REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2019–2; March 2019

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:

- **PERIODIC PROGRAM REVIEW** – School of Nursing Collaborative Program and Post Diploma Degree Program, Faculty of Community Services
- **SCHOOL OF NURSING** – Post Diploma Degree Program Course Grading Variations
- **DEPARTMENT OF CHEMISTRY AND BIOLOGY** – Course Grading Variations
- *For Information*: Chang School Certificates – Revisions (December 2017)

A. PERIODIC PROGRAM REVIEW – SCHOOL OF NURSING COLLABORATIVE PROGRAM AND POST DIPLOMA DEGREE PROGRAM, FACULTY OF COMMUNITY SERVICES

FINAL ASSESSMENT REPORT (FAR)

In accordance with the Institutional Quality Assurance Process (IQAP)**,** this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **Collaborative Program and Post Diploma Degree Program in Nursing**. The report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations selected for implementation.

The Implementation Plan identifies who will be responsible for leading the implementation of the recommendations; who will be responsible for providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of the recommendations.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE NURSING COLLABORATIVE PROGRAM AND THE POST DIPLOMA DEGREE PROGRAM (PDDP)

The Collaborative and PDDP programs submitted a joint self-study report to the Vice Provost Academic on April 11, 2017. The self-study presented the respective program descriptions and learning outcomes, an analytical assessment of each program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all RFA faculty members in the School of Nursing and of all other RFA faculty who have recently taught core courses (required and/or elective).

Two arm's-length reviewers, one external (Veronique M. Boscart, CIHR/Schlegel Industrial Research Chair for Colleges in Seniors Care, Conestoga College/McMaster University) and one internal (Richard Meldrum, School of Occupational and Public Health, Ryerson), were appointed by the Dean of the Faculty of Community Services from a set of proposed reviewers. They reviewed the self-study documentation and then conducted site visits to Ryerson University on December 5, 2017 and January 18, 2018.

The visits included meetings with the Provost and Vice-President Academic; Vice Provost Academic; Dean, Faculty of Community Services; Director, Daphne Cockwell School of Nursing; Associate Director, Collaborative Nursing Program; Associate Director, Post Diploma Degree Program, and Collaborative Program Chairs from partner sites Centennial College and George Brown college. The PRT also met with

several members of the School of Nursing including staff, students, and faculty members. A general tour of the campus was provided, with emphasis on the Daphne Cockwell School of Nursing building, the Nursing Simulation Lab and the Library.

In their report, dated March 20, 2018, the Peer Review Team (PRT) provided feedback that describes how the Collaborative and PDDP programs meet the IQAP evaluation criteria and are consistent with the University's mission and academic priorities. The Peer Review Team (PRT) also described the Collaborative Nursing Degree Program's and the Post-Diploma Nursing Degree Program's requirements and learning outcomes as clearly described, mapped appropriately, and in alignment with the School's statement of undergraduate Degree Level Expectations. Overall, they found the curriculum reflects the current state of nursing, with some recommendations listed to further enhance the curriculum in both programs.

The main areas of strength identified by the PRT include:
• A solid reputation;
• High entrance averages and the highest GPA admission within Ryerson University;
• Well-established relationships with partners of other organizations;
• Partner sites are highly involved in a strong collaborative;
• A well-developed Office of Simulation, Student Placement and Advising (OSSPA);
• Strong Student Affairs Office;
• Faculty and staff are perceived as very knowledgeable and approachable by students;
• Students are satisfied with the quality of learning and the program; and
• Strong academic services and resources are in place.

Strengths specific to the Collaborative Nursing Degree Program:
• Highly sought after program;
• Early integration of clinical practice;
• A 7-year accreditation (received 2013) for the units, a 5-year accreditation for the curriculum;
• Strong focus on community and primary care, and
• Course lead model for delivery consistency and quality.

Strengths specific to the Post-Diploma Nursing Degree Program:
• High number of admissions;
• Received accreditation for curriculum in 2013;
• Hybrid course offering; and
• Program is offered full- and part-time to accommodate students.

The PRT also identified opportunities for improvement. The most significant recommendation for the undergraduate program is to continue the redevelopment of the Collaborative and Post-Diploma Nursing Degree Program curricula to address emerging areas; thread course concepts through the entire curricula; balance course loads and distribution; address availability of electives and core courses; and create visibility of NCLEX competencies throughout the programs.

The PRT also noted a need to engage and optimize the program design for the Post-Diploma Nursing Degree Program; collaborate with the Office of Simulation, Student Placement and Advising to design an integrated curricula framework for innovative and complementary simulated learning opportunities; and create opportunities for Faculty collaboration with Academic Services to better support students.

