose of the assessments as follows:

- Assessment design must contribute to quality learning experiences and reinforce the development, delivery, and quality assurance of courses. Assessments should help students learn, measure explicit evidence of student learning, and develop the students' ability to reflect on their learning.
- Evaluation measures the extent of student learning as indicated in the course learning outcomes (knowledge, skills, and/or abilities), and is further used to diagnose misconceptions and facilitate learning.

The document also recommends evidence-based assessment creation with a rationale.

Cambrian College's faculty are accountable for evaluating student achievement using valid assessment methods that are equitable and impartial. They are also required to provide students with prompt and constructive feedback. Deans / Chairs are responsible for ensuring that this accountability is met during cyclical processes such as faculty appraisals, program review, and course outline approvals. The following policies and procedures provide the necessary direction and guidance:

- The Academic Evaluation Policy (Policy Appendix, p. 14) indicates that all student coursework should be graded promptly and returned with the mark / grade and associated relevant feedback in a timely manner to allow the students to process feedback and apply it on future assignments. It additionally stipulates the requirement for review of examinations with faculty at the mid-term point of the semester as a means of assisting students with the ability to make informed decisions regarding their academic program. The Academic Evaluation Operating Procedure guides students, faculty, and administrators as to the process and requirements at each stage.
- The Course Outline Operating Procedure provides guidelines for the development, approval, and availability of course outlines. Included in this document are the *Course Evaluation Principles and Standards*.
- The Curriculum Development Operating Procedure, Curriculum Review Operating Procedure, Comprehensive Program Review Operating Procedure, and the New Program Development and Approval Policy⁷ outline the process for, and components of building and reviewing program curriculum.
- Throughout the semester, academic advisors and program faculty proactively assess student grades / achievements in order to offer intervention strategies and supports for students at risk. The advisors and Deans / Chairs have access to eGrades and other grading reports (such as 'At Risk' reports) within the Advisor portal to reach out to students during the mid-term advising week.
- Cambrian College's Program Maps are a culmination of various processes and systems which populate the maps. These provide, at a glance, a map of the complete program starting with the program description succeeded by tables summarizing the alignment and connection of all components of the curriculum – course learning outcomes, vocational learning outcomes, PLAR, assessment types, learning activities, Electives, and pre-requisites. The maps are generated automatically, reflecting current published data. They form the important tools used in the

⁷ <https://cambriancollege.ca/wp-content/directory/policies/Academic%20Policies/New%20Program%20Development%20and%20Approval%202021.pdf>

Annual Curriculum and Comprehensive Program reviews. Program Maps are available to all faculty, staff, and students in myCambrian.

- The review and assessment of the alignment between program and course elements (VLOs, EES, CLOs) also form part of the Comprehensive Program Review process. A key component of curriculum mapping during the review is for faculty to reflect upon and analyze the intersections of course requirements, assessments and outcomes to ensure that these necessitate the appropriate depth and scope of learning for the credential and program (VLOs).

Student Advising and Support

Cambrian College has a comprehensive array of supports and services to meet student needs and facilitate student achievement. At Cambrian College, student advising is a hybrid of a “Split-advisory Model” and a “Satellite Model” where a group of 19 advisors from a variety of schools and departments (academic, learning centre, disability services, Enrolment Centre, Wabnode, First Generation, international) support and engage students.

Through an Academic Advising portal on myCambrian, student success advisors are able to use a number of tools to identify and support ‘at risk’ students through proactive advising. An ‘@Risk eGrade Report’ provides the advisors with a listing of students within their assigned school who are, based on assessment results to date, at risk (falling below 50% threshold). Working collaboratively with other college departments, the advisors proactively help students navigate through their studies by customizing academic plans to suit their individual needs.

Presentations in program classes from the Academic Success Advisors ensure that the students are aware of various services and opportunities for assistance with their studies. The Academic Success Advisors’ webpage (<https://cambriancollege.ca/academic-services/academic-success-advisors/>) links students with information related to the service and with how to connect with their school advisor.

The Learning Centre (<https://cambriancollege.ca/academic-services/learning-centre/>) provides free tutorial services to both full and part-time students for a broad range of subjects. A team of staff and qualified peer tutors assist students with understanding the requirements of their courses. To compliment this service and enable full access, the Learning Centre also provides online/virtual tutoring options to the student upon booking. Students can book appointments online from their myCambrian account. In collaboration with other support areas, the Learning Centre also hosts several workshops throughout the year on topics in support of student achievement. Additionally, in response to feedback from faculty, the Learning Centre launched various workshops focused on supporting the academic needs of international students. (learning.centre@cambriancollege.ca)

The Glenn Crombie Centre (GCC) for Student Support encompasses a range of services to support students with disabilities including – accessibility advising and support, assistive technology training/support, note taking and interpreter services, alternative format and print material services, learning skill advisors, and short term counselling support services (<https://cambriancollege.ca/accessibility/glenn-crombie-centre/>).

The Wabnode Centre for Indigenous Services helps Indigenous students make the successful transition to Cambrian College while providing ongoing support throughout the entire college experience (<https://cambriancollege.ca/aboriginal-students/wabnode-centre-for-aboriginal-services/>). Supports

include: Elders on campus, cultural programming, community base program delivery, student support, tutoring support, and access to an Indigenous engagement officer.

The First Step Centre (<https://cambriancollege.ca/academic-services/first-generation-services/>) promotes and supports positive action for students facing barriers to their success in high school and post-secondary education. It helps students to navigate the college system and processes, providing opportunities to connect with other students and with the resources, supports, and/or referrals to community services needed to succeed and make the most of the Cambrian College experience.

The International Office team offers a full range of services to support international students (<https://cambriancollege.ca/international/>) pick-up service upon arrival in the country, assistance with finding accommodations, orientation to the local community, full day orientation session, navigating Cambrian College processes and systems, and student advising and support. This service model encapsulates all facets of the transition to the college environment with a belief that it will better serve the international student in achieving their academic goals.

4.3 Faculty Development and Support

Faculty, whose expertise and experience prepare students to shape society, are the cornerstones of program quality and student success. With this belief, Cambrian College ensures that services and supports are in place to provide professional development activities and opportunities for its faculty. Cambrian College's Teaching and Learning Innovation Hub supports faculty in the exploration, experimentation, and creation of enhanced learning experiences. Its team is comprised of a curriculum designer, instructional designer, multimedia specialist, instructional developer, eLearning technologist, and a learning technologies specialist.

The Teaching and Learning Innovation Hub provides a wide array of services and programs that support the professional development of faculty and reflect current best practices in teaching and learning. An integral part of the work involves the development of regular opportunities throughout the academic year for faculty members and staff to expand their knowledge and teaching practice, participate in discussions regarding teaching and learning excellence, and engage in reflective practice and self-directed learning that support their professional development as teaching professionals.

Over their probationary year, new faculty participate in a series of mandatory workshops focused on teaching and learning excellence. Contract faculty engage in a condensed orientation program focused on teaching and learning, essential program and general College information, expectations, and services available to support them throughout the semester.

At the school level, the academic program coordinators provide support/mentorship for contract theory faculty as well as full-time faculty to ensure program values are upheld.

In keeping with PEQAB requirements, Cambrian College supports scholarship and research activity for faculty to further their depth and currency in their fields of expertise. Over the past number of years, Cambrian College's nursing faculty have participated in a variety of development activities aligned within the domains of scholarship – discovery, teaching, integration, and application—including thirteen (13) research projects, five (5) peer reviews, twenty-three (23) publications of work, thirty-four (34) presentations, and participation at over twenty (20) conferences and workshops (regional, national, and international). Internal funding is available through the college's applied research and professional development areas. Release time is also provided to full-time faculty for scholarship, program

development, and professional development. As a common practice, students are part of presentations and publications arising from funded research projects or bursaries.

4.4 Infrastructure

Cambrian College made a commitment to provide teaching and learning spaces that enable effective demonstration and application of critical hands-on, practical skills. Over the last five (5) years, the college invested over \$11.6 million in campus modernization to revitalize simulation and academic lab spaces. Investments to renew and update academic equipment are ongoing, prioritized through Cambrian College's annual budget and risk assessment processes.

Cambrian College made it a strategic priority to develop and expand its complement of flexible programs and courses, enabling students to move seamlessly between fully online, blended, and in-class deliveries. The main campus features fifty-five (55) high-tech classrooms, including twenty-one (21) for virtual program delivery. Enhancements to connectivity and mobile delivery, in addition to the introduction of a virtual desktop model (for the deployment of program software applications), have served to support student flexibility in engaging in the learning experience in a manner of their choosing, as the need dictates, and without the constraints of geographical location.⁸

This flexible model has served current students well, widening access to programs and providing an inclusive, active, and authentic learning environment that supports a diverse range of learning needs. The fluid blend of 'live' or synchronous delivery with asynchronous elements affords effective facilitation of theory instruction while the practical, hands-on application through work integrated learning reinforces skill and competency development critical to programs such as business. Moving forward, a blend of delivery models will be employed for the program.

4.5 Student Feedback

Course feedback surveys, conducted each semester, seek student perspectives related to course design, instructional delivery, teaching relationships, course management, and student engagement.

Results of the semester-based survey inform a component of the faculty appraisal process. Annually, the faculty and the Dean / Chair meet to review the feedback and identify opportunities for development of strategies to address areas in need of improvement that will enhance the student learning experience and outcomes.

During the Comprehensive Program Review, students and graduates provide feedback on the program, curriculum, assessments, materials, facilities and work integrated learning opportunities to help keep the curriculum current and relevant. During this review, faculty also complete an assessment map that helps establish a balanced workload for student success. Details about the Comprehensive Program review will be outlined in section 9 – Quality Assurance.

Standard 5: Capacity to Deliver

Practical, skills-based learning is the hallmark of a college education. College programs, from their inception, have embedded within their construct and curriculum, theory enforced with applied learning opportunities. These take the guise of applied research, collaborative and reflective learning experiences, simulations, lab work, fieldwork, internship, and capstone experiences. Through these

⁸ <https://www.youtube.com/watch?v=hOIXi8Ad47g>

experiences, students gain valuable problem-solving and critical thinking skills – skills to help them successfully transition to, and stand out in, a competitive job market. Cambrian College has made it a strategic priority to provide learning spaces that support the application of practical, skills-based learning.

The School of Health Sciences, Nursing and Emergency Services is comprised of three nursing related programs (collaborative degree nursing, practical nursing, and personal support worker programs). It also includes 12 allied health type programs. These programs are: advanced care paramedic, dental assisting, dental hygiene, diagnostic medical sonography, fitness and health program, health analytics, magnetic resonance imaging, massage therapy, medical laboratory technology, medical radiation technology, occupational/physiotherapy assistant, and paramedic. This level of programming provides ample opportunity for interdisciplinarity. This is an area of focus for the department.

Health Sciences is also identified and heavily weighted in Cambrian College's 2020-2025 Strategic Management Agreement (SMA) as Cambrian College's Institutional Strength for purposes of performance-based metrics. The Honours BScN will continue to be a foundational program in the School of Health Sciences, Nursing and Emergency Services where the level of quality for teaching, student support, resources, laboratories, and administration contribute to the success of all programs in the School. At Cambrian College, health and emergency services programs consistently comprise close to 30% of Cambrian College's total enrolment. Additionally, this cluster of programs have historically experienced on average graduation rates of 78%, graduate satisfaction of 88.9%, employer satisfaction of 99% and graduate employment of 89.4%. Labour market trends point to an aging population, particularly in the north, which will place an increased demand on Ontario's health and community care services on several fronts, including and especially nursing. Cambrian College's five (5) year enrolment plan comprises the introduction of various health-related programs including the stand-alone Honours Bachelor of Science - Nursing (BScN) degree. This is as an integral program that will enable Cambrian College to continue to respond to the needs of its local community as well as the broader provincial and national labour markets.

Also related to Cambrian College's SMA, Cambrian College states that "Digital transformation will influence all industries as new technological approaches alter the landscape of business, community, health, and scientific and technical services, paving the way for up-skilling, re-skilling and training the workforce to keep pace. In particular, Cambrian College will look to expand its suite of health and emergency services programs introducing multiple intakes, new applied credentials, specialized micro-credentials, and a confluence of credentialing pathways, which will serve to attract traditional as well as untapped student markets" (Ministry of Colleges and Universities, 2020). Cambrian College's strategy includes the successful launch of the proposed Honours Bachelor of Science – Nursing as critical for future expansion of interrelated and interprofessional health services offerings.

5.1 Learning and Physical Resources

5.1.1 Nursing Simulation Labs

The nursing program at Cambrian College currently makes use of six (6) labs, housed in close proximity, to support a community of learning and practice providing students with approximately 224 hours of practical experience. The labs include the following:

1. **High-tech lab (Room 3515):** This room has eight (8) beds with high-fidelity manikins to facilitate learning, simulation is incorporated throughout the nursing program. Currently, BSN

students attend the simulation lab in the second semester of their program where they focus on body systems and health assessments. In the second year, students participate in more in-depth simulations related to medication administration and mid-level skills such as intravenous drug administration, chest tubes, and wound care. Third-year students continue their simulation learning dealing with complex health conditions while integrating and analyzing blood work and test results. The high-tech lab provides a setting for nursing students to participate in interprofessional events with allied health students in the college. Students in their fourth year continue accessing this lab while consolidating all elements of patient care.

2. **Skills lab (Room 3203):** This room has ten (10) beds with low-fidelity manikins to introduce second year students to simple simulations with medications, vital signs, and health assessments on simulated patients.
3. **Long term lab (Room 3201):** This room has ten (10) beds used primarily for first-year students to learn basic care skills, mobility, range of motion, vital signs, transfers, and feeding by doing simple simulation. They progress to learning complete and focused health assessments of the 'normal' patient systems. Small simulations are also used to reinforce student learning, competence, and confidence.
4. **Practice lab (Room 3226):** This room has eight (8) beds and considered open access to provide students with an area in which to practice their newly learned skills in a safe environment before doing these in clinical. This promotes and develops safe nursing care providers.
5. **Apartment lab (Room 3520):** to facilitate special projects as well as low-fidelity simulation scenarios.
6. **Additional lab (Room 3220):** This room has six (6) beds and is used primarily for skill refreshers.

In the labs, there are two (2) technicians, an RN and an RPN, to assist with equipment set up and the maintenance of the labs. As noted, the equipment ranges from very basic equipment to low-fidelity manikins which provide simulations of heart, lung, abdominal sounds to the more sophisticated high-fidelity manikins such as Sim-Man, Nursing Annie, and Omni Kid. The use of high-fidelity simulations allows the students to gain experience in areas which have a limited number of patients in the clinical setting, such as obstetrical and pediatric situations, as well as situations which do not happen very often in a student's experience, such as cardiac arrest response. One technician is fully trained in the use of Laerdal equipment and assists in setting up simulated testing.

When students are in the lab for a lab course, such as Health Assessment lab (NUR 1202), they are supervised by the lab professor. There is often a lab technician present to assist. It is not an expectation that clinical instructors be in the labs with the students. Rules for the labs and students' responsibilities when in the lab are outlined in the Honours BScN Program Manual 2022-2023 (Appendix G pages, 47-48). Students are held accountable for their actions in the labs under the Code of Conduct Policy (Policy Appendix, p. 87), Procedures for Student Misconduct, and the Student Rights and Responsibilities Policy (Policy Appendix, p. 244). For the open-access time to practice or refresh skills, hours are posted, and students attend as they feel they need to.

5.1.2 Science labs

There are no science labs on campus for this program as the science faculty use virtual labs to conduct the lab components of BIO courses. The virtual labs have been created as self-directed, on-line learning activities for the students to continue to practice and master their Anatomy and physiology understanding. The learning activities provide a document with guided tasks for the students to complete. Some of these activities involve the textbook publisher platform (i.e., Mastering A&P), and have the students view videos on bones, labelled images, histology images, and virtual physiology exercises.

5.1.3 Computer labs

Computer needs for Honours BScN students are in the area of research, writing skills, and online communication. When potential students apply to the program, they are informed about the required technology in the program description (<https://cambriancollege.ca/programs/bachelor-of-science-in-nursing/>). However, it is also acknowledged that there may be some students who do not have access to required technology. When this occurs, the nursing students may be eligible for bursaries, have use of open access computer labs, and/or use computers available in the library. Information regarding computer availability is posted on the Cambrian College website – <https://cambriancollege.ca/student-services/computer-labs-wifi/>.

5.1.4 Library

The **Library and Learning Commons** is an elemental service to support students and faculty with respect to teaching and learning, research, and program delivery. It is a central repository of print and digital resources (ebooks and electronic journals), course reserves, and readings/materials. Digital/electronic resources, such as databases, can be accessed through the library's website. The learning commons space includes research services and access to ten (10) group study rooms, three (3) silent study spaces, two (2) relaxation rooms, 8-seat computer lab, 40-seat classroom for information literacy instruction, printers/photocopiers, a silent study hall, and computer stations (101 in total). Students in the Honours BScN program receive a library orientation as part of their program orientation (<https://cambriancollege.ca/academic-services/library/>).

As Cambrian College moves forward in the development of this program, the college has committed to continuing expanding and strengthening the databases and supports for the program in this area.

5.1.5 Students spaces

The nursing students are considered part of the larger Cambrian College student population and as such have access to meeting places in the library. They can also meet socially in lounging areas interspersed throughout the college as well as in the Student Life Centre and cafeteria.

5.1.6: Faculty spaces

Faculty offices are in close proximity to each other as a means of establishing a community of shared practice and learning. There is typically two (2) faculty in each office space. Faculty can arrange for private consultations with students to address their needs or provide feedback when difficulties arise in theory courses. The two (2) coordinators for the current collaborative program have private offices as program counselling may happen.

5.1.7: Clinical Spaces

Cambrian College has developed a diverse network of partnerships with service providers for clinical placements. Agreements are in place with local service providers in hospital, long term care, and

community settings. In addition to these local arrangements, partnerships have also been developed with agencies outside of the region which enable fourth-year students to partake in preceptorship experiences outside of the Sudbury area. The clinical placement coordinator, who is part of the Career Centre team, organizes and secures clinical placements in collaboration with nursing praxis course faculty.