The Director of the Daphne Cockwell School of Nursing submitted a response to the PRT Report on May 14, 2018. The response to both the PRT Report and the Program's Response was submitted by the Dean of Community Services on September 10, 2018.

The Academic Standards Committee completed its assessment of the School of Nursing Collaborative Program and Post Diploma Degree Program Review on January 31, 2019. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the programs continue, as well as provide a one-year follow-up report by **June 30, 2020,** as follows:
1. A report on the status of the initiatives outlined in the Developmental Plan.
2. An update on the refinement of the programs' learning outcomes.
3. The results of an updated student survey and graduate survey.
4. Updated Tables to 2016/17 for data that were not available at time of submission.
5. An updated library report.

Presented to Senate for Approval: March 5, 2019

Start date of next Periodic Program Review: **2022-23**

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH PROGRAM'S AND DEAN'S RESPONSES

RECOMMENDATION 1. Continue the redevelopment of the Collaborative and Post-Diploma Nursing Degree Program curricula to:
1. **Address emerging areas (mental health, gerontology, cultural sensitive care and prevention and management of chronic disease);**
2. **Thread course concepts through the entire curricula;**
3. **Balance course loads and distribution;**
4. **Address availability of electives and core courses; and**
5. **Create visibility of NCLEX competencies throughout the programs.**

School's Response: (Collaborative Program) 1. In our ongoing curriculum redevelopment work, as recommended by CASN, we have addressed these areas. We submitted an interim response to CASN in Fall 2017 to update the association on our curriculum redevelopment progress. These changes will be evident in our upcoming curriculum modification proposal.

2. + 3. Collaborative students have identified that a 7-course workload, especially in Year One of the program, is overwhelming. At this point in our curriculum redevelopment work, a 5-course workload is proposed in Years One and Two to address this concern. This was informed by an extensive mapping of course content, learning objectives and nursing competencies. This process gave rise to the identification of the need for theoretical foundational courses (Professional Practice in Nursing [PPIN] courses) in each semester to support similar course content and allow for better integration and application of theoretical knowledge across the curriculum. In addition, we believe that these modifications, through the reduction in course workload and a better integration of knowledge, will allow for increased overall student success.

Information gained from NCLEX curriculum mapping and discussions with students showed that pathophysiology knowledge and content was not balanced across the curriculum. In the proposed curriculum modification, Professional Practice in Nursing (PPIN) courses are positioned in each semester to help ensure integration, application, and leveling of theoretical knowledge across four years of the program.

4. Given the small number of collaborative students involved in the PRT interviews, the extent of this concern is, at this point, unclear. We have identified this concern to the Chairs of the Collaborative nursing program at each of our college partner sites and have discussed the possibility of conducting an assessment. However, given tat we are endeavoring to explore the full extent of this concern, no adjustment can be made to the Developmental Plan at this point in time.

5. We have an NCLEX Working Group in place at the School, tasked with the responsibility of analyzing NCLEX needs and deciding how resources should be spread over four years to support students' success on the NCLEX, as well as planning and implementing remediation support for students. This group has informed curriculum revisions underway to further support students preparing for the NCLEX. We believe that our proposed changes for the upcoming curriculum modification will help us to further support our students in their NCLEX preparation.

(PDDP): 1. We recognize a need to increase student access to course content in the area of gerontology, chronic disease management and prevention, culturally sensitive care and mental health. To date, we have redeveloped one of our program courses to increase the focus on mental health, on both chronic and acute disease and disorder management and on culturally sensitive care within the older adult population. In the PDDP curriculum redevelopment, we will be adding courses on Older Adult Health, and on Mental Health and Addictions. We will also be integrating three pathotherapeutics courses across the curriculum as part of the required core nursing courses.

One of the priorities in the curriculum redevelopment is to integrate a number of new, redeveloped science-based courses, including three pathotherapeutics courses, an epidemiology and a microbiology course, a course with a focus on mental health and addictions and a course with a focus on care of the family, with a focus on maternal and child care.

5. This year, we took a more proactive approach to ensuring that our PDDP students engaged in the individualized, predictive and responsive practice tests in preparation for the NCLEX.

Dean's Response:
1. Address emerging areas: The PRT identified mental health, gerontology, cultural sensitive care and prevention and chronic disease management as areas of weakness in the curriculum and recommended prioritization of these areas in course content. In its self-study, the School identified these areas for curriculum improvement and has made this explicit in the Developmental Plan. In the Post Diploma Program curriculum redevelopment, the School will be adding courses on Older Adult Health and on Mental Health and Addictions as well a greater focus on science-based courses in the program. The Dean's Office supports this response.