In 2014, the Career Centre introduced a career portal (Orbis), which provides access to current students and employers who support employment opportunities, placements, clinicals, and co-operative learning opportunities. At present, there are 2758 active employers registered within the portal, 1958 of which have posted at least one opportunity for students.

Cambrian College's Process for Clinical Contracts ensures that all clinical contracts are current and renewed on time. The semester-based Clinical Instructor Survey as well as the new Employment Services Survey assists with identifying areas in need of improvement ensuring a process of continual improvement to support student success.

5.2 Resource Renewal and Upgrading

5.2.1 Recent upgrades

Cambrian College made a commitment to provide teaching and learning spaces that enable effective demonstration and application of critical hands-on, practical skills. Over the last five (5) years, Cambrian College invested over \$11.6 million in campus modernization to revitalize simulation and academic lab spaces. Refurbishments were made to the suite of five (5) nursing labs as part of the campus modernization strategy. Investments to renew and update academic equipment are ongoing and are prioritized through the college's annual budget and risk assessment processes.

Input received from the BScN program's Program Advisory Committee is instrumental in identifying opportunities to strengthen program outcomes, student success, and graduate achievement. Arising from discussions at the bi-annual meetings are recommendations related to resource requirements including technology and equipment to reinforce practical skill development. In response, Cambrian College invested over \$400 000 to infuse new, or update existing equipment in its nursing labs. Investments have included Simulation high-fidelity manikins (e.g., SimMan, Nursing Anne, and Omni Kid), six new IV pumps, as well as new computers and upgraded software to run the simulation manikins. Every year there are capital investments for the nursing programs to provide scenario-based training in a safe and risk-free environment to further enhance and contextualize learning outcomes in preparation for real patient encounters.

5.2.2 Library Upgrades

Cambrian College has committed to a plan to acquire various resources/databases (as listed below) by 2025 that would enhance the Library's current holdings and support students in the Honours BScN program.

Resource	Description
Embase	A comprehensive biomedical and pharmacological database
Wiley Medical & Nursing Journal Collection	Over 400 journals that are high use for nursing faculty
CINAHL Complete with full text (upgrade)	CINAHL is an index of English-language and selected other-language journal articles about nursing, allied health, biomedicine and healthcare.
Scopus or Web of Science	Scopus is Elsevier's abstract and citation database that covers thousands of articles in peer-reviewed journals in life sciences, social sciences, physical sciences and health sciences. Web of Science Core Collection provides comprehensive coverage of sciences, social sciences, arts, and humanities across books, journals and conference proceedings.

5.3 Faculty

The teaching team for the nursing program comprises 10 full-time faculty, 2 full-time science faculty, 2 full-time technicians, and over 35 clinical instructors. Cambrian College's minimum hiring standards ensure that faculty qualifications meet or exceed the appropriate blend of experience, expertise, and credentialing. To this end, all core full-time faculty in the Honours BScN program at Cambrian College are Masters prepared with two holding Doctorates in nursing and two others currently pursuing terminal degrees. The faculty supporting the delivery of non-core subjects hold a minimum of a discipline-specific Masters with the required number of faculty also holding terminal credentials. For clinical instructors, the hiring standards are maintained at a baccalaureate level with substantial experience in specialty areas.

The professional experience of the faculty team spans public health, acute care, primary care, rehabilitation, long-term care, and mental health sectors. Doctoral-level education in Nursing has been completed by the Dean of Health Sciences, Nursing, and Emergency Services. The Dean has both practical nursing experience and seven years of teaching experience as well as an established body of research/scholarship with a focus on patient safety. An organizational chart of the School of Health Science, Nursing and Emergency Services is attached as Appendix O to visually represent the Honours Bachelor of Science – Nursing staff as well as the depth of interprofessional staff embedded in the School.

Some of the supporting roles for leaders in the program are as follows:

Clinical Placement Coordinator – This individual is responsible for securing appropriate clinical placements for the program. They help ensure students are aware of the preparatory placement requirements (i.e., medical and non-medical). The clinical placement coordinator is the first point of contact for placement sites when there are issues that are non-academic in nature.

Clinical Support Person/Duties – This individual is an MSN-prepared faculty member who provides clinical instructors and/or students with a clinical orientation. He/she assists the clinical placement coordinator with selecting appropriate placements, assigning students to clinical groups and/or placements. This individual is responsible for liaising with the sites regarding any academic related concerns, supporting clinical instructors and/or preceptors, as needed, and assisting with learning/success plans as needed.

Clinical Instructor – This is a nursing faculty member who is responsible for instructing and evaluating groups of students in the clinical setting. This is typically a contract faculty member paid by the college.

Faculty Advisor – This individual is a faculty member who is assigned to students when they are placed individually for clinical and/or practicum. This individual is either a full-time or contract faculty member paid by the college.

Preceptor – This individual is a nurse who oversees students during their final practicum or community placement. This individual is assigned by the clinical site and not an employee of the college.

Table 5.3.1 Current Faculty Credentials is a summary of the academic credentials of the teaching team for the nursing core programs. Curriculum Vitae are addressed in section 5.5.

Area of Teaching	Position	Credentials
Nursing	Professor	BScN, MN, PhD Nursing
Nursing	Professor	BScN, MN, PhD Nursing
Nursing	Professor	BScN, MSN, PhD (Nursing, in progress)
Nursing	Professor	BScN, MN, Doctorate (Public Health, in progress)
Nursing	Professor	BScN, MSN
Nursing	Professor	BScN, MSN
Nursing	Professor	BScN, MN
Nursing	Professor	BScN, MSN
Nursing	Professor	BScN, MSN
Nursing	Professor	BScN, MN
Science	Professor	BEd, BHSc (Biochem), MEd, (PhD in progress Biomolecular Science)
Science	Professor	BSc (Biochem), MSc Chemical Sciences (Biochemistry of Disease)
Nursing	Lab Technician	Registered Nurse
Nursing	Lab Technician	Registered Practical Nurse
General Arts	Professor	
General Arts	Professor	
General Arts	Professor	

Area of Teaching	Position	Credentials
Nursing (Contract status)	Approximately 40 Clinical teachers	Minimum BScN

As at other Colleges of Applied Arts and Technology in Ontario, faculty assignments are guided by the Academic Collective Agreement 2017-2021⁹.

In planning of teaching assignments, the Dean / Chair of Nursing considers the faculty members' expertise and skills in course offerings, as well as their preferences for courses they would like to teach. The assignment is also influenced by the full selection of courses required and how faculty can broaden their scope of delivery, in addition to the conditions in the collective agreement.

All theory courses are taught by the full-time faculty and clinical courses are taught by contract clinical instructors. The student cohorts typically are taught theory as one group. The clinical group sizes are between six (6) and eight (8) students, dependent upon the setting. As the program at Cambrian College is an undergraduate level, there is no expectation for faculty to supervise theses development.

How faculty members, both nursing and science, continue to demonstrate their ongoing activities to support scholarship is evidenced in their CVs (Table 5.3.2 Summary of Nursing / Science Faculty Scholarly Involvement).

Internal funding for ongoing professional development and scholarly practice is available through Cambrian College's applied research and professional development areas. Release time is also provided to full-time nursing faculty for scholarship, program development, and professional development. As a common practice, students are part of presentations and publications arising from funded research projects or bursaries.

Faculty may avail themselves of the services of the Teaching and Learning Innovation Hub to integrate new approaches to teaching, technology and delivery as a means of skill development to improve teaching excellence and student success. Workshops, resources, and one-on-one support are readily accessible through the Teaching and Learning Innovation Hub website¹⁰ and sessions with Hub staff.

At the school level, for the Honours BScN program specifically, the academic program coordinators provide support and mentorship for contract theory faculty to ensure program values are upheld. Contract clinical instructors receive a general clinical orientation and guidelines as well as a clinical orientation guide. Clinical instructors are also oriented to the expectations of clinical participation and skills for the required course component in a plenary format and with individual year teaching manuals outlining students, clinical instructors, and full-time faculty expectations.

As noted, faculty are expected to participate in a set of mandatory workshops during their initial year on probation. This is followed by a cyclical appraisal every three (3) years or more frequently if issues of concern arise earlier than year three (3). This process of appraisal is outlined in the Academic Employee Academic Employees Review Operating Procedure for Deans / Chairs as per the requirements of the Academic Employee Performance Review Policy (Policy Appendix, p. 9).

⁹ https://opseu.org/wp-content/uploads/2018/02/2017-2021_academic_collective_agreement_final_eng_signed_website.pdf

¹⁰ <https://teaching.cambriancollege.ca/>

There is a minimum of one MSN prepared faculty who will be overseeing clinical instructors for the program. There is currently one dedicated MSN per year of the program. The MSN-prepared faculty assigned the ‘clinical support role’ supports clinical instructors and acts a resource for them.

Additional College policies that apply to teaching and learning and the overall quality of program delivery include (but are not limited to): Academic Evaluation Policy, p. 14, Academic Integrity Policy, p.28; Code of Conduct, p. 87; Degree Breadth Policy, p. 129; Academic Standing and Promotion Policy, p.35; and the Program Quality Assurance Policy, p.212.

Table 5.3.2 Summary of Nursing / Science Faculty Scholarly Involvement

Professor**	Ongoing education pursuits	Professional & Committee	Research Study /Grant Involvement	Published Articles	Published Peer-Reviewed Articles	Text Book Review	In-house Presentation	External Presentation/ Poster presentation
A	√	√						
B	√	√				√		√
C	√	√		√				√
D	√	√					√	√
E	√	√		√	√	√	√	√
F	√	√		√			√	
G	√	√			√			
H	√	√	√	√	√			
I	√	√	√	√	√		√	√
J	√	√	√	√				√

** letters have been randomly assigned professors and is not a reflection on sequence used in Table 5.3.1

Table 5.3.3 Prediction of Estimated Enrolment and Teaching Staff

This table provides information regarding estimated student enrolment over the four (4) years of the initial offering of the Honours BScN program at Cambrian College. As Cambrian College will be “teaching out” the students from the collaborative program with Laurentian University, as well as offering the advanced programs for RPN to BScN Program and Second (2nd) Entry BScN Program in 2024, those numbers have also been included in the semester approximations. Currently, Cambrian College does have the 50% PhD prepared requirements for the degree program, but a strategy as how Cambrian College will achieve that by 2025 is outlined in section 5.4.

Table 5.3.3 Projection of Estimated Enrolment and Teaching Staff:

	2022-2023				2023-2024				2024-2025				2025-2026			
	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 1	Yr. 2	Yr. 3	Yr. 4
Collaborative Program with Laurentian University	0	65	59	57	0	0	58	57	0	0	0	47	0	0	0	0
Stand-alone Honours BScN	70	0	0	0	70	60	0	0	70	60	70*	60	70	60	70	65

Program (estimate)															
Total students	235		235		225		265								
Nursing Faculty	10		10		11		11								
Science Faculty	2		2		2		2								
Technicians for Lab	2		2		2		2								
General Arts Faculty	6		9		12		12								

*It is anticipated that students from the two Bridging programs (RPN to BScN and Second (2nd) Entry BScN) will join the regular program starting in Semester 5 as of this year (2024-2025) to achieve the MOU of 70 students

5.4 Four Year Staffing Projection

Cambrian College’s hiring plan for the honour’s baccalaureate degree is outlined in Table 5.4.1.a Hiring Projections until 2023-2024. This plan will see a faculty complement with a minimum of 50% with Doctorates in nursing by the fourth year of the program launch (Table 5.4.1.b Total Nursing Faculty Numbers with Planned Hiring Projections). This will also increase the size of the core nursing faculty.

Cambrian College fully supports the ongoing professional development for its teaching staff. One (1) current nursing faculty will complete their PhD by the end of 2024 and a second faculty member will complete their Doctorate of Public Health by the end of 2025. These faculty members are supported by having a reduced course load and efforts are made to structure their teaching schedule to accommodate their course study schedule. The Dean of Health Sciences, Nursing, and Emergency Services and the Vice-President Academic fully support these faculty members in their pursuit of terminal degrees over the upcoming years. A copy of Cambrian College’s Human Resources *Staff Development Funding Procedures* document that indicates up to \$1500 per year for support for staff pursuing graduate education is attached as in the Policy Appendix, p. 263.

Table 5.4.1.a Hiring Projections until 2023-2024:

Area	2020-2021	2021-2022	2022-2023	2023-2024	Total
Nursing *	2 (done) PhD, 2 (in-progress)		1 (to post) PhD	0	5 PhD
General Arts **	3 (done) PhD	3 (to post) PhD	3 (to post) PhD	3 (to post) PhD	12 PhD
Science	0	0	0	0	0
Lab Tech	0	0	0	0	0

*The department is also supporting a current faculty member to pursue a PhD in Nursing at Queen’s University.

**General Arts supports other departments than Nursing; therefore, the people hired may not be involved with the nursing students.

Table 5.4.1.b Total Nursing Faculty Numbers with Planned Hiring Projections

Area	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
Nursing	8 MN / 2 PhD	8 MN / 2 PhD	8 MN / 3 PhD	7 MN / 4 PhD*	6 MN / 5 PhD**

* Faculty member being supported for PhD will have graduated.

** Faculty member being supported for PhD will have graduated.

There is currently a shortage of PhD prepared nurses in Ontario and Canada. Cambrian College is well aware that the competition to recruit the caliber of individual with the required credentials will be

intense. Cambrian College's preference would be to recruit from Ontario, but will reach further if required, either nationally or internationally.

When hiring to any academic position, Cambrian College requires verification of the authenticity of the credentials that the applicant claims to have to be sent directly to Human Resources at Cambrian College from the granting institution. With respect to verifying the validity of the granting institution's credibility as a university and the quality of the program, Cambrian College would look at the country of origin. A Canadian university can be easily verified. An International degree would require a World Education Services (WES) or an International Credential Assessment Service of Canada (ICAS) evaluation at the applicant's cost. This is noted when a person applies for employment at Cambrian College (<https://gjobs.neogov.ca/careers/cambriancollege>). As the candidate would be practicing as an RN in Ontario, they would also have to meet requirements to be registered by CNO to practice either as a nurse or a nurse educator¹¹.

5.5 Curriculum Vitae Release

Curriculum vitae for the current faculty are included in Appendix J. Also included in this appendix are curriculum vitae from part-time clinical instructors and the degree breadth electives to demonstrate the level of knowledge, skills, and experience that the Honours Bachelor of Science - Nursing program expects of these teachers who are supervising students in the clinical area.

All of the above members have given written permission to share their curriculum vitae. Permission to share this information is addressed by the Internal Privacy Policy (Policy Appendix, p. 149).

5.6 Student Supports

Many factors contribute to student success, persistence, and ultimately, graduation rates. Cambrian College understands the determinants of student success and their impact on outcomes as exemplified by its strategic investment in teaching and learning supports for students and faculty

Cambrian College has not only introduced effective measures to reach out proactively to students at risk but also opened pathways for those who may have 'stopped out' to return to Cambrian College and for those who wish to advance their career aspirations to access retraining. A college-wide integrated, case management model of advising and counselling enables a united and holistic approach to student support and fostering cross-pollination of ideas, sharing of best practices, developing new approaches and strategies, and assessing the effectiveness for continual improvement. The advising model is underpinned by the belief that a community of support is most effective in equipping students to make informed decisions about their academic goals and in assisting them in persisting to achieve these.

5.6.1 Within the Honours BScN program

The first level of support for student success is a faculty member. Faculty assist students with achieving an understanding of their professional role as potential nurses as well as being available to those who are experiencing difficulties with concepts or content being taught.

Clinical instructors support the students as they acclimatize to a very different view of the health care setting as a nurse versus the public perception of nursing. The students often need assistance dealing with traumatic events which may happen during the clinical experience and look to the clinical instructor for verification.

¹¹ <https://www.cno.org/en/become-a-nurse/new-applicants1/outside-canada/>

The current BScN collaborative program has two (2) faculty who are coordinators for the program. One is responsible for years one (1) and two (2) of the program and the other is responsible for years three (3) and four (4). Cambrian College's Academic Program Coordinator Guidelines (Appendix K) provide the expectations of the coordinator, but the key point is that they support student success and advise as necessary, knowing which College resources may be better suited to assist the student situation.

5.6.2 Student Support Services at Cambrian College

1. An **Academic Success Advisor** is in place for every academic school. This critical service has been instrumental in providing just-in-time interventions for students identified as 'At Risk' as well as assisting students with their academic goals. Through an Academic Advising portal on myCambrian, Academic Success Advisors use several tools to identify and support 'at risk' students through proactive advising. The Academic Success Advisors webpage links students with information related to the service and with details on how to connect with their school advisor.
2. The **Learning Centre** provides free tutoring services to both full and part-time students for a broad range of subjects. To complement this service and enable full access, the Learning Centre also provides online/virtual tutoring options to the student upon booking and workshops on topics in support of student achievement. (<https://cambriancollege.ca/academic-services/learning-centre/>).
3. **The Pathways office** assists students with transfer credits, prior learning assessments (PLAR) and laddering opportunities to other credentials (<https://cambriancollege.ca/pathways/>).
4. The **Glenn Crombie Centre (GCC) for Accessibility and Wellness** encompasses a range of services to support students with disabilities including – accessibility advising and support, assistive technology training/support, note taking and interpreter services, alternative format and print material services, learning skill advisors, and short-term counselling support services (<https://cambriancollege.ca/glenn-crombie-centre/>).
5. The **Wabnode Centre for Indigenous Services** helps Indigenous students make the successful transition to Cambrian College while providing ongoing support throughout the entire college experience. Supports include: Elders on Campus, Cultural Programming, Community base program delivery, student support, tutoring support, and Indigenous engagement officer (<https://cambriancollege.ca/indigenous-students/wabnode-centre-for-aboriginal-services/>).
6. Cambrian College's **Career Centre** assists students with securing employment from the preparation of resumes and cover letters through to interview skill development and job searches. Additional supports include assisting programs and students with co-op/clinical placements working directly with employers, providing on-campus work study opportunities, and hosting career fair conferences. The Career Centre also manages the co-curricular program in which students are formally recognized for participation in faculty-approved out-of-classroom activities that enhance student learning and personal growth (<https://cambriancollege.ca/campus-life/careercentre/>).
7. The **International Office** team offers a full range of services to support international students – pick-up service upon arrival, assistance with finding accommodations, orientation to the local community, full day orientation session navigating Cambrian College processes and systems and student advising and support (<https://cambrianinternational.ca/>).
8. The **First Step Centre** is a multi-pronged approach for students who are having challenges transitioning to post-secondary education. It is based on three pillars and does a reach out to those

who may be first person in their family to attempt post-secondary education.