2. Thread course concepts through the entire curricula: The PRT offered a series of recommendations specific to curriculum mapping and leveling of concepts across the curriculum. The School acknowledged that curriculum redesign had thus far focused on leveling concepts of theory-practice-pathophysiology across the curriculum. In response to the PRTs recommendations, the School indicated that the revised Developmental Plan had been modified to prioritize integration, application and leveling of theoretical

knowledge across four years of the program. The Dean's Office supports these modifications to the Developmental Plan.

3. Balance course loads and distribution: The PRT identified concern that seven courses in the first semester of Year One in the Collaborative Program was very heavy. The School, in its response, noted that students determined similar concerns and indicated that the Developmental Plan includes many actions, including the reduction from seven to five courses, to respond to this concern. The Dean's Office supports these actions.

4. Address availability of electives and core courses: The PRT flagged concern that College students lack access to electives offered at Ryerson. The School has discussed this concern with their College partners and is committed to do more work to explore this concern, including conducting an assessment to determine best responses. The Dean's Office deems these actions as reasonable. If there is a way for College students to take Ryerson electives, the Dean's Office reminds the School of the new degree credit courses that are being added under the Interdisciplinary Studies program effective Fall 2019 as part of the Certificate of Aging and Gerontology. As an example, the new electives would be in line with the PRTs concern regarding "emerging areas".

5. Create visibility of NCLEX competencies throughout the programs: The PRT noted gaps in visibility of curricula mapping for NCLEX competencies across programs and recommended the strengthening and integration of NCLEX competencies across four years to better support students in preparation for the exam. The Dean's Office acknowledges all the work that the School has undertaken to increase the NCLEX pass rates. The Dean's Office finds reasonable, and supports, the School's implementation of a NCLEX Working Group that will continue to develop further plans for remediation support for students.

RECOMMENDATION 2. Engage and optimize the program design for the PDDP to:
1. **Thread course concepts throughout the entire program;**
2. **Balance course load, availability and appropriate assessment;**
3. **Offer a variety of simulated and clinical learning opportunities;**
4. **Consider the appropriateness of a fully online offering of the program;**
5. **Promote appropriate and timely completion of the program; and**
6. **Assess if learning needs of Internationally Educated Nurses are fully addressed (English language, cultural proficiency, academic readiness, overall learning strategies).**

School's Response: 1. In our curriculum redevelopment, we are threading concepts both vertically and horizontally across courses, e.g., content related to gerontology, content related to Indigenous health, history and culture. Other content foci that will be threaded throughout courses include equity, diversity and inclusion, care of vulnerable populations, ethics, leadership, communication, nursing assessment and strategies for care, risk management, patient and nurse safety. Specific content related to maternal and child health, mental health and addictions will continue to be threaded across courses as relevant and will also be included as stand-alone courses.

Currently there are two practice courses that allow students to experience more than one practice setting in their program. The second practice course that students take require more clinical hours and allow students to further integrate their skills and knowledge in an additional clinical setting. This also allows students to be exposed to two different clinical placement settings in the program, which we feel is beneficial. At this point and in curriculum redevelopment, we are not planning on merging the two practice courses into one course.

2. We aim to provide optimal flexibility in terms of course load and availability, in both the full time and part time programs. Students in our full-time program attend classes scheduled over three weekdays for four semesters over two years, and are provided with the opportunity to extend their time in the full-time program up to four years, if required. The part-time program is offered in partnership with The G. Raymond Chang School of Continuing Education in hybrid delivery format (with classes on campus) as well as a completely online format. Students can complete the part-time degree in a minimum of two and a half years and a maximum of seven years, allowing them to manage their course
load as they wish at a pace that fits with the complexity of their professional and personal lives.

We will continue to provide both full-time and part-time options for completion of the program. The redeveloped curriculum will consist of 18 one-semester courses: 13 core nursing courses and 5 open electives. This may include in-class and online deliveries and courses that have a condensed delivery method. We are also examining assessment methods and their appropriateness, course load and availability of courses in the academic year.

3. We are integrating simulation into our curriculum redevelopment, through the inclusion of "open lab sessions". The open lab sessions will provide students with the opportunity to practice and integrate their clinical skills. This can only be realized with additional human resources (lab and simulation specialists) in order to optimize these experiences. Ensuring we can optimize our new simulation and lab facilities is a priority.