<https://cambriancollege.ca/academic-services/first-generation-services/>

9. The **Student Services** link on the main website – <https://cambriancollege.ca/student-services/> – provides access points for students to connect with on-campus services to assist them while enrolled at Cambrian College, Enrolment Centre, parking, lockers, safety and security, computer services.
10. The **Test Centre** (<https://cambriancollege.ca/academic-services/test-centre/>) enables supervision of missed or supplemental tests or exams. For students who require additional time to write tests/exams, the Glenn Crombie Centre and the Test Centre are options.
11. The **Book Store** (<https://cambriancollege.ca/academic-services/book-store/>) provides convenient access to purchase textbooks on-campus or on-line and other products which may be needed in their program.
12. The **Athletics Centre** provides opportunities for students to seek out recreational and fitness related services. It offers individual fitness assessments by qualified personnel, team and individual sports, and health and fitness-related courses. It has a 6000 sq. ft. modern weight training facility, three international squash courts, a double gymnasium, a cardio room (dual action cross trainers, treadmills, upright/recumbent bikes, stair climbers), a functional training room, a gallery exercise/stretching area, saunas, personal training, individualized fitness programs, fitness evaluations
13. **Student Government** for students who want to be more involved in the campus activities.

5.6.3: Student Scholarships and Bursaries

Cambrian College’s advocacy for, and belief in, education attainment for all individuals is espoused by providing opportunities for accessing financial assistance in the form of entrance scholarships or bursaries. Annually, Cambrian College assists more than 100 students through its awards program whose diversity of bursaries/scholarships extends across all program areas. There are 13 awards specifically for students in the BScN program alongside more than 260 that are open to all Cambrian College students (<https://cambriancollege.ca/apply/how-to-apply/scholarships-and-bursaries/>).

Standard 6: Credential Recognition

6.1 State of the Field of Practice

As evidenced by the recent global pandemic of COVID 19, the health care systems at provincial, national, and global levels have identified the need of qualified nursing graduates who demonstrate the ability to critically assess a rapidly changing health environment and act in an evidence-based manner that demonstrates both leadership and followership as required. The ETP for an RN in Canada is the BScN.

Demand for nursing graduates is at an all-time high, and the province is currently facing a critical staffing shortage, especially in Long Term Care settings. As outlined in the recent *Long-Term Care Staffing Study Report (2020)*, action needs to be taken immediately to address this shortage in order to deliver on the provincial government’s commitment to protect people’s health (*Ontario Budget, 2021*).

Each year, Cambrian College receives almost 800 applications for its nursing programs and admits only 70 students into its collaborative BScN program with Laurentian University along with an additional 70 into its Practical Nursing Diploma program. Many more approach the college each year asking about opportunities to further their academic credentials and pursue a BScN after having completed a Diploma in Practical Nursing. Cambrian College's five (5) year enrolment plan comprises the introduction of various health-related programs including a stand-alone Bachelor of Science in Nursing (BScN) degree program as well as pathways into the BScN for those who hold a diploma in Practical Nursing (PN Bridge), and those who have been undertaken baccalaureate level studies in different fields (Second Entry Pathway).

Recently, Cambrian College surveyed its Program Advisory Committee members regarding the importance of a baccalaureate education in their industry. Over 51% of the respondents worked in Health Care. The majority indicated that it was either *Very Important* or *Important* for those in entry level positions to hold a baccalaureate degree and they felt that this importance would continue to increase. This same survey was conducted with Cambrian College alumni who had graduated since 2015. Of the 373 respondents, 83 worked in the health care industry representing 22% of respondents. Once again, the majority of respondents (64%), indicated that it was either *Very Important* or *Important* for job applicants in their industry to hold a baccalaureate degree. Additionally, 37% indicated that employment barriers exist for those who do not hold a baccalaureate degree and 33% indicated that it was their intention to pursue a baccalaureate degree in the future.

Graduates of this degree will be eligible to write the required examination (NCLEX-RN). Upon their success for this exam, each graduate can be registered as a professional nurse in Ontario. Although it would be Cambrian College's hope that the graduate will remain in Ontario to practice, if they wish to practice in another province or the United States of America, they will be qualified to apply to that province or state. They will have to meet each jurisdiction's individual mandates, but academically they will be eligible. On the global market, a BScN is considered an enviable degree opportunity and many countries have moved to consider it as required for ETP.

Within the Sudbury and Northeastern Ontario areas, there is a call for RNs. Local employers have identified support for this program and the graduates. At this point in time, they do support the hiring of these graduates. However, as seen in past years, nursing is an area that is often affected by budget cuts to health care. The first graduating class of this program will be June 2026. The program also educates graduates to work in non-traditional work environments, so that they will be prepared if traditional work environments have been fiscally affected.

Projections for future employment in nursing have identified nursing as being in high demand as depicted in Figure 2 and Table 6.1.1 below.¹²¹³ When considering local expectations, the job outlook for graduates of this degree is above average relative to the employment situation overall. Projected job openings are predicted based on replacement jobs (54%) and new job openings (46%) into 2021. It is anticipated that employment growth for Nursing is expected to grow by 13.9% in Ontario and 14.3% across Canada over the next five (5) years. The number of job postings in Ontario for NOC3012 has grown since 2016 and is expected to increase 13.9% through to 2026.¹⁴ For Cambrian College's

¹² <https://www.jobbank.gc.ca/marketreport/outlook-occupation/993/ca>

¹³ <https://www.trade-schools.net/ca/articles/careers-in-demand>

¹⁴ EMSI analyst tool – NOC 3012

catchment area specifically, it is predicted that the number of jobs in Northeastern Ontario will grow by 581 by 2021 (+11%), and in the Sudbury area, by 287 jobs (+13.4%). This exceeds the national employment growth rate for all occupations (8%).

Figure 2: Number of jobs for “Registered nurses and registered psychiatric nurses” (NOC3012), 2001-2026.¹⁵

Regional Trends

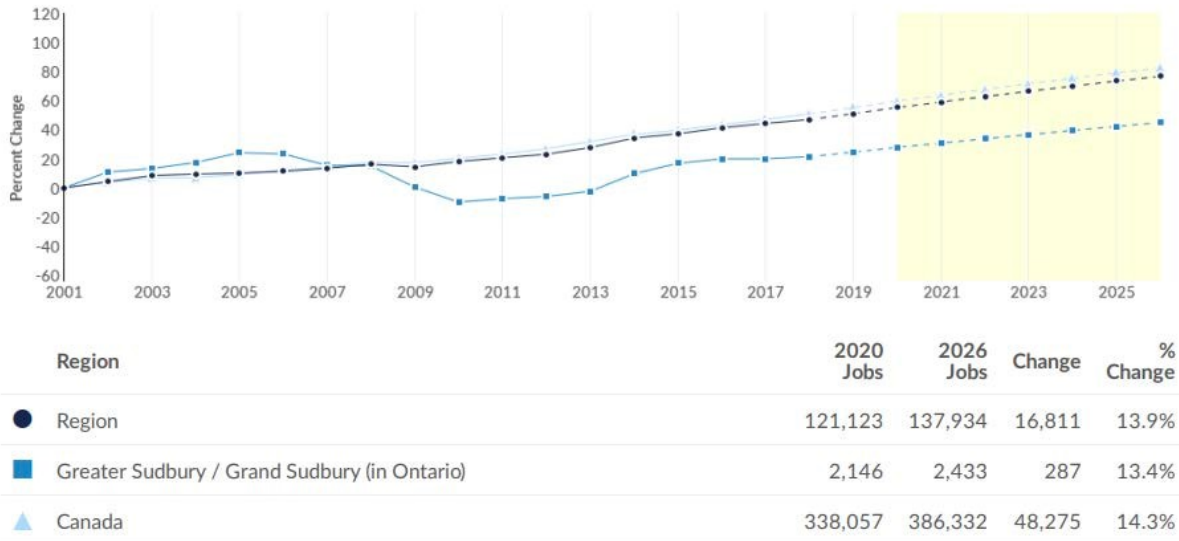


Table 6.1.1: Regional forecasts for “Registered nurses and registered psychiatric nurses” (NOC3012), 2020-2026.¹⁶

Region	2020 Jobs	2026 Jobs	# Change	% Change
Canada	338,057	386,332	48,275	14.3%
Ontario	121,123	137,934	16,811	13.9%
Northern Ontario	7,510	8,388	878	11.1%
Sudbury	2,146	2,433	287	13.4%

¹⁵ EMSI 2019.1. Northern Ontario region is made up of: Nipissing, Parry Sound, Manitoulin, Greater Sudbury, Sudbury, Timiskaming, Cochrane, Algoma, Kenora, Rainy River, and Thunder Bay.

¹⁶ Occupational data including graphics in this section are provided by Economic Modeling Specialists (EMSI Analyst 2019.1 Dataset Version). The web based economic development analysis tool harmonizes data from Canadian Business Patterns, Census and National Household Survey, Survey of Employment, Payrolls and Hours, Labour Force Survey and the Canadian Socio-Economic Information Management System (CANSIM).⁸ <https://noc.esdc.gc.ca> – NOC 3012

In Ontario, the average salary for nurses is \$79,233, higher than the average for all occupations with the same academic achievement (\$69,994)¹⁷. According to the RBC Royal Bank's list of 'Top Ten Most Valuable Degrees in Canada' (January 13, 2020), Nursing takes the ninth spot citing the average salary in 2017 as \$84,510 (Refer to Appendix H for the full Market Analysis Report).

6.2 Opportunities for Further Study for Graduates

Employment Opportunities

The Nursing field is very diverse and employment opportunities for graduates can include, but not be restricted to the following areas:

- Acute care
- Long-term Care
- Public Health
- Community Health
- Addiction Services
- Mental Health Services
- Home Care
- Care Manager
- Administration
- Workplace Safety
- Educational settings
- Entrepreneurial enterprises for self-employment

Educational Opportunities

In terms of further educational opportunities, these depend on the path the graduate wishes to pursue. If their choice is skill specialization, there are Continuing Education opportunities offered by most Colleges of Applied Arts and Technology (CAATs) in Ontario. These provide courses which help the RN to build skills in areas such as Intensive Care, Cardiac Care, Operating Room, Nephrology, and Emergency Care. The availability of these offerings varies according to the CAAT as they are driven by local demand and numbers. Cambrian College has recognized the need for this type of programming in the area and has committed to develop, over the next two (2) to three (3) years, such programs to meet the community's needs.

A second educational option for graduates is to pursue certification of a specialty which is offered through the Canadian Nurses Association (CNA) (<https://cna-aiic.ca/en/certification>). The certification is recognized nationally and the certificate holder remains current as graduates must renew their certification every five (5) years.

Graduates may also choose to continue their education by pursuing a Master of Nursing (MN) or Master of Science of Nursing (MScN), with various paths including Nurse Practitioner (NP) and after that a PhD in Nursing, if their career path is in that direction. If the graduate wishes to pursue this formal education, an undergraduate degree in nursing with a B (74%) GPA from an accredited program is the required entry for MN or MScN programs in Ontario universities.

¹⁷ Ontario Labour Market- NOC 3012

The BScN degree is also recognized by other universities, both nationally and internationally. Each university may have other requirements, such as hours of practice for NP programs, and possibly language proficiency depending on the language of instruction. An academic transcript is a consistent requirement.

6.3 Letters of Support from Industry

Cambrian College has established an exemplary relationship with industry partners. As noted in Section 3, the PAC has membership from community partners and has supported this submission to offer a stand-alone Honours BScN degree in the Greater Sudbury Area.

Agencies that provided letters of support are listed below (Appendix L).

Agency	Placement Support	Stand-Alone Degree Support
Extendicare Falconbridge	√	√
Health Sciences North	√	√
Independence Centre and Network	√	√
Office of the Mayor, Greater Sudbury	√	√
Public Health, Sudbury & Districts	√	√
Greater Sudbury Long-Term Care Services (Pioneer Manor)	√	√
Plan A Sudbury & Toronto	√	√
St. Joseph's Health Centre of Sudbury (St. Joseph's Villa, Gabriel's Villa, and Continuing Complex Care)	√	√
Total Nursing Care Inc.	√	√

Other agencies have voiced their support in a more informal manner for their continued placement and of Cambrian College's submission for a stand-alone program.

6.4 Letters of Support OntarioLearn

Cambrian College is proceeding with the development of in-house degree breadth electives as a means of supporting faculty development and furthering Cambrian College's depth of expertise and selection of degree breadth courses. OntarioLearn courses, as per current process, will remain an option for students.

6.5 Tracking Graduates

In their graduating terms, the potential graduates are contacted by Cambrian College's Enrolment Centre with the contact information on file for the student including instructions to change should it be incorrect. Throughout their program, students are provided with self-management tools (e.g. Personal Checklist) through the student portal (myCambrian) to enable them to change their personal information as required.

Cambrian College does proactively reach out to graduates as a means of ensuring up-to-date contact information is on hand.

The graduate does have the option to join Cambrian College’s Alumni Association (<https://cambriancollege.ca/alumni/>), but that is voluntary.

The recent introduction of the Ontario Education Number (OEN) will make it easier for institutions to maintain reliable records of future graduates facilitating the collection and analysis of data regarding the educational journey of the student throughout the life of their postsecondary path.

Standard 7: Regulation and Accreditation

A BScN degree is the ETP requirement specifically for Ontario and also for Canada. As Cambrian College is educating students in Ontario, it is expected that many graduates will be seeking employment opportunities in this province. Thus, the program has been structured to include the ETP competencies required by the nursing regulatory body, the CNO.

CNO also approves nursing programs in Ontario. To meet their requirements, Cambrian College courses are mapped to the ETPs. The program approval process is conducted every year with a descriptor of possible standing included.¹⁸ Cambrian College recognizes that full PEQAB approval will be dependent upon the approval of the program of the Honours BScN program by CNO. This review will take place in August 2021 and the decision will go to CNO Council March 2022.

CNO approval is mandatory to give eligibility to students to write the NCLEX-RN exams which in turn demonstrates their knowledge as a beginning practitioner. With success on this exam and the required jurisprudence exam¹⁹, the graduate can be registered as a nurse in Ontario. If a student wishes to write and be registered in another province, the student must approach the regulatory body of that province and request permission. In turn that province’s regulatory body will require paperwork from Cambrian College in terms of program approval, accreditation, program hours, language of instruction, etc., but graduates are eligible to write in other provinces, if they wish.

In addition to the required CNO accreditation, Cambrian College plans to seek out Canadian Association of Schools of Nursing (CASN) accreditation at a future date²⁰. This is a national standard of quality, specific to degree programs in nursing and the preparation of graduates. Although this is an optional choice, by being recognized as meeting CASN criteria, Cambrian College will be acknowledged as meeting national standards at the level of other nursing degree programs in Canada. As such, this will assist graduates as they may pursue further education in other CASN accredited universities.

Standard 8: Nomenclature

Cambrian College proposes that this program be classified as an Honours Bachelor of Science-Nursing (BScN) as per criteria identified by the Ontario Qualifications Framework (OQF). In that document, a Baccalaureate / Bachelor’s Degree: Honours is related to mastery of established bodies of knowledge and skills. In this proposed degree, students develop mastery and gain skills of those bodies of knowledge that are pertinent to the nursing field. The OQF also indicates that the Honours Bachelor degree is preparatory to further study in the field and as preparation to employment. As stated in

¹⁸ <https://www.cno.org/globalassets/3-becomeanurse/educators/nursing-education-program-approval-guide-vfinal2.pdf>

¹⁹ <https://www.cno.org/en/become-a-nurse/entry-to-practice-examinations/jurisprudence-examination/>

²⁰ <https://www.casn.ca/accreditation/casn-accreditation-standards/>

previous sections of this submission, a Bachelor degree in nursing is ETP as an RN in Ontario. It is also a prerequisite for further studies at a Master of Nursing level.

Although there is also a Bachelor of Nursing (BN) as previously offered through the collaborative program of Humber College and the University of New Brunswick, in Ontario, the Honours Bachelor of Science - Nursing is the common nomenclature used and is consistent with the title used by the collaborative program between Cambrian College and Laurentian University. Consequently, with a degree named Honours Bachelor of Science - Nursing, Cambrian College would reflect the norm of the jurisdiction, thereby, enabling equal access to the general population for marketing purposes as it would reduce possible confusion by applicants as to which degree (BScN or BN) would better prepare the applicant for future career paths.

Standard 9: Internal Quality Assurance and Development

Cambrian College’s Quality Assurance management system comprises a series of inter-related policies, operating procedures, and practices that contribute to and underscore, the importance of the institutional responsibility for the management and assurance of quality. These can be grouped within four (4) inter-related clusters: college-wide planning, resource allocation, and risk management; new program prioritization, development and revision; program renewal and assessment; and, faculty acquisition, development, and evaluation. The fluidity and strength of the interchange and linkages between all tiers of processes assures overall effectiveness. Quality assurance management also enables Cambrian College to ascertain the extent to which the mechanisms put in place are fulfilling institutional objectives and actions that have been undertaken to ensure quality improvements. Cambrian College’s Quality Assurance processes are depicted in Figure 3 below.

Figure 3 – Cambrian College Quality Assurance Processes



It is within the third quadrant of QA processes – program renewal and evaluation – that the most integrated and comprehensive contribution to program quality assurance occurs. Program renewal processes combine an annual cycle of program planning and assessment within a longer-term cycle of a comprehensive review.

Cambrian College's Program Development Framework focuses on the guidelines, assumptions, and priorities used to govern decisions related to Cambrian College's program development and overall program mix.

The Program Quality Assurance Policy (Policy Appendix, p. 212), is the focus of two (2) governance committees, the Program Performance Steering Committee, and the Curriculum Review Committee. The policy provides a standardized mechanism for the continual improvement of Cambrian College programs. All programs at Cambrian College are subject to three different reviews: Annual Curriculum Review, Annual Program Planning and Review, and longer-term Comprehensive Program Review. The Policy further defines the requirements at each stage and the roles within the cycle of the Curriculum Review Committee and the Program Performance Steering Committee.

The Program Review Policy (Policy Appendix, 218) and its associated Program Performance Operating Procedure lay out the requirements, methodology, and components by which programs undergo program planning. All programs have a Program Plan, which is a working document comprised of program-specific data such as student satisfaction, employer satisfaction, graduation rate, retention, and graduate satisfaction. This information is germane to informing program planning decisions. Each Program Plan enfold a program scorecard and labour market information and projections that are used alongside outcomes arising from the other review components – annual curriculum review, accreditation review and the 5-year comprehensive program review – to inform strategies for renewal. The Plan captures feedback from all stakeholder groups including students, graduates, and industry. Annually, faculty and the Dean / Chair review the data and strategies within the Plan, using these to update and develop new action strategies to address areas of improvement and renewal. These strategies assist the Dean / Chair with ascertaining resource and budget requirements necessary to advance and achieve improved program outcomes or new initiatives to support student success.

Integrated within each Program Plan are compliancy validation checkpoints such as Elective requirements, PLAR, and PAC compliance which further strengthens the alignment between annual review and the program planning process designed to improve, measure, and document program quality outcomes. Outputs from these reviews form the basis for the construction of Program Maps, a seminal document from which students and stakeholders draw the connection between all elements of the curriculum with the program's vocational learning outcomes. These maps, in turn, form the basis for the longer term, comprehensive program review process.

The annual curriculum review process allows for curricular changes both at the course as well as program level as prescribed by the related operating procedures: Curriculum Review, Program Modifications, Program Standards, and Implementation, Course Outline Development and Course Syllabus. All operating procedures are inclusive in their construct involving faculty, students, graduates, PACs, academic administration, and College support services. Input from industry experts, students, and graduates are fundamental to ensuring that Cambrian College's programs remain relevant, current, and of high quality. As such, information collected directly and indirectly from these groups informs annual revisions to the curriculum. QA processes document these changes which translate to up-to-date Program Maps and full program details that are accessible to stakeholders.

The Comprehensive Program Review Operating Procedure articulates the requirements of the process governing the longer-term comprehensive review of programs. In keeping with Cambrian College's practice of inclusion, transparency, and collaboration, this in-depth review involves faculty, PAC,

graduates, and students. It relies on the perspectives of each to critically and objectively evaluate the extent to which all aspects of the program collectively contribute towards the overall achievement and quality of the specified program vocational learning outcomes. It also serves to examine the relationships between the elements at all program levels to ensure these are supporting student success while complying with Ministry requirements for the level of credential. The Manager QA, a member of the Planning and Institutional Research team, supports and guides each respective group, providing of all required data and documents. The Manager QA is also responsible for assimilating the outcomes and recommendations resulting from the review into a final report for distribution to the Dean, PAC Chair, faculty, and the Vice President, Academic. Action strategies associated with recommendations are entered into the Program Plans to close the loop and ensure that recording and monitoring of the outcomes achieved are done. The Vice President Academic reviews for approval all Program Plans subsequent to Dean / Chair level approval.

Program Performance is a critical and long-standing facet of the ongoing renewal of Cambrian College's program mix. As per the Program Performance Operating Procedure, the program scorecard component of the Program Plan measures a set of program performance metrics against College-identified targets within an annual as well as five-year perspective. Performance below the required benchmark results within the Program Plan requires an automatic performance strategy and corrective action plan. Every three (3) years, the program receives a performance rating. Those programs that receive an overall rating below the acceptable level fall into a Tier II review process for which a review Committee is struck, chaired by the Dean, Planning and Institutional Research (PIR). The review committee critically examines all factors influencing program performance including those that may not be directly addressed within the Program Plans such as marketing and recruitment. The fulsome review involves input from

students / graduates and the Chair of the PAC, as well as other community and industry representatives, as required. A full Market Analysis is completed to understand the labour market demand and forecasts, system performance, student and graduate feedback, competition, and emerging trends. Curriculum mapping is also undertaken as warranted to determine if curriculum issues, opportunities, or realignments exist or are required. Based on the findings of the proceedings, the Dean PIR develops a final report of recommendations. These findings form the basis for future program decisions such as new program development, program intake suspensions, or program cancellations. The final report is shared with the Dean / Chair, program faculty, the PAC Chair, as well as the Vice President of Academic.

Key committees provide the necessary oversight for ensuring the quality and effectiveness of the primary QA operating procedures and policies. The Curriculum Review Committee has the mandate to review policies and processes specific to annual curriculum review and comprehensive review of programs. A Program Performance Steering Committee has the mandate to regularly review, assess, and make recommendations regarding the procedure that governs program performance review and to set the benchmarks for performance metrics.

Recommendations arising from all levels of program review inform other QA processes for planning, budgeting, program and curriculum development, and faculty development.

Annually, the Dean PIR presents a report to the Board of Governors outlining Cambrian College's achievements related to the assumptions, principles, and priorities of the Program Development Framework. This report summarizes activities and achievements specific to new program development

and program review, thereby effectively linking all outcomes from the QA mechanisms back to the requirements of the Program Development Framework.

Cambrian College’s Program-level Accreditation Operating Procedure ensures all Cambrian College program-level accreditations are planned and completed in a timely and consistent manner with the necessary supports and resources to increase the probability of successful outcomes. It outlines the step-by-step process by which program-level accreditations are carried out in alignment with the specific accrediting body requirements. A centralized reporting and management approach ensure accurate record keeping and tracking as required.

The Program Advisory Committee Operating Procedure ensures consistent reporting and compliance with Ministry and College directives for Cambrian College’s PACs. It lays out the mandate, membership, meeting requirements, and practices expected of each PAC. Additionally, it outlines the reporting requirements and associated timelines. Standardized templates and a centralized repository provide accurate tracking and reporting required annually by the Board of Governors. Table 9.1 below describes the relevant quality assurance processes for this Honours Bachelor of Science – Nursing application.

Table 9.1 – Relevant Policies and Procedures for Quality Assurance

Policies and procedures pertaining to:	Policies	Procedures
Program Quality Assurance	Program Quality Assurance Policy (Policy Appendix, p. 212) Program Quality Assurance Policy (cont’d.)	Comprehensive Program Review Operating Procedure Course Outline Operating Procedure Course Syllabus Operating Procedure Curriculum Review Operating Procedure Program Advisory Council Operating Procedure Program Modifications Operating Procedure Program Standards and Implementation Operating Procedure
	Program Review Policy (Policy Appendix, p. 218)	Program Performance Operating Procedure
	Program Suspension Policy (Policy Appendix, p. 225)	Program Suspension Operating Procedure

Standard 10: Academic Freedom and Integrity

As per Cambrian College’s Policy Development Framework, the Policy Development Working Group facilitates the review, updating, development or suspension of all College policies beginning with the setting of a 3-year review schedule for Senior Team approval.

All approved policies are posted on the website (<https://cambriancollege.ca/about/official-documents-and-policies/>) as well as on its intranet, myCambrian.

Within the course outline, it is indicated as standard text where students will find academic policies. Also, a link to a guide of Academic Policies for Students is presented within the ‘Important Links’ section of their personalized student portal. Relevant procedures and forms are available to students within the ‘Resources and General Information’ section of student portal. Relevant policies are presented in Table 10.1 below and available in the Policies Appendix.

Table 10.1 – Relevant Academic Freedom and Academic Integrity Policies and Procedures

Policies and procedures pertaining to:	Policies	Procedures
Academic Freedom	Academic Freedom Statement (Policy Appendix, p. 26)	N/A
	Cambrian Statement on Upholding Free Speech (Policy Appendix, p. 85)	
Academic honesty	Academic Integrity Policy (Policy Appendix, p. 28)	Academic Offenses Form Academic Dishonesty Procedure
	Code of Conduct (Policy Appendix, p. 87)	Procedures for Student Misconduct
Ownership of intellectual products	Policy on Intellectual Property (Policy Appendix, p. 170) Under review – Approval anticipated by October 15, 2021.	
Research involving humans and/or animals and the management of research funds	Responsible Conduct of Research (Policy Appendix, p. 230)	Investigating a Breach of Research Integrity Procedure (in development)
	Ethical Conduct of Research Involving Humans Policy (Policy Appendix, p. 134)	Research Ethics Procedure https://cambriancollege.ca/about/planning-and-research/cambrian-research-ethics/
Copyright	Copyright Policy	Copyright Literacy Ontario – Learning Modules Cambrian College Copying Guidelines

Policies and procedures pertaining to:	Policies	Procedures
	In development – Approval anticipated by November 15th	Cambrian College Fair Dealing Guidelines

10.1 eLearning Components (Online Learning)

As nursing is a practical, hands-on experience, the majority of the courses in the Honours BScN program will be in-class, lab or clinical experiences. Although Cambrian College does have the option of flexible learning (<https://cambriancollege.ca/flex-learning/>) for students, whereby they can choose on an on-going manner how they wish to “attend” class, be it synchronous, asynchronous, virtual, or in-class on campus, at this point in time the Honours BScN program will deliver the core nursing courses either online or in-class. The sciences will be both in-class and online with their labs delivered virtually. The method of delivery for the electives will be determined by the department responsible for the course and their faculty.

Online learning is a teaching methodology which will be used in specific courses in this program. It will be the method of delivery for the Certificate of Achievement courses for bridging to the RPN to BScN and Second (2nd) Entry BScN programs. This is based upon the small class size expected and as a means of allowing the student to complete these courses over the Spring semester in their home location, a cost saving measure for the student. Upon successful completion of the bridging program, students will join the regular program students in the fall at semester five (5) when they return to campus.

No matter the delivery mode, all Cambrian College courses are designed and delivered by faculty with requirements for faculty support, faculty-student interaction, peer-to-peer interaction, and meaningful feedback on assessments. All student services at Cambrian College are equally available for in-person or online students. All courses and teaching practices are subject to the same set of the quality assurance policies and procedures described in this submission.

The Minimum Technology Requirements of the program are listed for all Cambrian College programs on the program-specific landing pages of Cambrian College website. The requirements include, but are not limited to, the specifications for personal computers, accessories such as web cam and headsets, and internet connectivity. Cambrian College also provides information regarding its Bring Your Own Device requirements (<https://cambriancollege.ca/byod/>).

On the front page of all course outlines, the following information is provided to students –

‘This course may be delivered in a variety of different formats: 100% in-class, 100% online (or a blend of both), videoconferencing, distributed learning or off-campus. Please confirm with your faculty member which format will be used for your section of this course.’

The Delivery Methods section of the course outline lists all that are applicable for the course, regardless of where, the term, or in which program the course may be taught. This is supported by the Program Delivery Policy (Policy Appendix, p. 190).

Cambrian College IT support is available to support students with accessing and navigating their online/virtual courses.

As Cambrian College continues evolving in this area, the newly formed Quality Criteria Working Group for Digital Course Development will continue to update and refine structures to provide compliance with areas of copyright and intellectual property that relate specifically to E-learning modules.

Authentication of student identity with the submission of assignments or writing of tests / examinations is ensured by the professor who identifies which of the following methods they wish to use.

1. The student must come on campus for testing purposes, either as part of a course section group or in the Test Centre.
2. The student may identify a secondary school in their location that agrees to supervise the testing and the test / examination is sent to the secondary school.
3. The student can write on-line with the use of Safe Exam (available through the Moodle learning management system).

Table 10.1.1 below provides a list of policies and procedures relevant to the quality and delivery of online (eLearning) courses at Cambrian College.

Table 10.1.1 – Policies and Procedures Related to eLearning

Policies and procedures pertaining to:	Policies	Procedures
Program Delivery and eLearning		
Program delivery	Program Delivery Policy (Policy Appendix, p. 190)	N/A
Technology	Information Technology Acceptable Use Policy (Policy Appendix, p. 142)	Computer Lab Use

Standard 11: Student Protection

11.1 Public Information

Cambrian College is currently in a collaboration with Laurentian University to deliver the BScN program. It is anticipated that the marketing for the start of the stand-alone Honours BScN degree to be offered by Cambrian College starting 2022 will be customized to reflect a Cambrian College specific outlook and programming but will continue to be presented to the same field of applicants. As such, once approved, it will be posted on the Cambrian College website and all marketing materials that are distributed as of 2021-2022 academic year. The program entry requirements, the program outline and costs will be

posted with the program listing. Cambrian College will continue to highlight its strengths and the supports available to the students.

Information for the RPN to BScN and Second (2nd) Entry BScN Programs will be advertised in the 2023-2024 academic offerings as the bridging certificate of achievement programs will not be offered until the Spring semester in 2024. That information will include the admission requirements, course listings, program costs, as well as the ability to request program transfers based upon previous education. It will also stipulate that successful completion of a Certificate of Achievement for either the RPN to BScN bridge or the Second (2nd) Entry BScN bridge is required to enter semester five (5) of the 4-year Honours BScN program in the fall.

All marketing materials are guided by the Marketing and Communications Policy (Policy Appendix, p. 270).

Cambrian College’s website is the primary vehicle for marketing and promotion of College programs as well as information specific to governance, as stipulated by MCU. Relevant links to marketing, communication, and student experiences applying to Cambrian College are provided in Table 11.1.1 below.

Table 11.1.1– Relevant Marketing, Communication and Application links for Information for Prospective Students

Item/Information	Link
Cambrian College’s Strategic Plan	https://www.furthertogethercambrian.ca/
College history	https://cambriancollege.ca/about/
Governance	https://cambriancollege.ca/about/board-of-governors/
Annual Report	https://cambriancollege.ca/about/corporate-information/
Business Plan	
Strategic Mandate Agreement	https://cambriancollege.ca/wp-content/uploads/2020/11/Cambrian-SMA3-Agreement-Aug-31-2020-SIGNED-FINAL.pdf
Program Description etc.	https://cambriancollege.ca/programs/
Bachelor of Science in Nursing (Current)	https://cambriancollege.ca/programs/bachelor-of-science-in-nursing/
Program of Study (Current)	https://catalog.cambriancollege.ca/bscn/
Courses and Description (Current)	https://catalog.cambriancollege.ca/bscn/#falltext
Academic Schedule	https://cambriancollege.ca/apply/how-to-apply/academic-schedule/
How to Apply	https://cambriancollege.ca/apply/how-to-apply/

In Table 11.1.2 the relevant policies and procedures for public information, application, and admissions to Cambrian College programs are provided.

Table 11.1.2 – Relevant Policies and Procedures for Application and Admission

Policies and procedures pertaining to:	Policies	Procedures
Admission, Promotion and Graduation		
Admissions	Admissions Policy (Policy Appendix, p. 52)	Readmission Procedure Admission Decisions Review Procedure English Proficiency Test Score Requirements English Proficiency Requirements Procedure
Academic remediation, sanctions and suspension for students who do not meet minimum achievement requirements	Academic Standing and Promotion Policy (Policy Appendix, p. 35)	N/A
	Academic Appeal Policy (Policy Appendix, p. 4)	
	Academic Evaluation Policy (Policy Appendix, p. 14)	Academic Evaluation Operating Procedure
	Degree Breadth Policy (Policy Appendix, p. 129)	New Program Development and Approval Operating Procedure Curriculum Development Operating Procedure Program Development Framework
Credit transfer/ recognition	Transfer Credit and Advanced Standing Policy (Policy Appendix, p. 250)	Transfer Credit Procedures Transfer Credit Guidelines
Entrance examinations and advancement placement based on prior learning assessments for “life experience”	Prior Learning Assessment and Recognition Policy (Policy Appendix, p. 173)	PLAR Process PLAR Student Guide PLAR Self-Assessment

11.2 Student and Consumer Interests and Student Life

The following table (Table 11.2.1) depicts the policies that serve to protect and govern Cambrian College’s ethical conduct when dealing with students and their information.

Table 11.2.1 – Student Protection Policies and Procedures

Policies and procedures pertaining to:	Policies	Procedures
Student Protection		
Resolution of students' academic appeals, complaints, grievances and/or other disputes	Academic Appeal Policy (Policy Appendix, p. 4)	Academic Appeal Operating Procedure
	Student Complaints Policy (Policy Appendix, p. 259)	<ul style="list-style-type: none"> • Student Complaint Procedure • Procedures for Student Misconduct • Student Harassment and Discrimination Procedures • Workplace Violence Prevention Procedures • Workplace Harassment Procedures
	Code of Conduct (Policy Appendix, p. 87)	
	Student Rights and Responsibilities Policy (Policy Appendix, p. 244)	
Student Dismissal	Academic Standing and Promotion Policy (Policy Appendix, p. 35) Under review, Approval anticipated October 15, 2021	
Student support and services	Accommodations for Students with Disabilities Policy (Policy Appendix, p. 44)	Accommodation Process Testing Accommodation Process Extended Timelines/Flexible Deadlines Procedure
Tuition	Student Fees and Refunds Policy (Policy Appendix, p. 238)	Student Fees and Refunds Operating Procedure Withdrawal and Refund Procedure
Resolution of students' academic appeals, complaints, grievances and/or other disputes	Academic Appeal Policy (Policy Appendix, p. 4)	Academic Appeal Operating Procedure
	Student Complaints Policy (Policy Appendix, p. 259)	As above
	Code of Conduct (Policy Appendix, p. 87)	
	Student Rights and Responsibilities Policy (Policy Appendix, p. 244)	
Security of academic student records	Official Student Records Policy (Policy Appendix, p. 163)	
	Internal Privacy Policy (Policy Appendix, p. 149)	
Student Life		
Safety and risk mitigation	Off-Campus Activity Policy (Policy Appendix, p. 157)	Incident Reporting and Investigation Procedure

Policies and procedures pertaining to:	Policies	Procedures
Student Protection		
		Off-Campus Activity Operating Procedure
	Cambrian College Sexual Assault Policy (Policy Appendix, p. 58)	Procedures for Student Misconduct
	Health and Safety Policy (Policy Appendix, p. 138)	Hazard Reporting Procedures
	Workplace Violence Prevention Policy (Policy Appendix, p. 255)	Workplace Violence Prevention Procedure
General standard of conduct	Code of Conduct (Policy Appendix, p. 87)	As above
Rights and responsibilities	Student Rights and Responsibilities (Policy Appendix, p. 244)	
Resolution of student complaints not covered by other policies	Student Complaints Policy (Policy Appendix, p. 259)	

12. Appendices