We experience challenges finding placements for students across both programs (as well as our college partner sites' Collaborative students), given our size and the demand from other university and college programs for clinical placement opportunities. Given this, we recognize the need for securing new clinical placements and maintaining strong relationships with our clinical partners on an ongoing basis. Our Central Placement Office works to ensure that existing placement opportunities are optimized and relationships sustained through collaborative problem solving and responsiveness to clinical partner requirements - and that potential new clinical placement opportunities are explored.Students may be placed in a variety of units including acute care settings, such as medical and surgical units, emergency and urgent care and dialysis units. Students also may be placed in occupational health units, and community settings such as clinics, public health units, long-term care settings, in regulatory body settings and agencies.

4. As we redevelop our curriculum, delivery formats have been discussed, based on student feedback. We will continue to seek and use feedback from students to guide decision-making re course delivery methods that best address students' learning needs in our new curriculum.

5. We are aware of the concern regarding the mandatory research course, as students have previously identified that they find it challenging. In our redeveloped curriculum, the revised research course will explore philosophical, methodological, and analytical aspects of research, with a focus on the critical appraisal of healthcare literature. As this course is developed the faculty will also be focusing on the development of appropriate methods of evaluation, as well as best pedagogical practices.

6. We recognize the unique needs of the IEN cohort of students in the School and also acknowledge that our program has a diverse and multicultural group of students with a variety of backgrounds, who come to our program as RNs with diploma status, as RPNs and as IENs. We direct our students to a variety of resources available to students at Ryerson including but not limited to ESL resources, writing resources and other resources in the Student Success Centre.

As we continue to redevelop the curriculum, we are aiming to integrate additional content on Canadian society and health, healthcare ethics and relevant policy and legislation across the nursing courses. The integration of even more targeted content on the Canadian context of care will be beneficial to all students, and we hope will provide additional and important context for learning, for our IEN students.

Dean's Response:
1. Thread course concepts throughout the entire program: The PRT noted the work of the School in threading emerging issues throughout the curriculum and recommended that the School continue to develop learning opportunities and well-defined concepts throughout all courses in the program. As part of their curriculum redevelopment, the School is threading concepts related to Indigenous health, history and culture; EDI; and care of vulnerable populations. The FCS Dean's Office supports increased EDI related curriculum. We recommend that the School partner with the office of the Vice President Equity and Community Engagement to seek guidance on these issues. As well, we recommend the School consider applying to Ryerson's Aboriginal Education Council for funding to assist with curriculum development in relation to inclusion of Indigenous content.

2. Balance course load, availability and appropriate assessment: The PRT expressed a number of course-specific concerns related to methods of assessment, and achievement of learning outcomes. The School, in its response, indicated that while curriculum redevelopment is a key activity the goals of ensuring that course loads are balanced, courses are available as feasible, and assessments are appropriate were not explicated in the Redevelopment Plan. The School has committed to making these goals explicit in the Revised Redevelopmental Plan. The Dean's Office is in support of the School's goals and of their revisions.

3. Offer a variety of simulated and clinical learning opportunities: The challenge of finding sufficient and high quality clinical placements, the limited demonstration of student remediation through simulation and the absence of clinical skill testing in simulation lab prior to entering clinical placement were concerns of the PRT. The Dean's Office supports the School's call for additional human resources and, in January 2018, unsuccessfully lobbied for these positions in our strategic reallocation budget proposal. The Dean's Office is committed to proposing these positions again in our annual budget submission in January 2019 however no guarantees can be made at this time. The School acknowledges the need to secure new clinical placements and maintain strong sustained relationships with clinical partners. The Dean's Office provides support for experiential learning opportunities and interprofessional education opportunities within FCS-affiliated schools. The Dean's Office suggests that the School contact Nadia Bello, Manager, Experiential Learning Strategy and Sanne Kaas-Mason, Academic Initiatives Coordinator to support the School's efforts.

4. Consider the appropriateness of a fully online offering of the program: The PRT raised concerns regarding the programs fully online delivery. The School's response included a detailed rationale and actions that have been taken as part of their curriculum redevelopment. The Dean's Office is satisfied with the School's response to the question of developing a fully online program.

5. Promote appropriate and timely completion of the program: The PRT raised concerns expressed by students regarding the mandatory research course. In their response, the School expressed commitment to being responsive to student concerns, including the engagement of students as co-creators in the learning experience, and to engage in course revisions with an aim to both address these concerns and ensure integrity of the course and learning outcomes for students. The Dean's Office supports this inclusive and engaging approach proposed by the School.

6. Assess if learning needs of Internationally Educated Nurses are fully addressed (English language, cultural proficiency, academic readiness, overall learning strategies): In their review, the PRT reported concern that the needs of the Internationally Educated Nurses are not adequately addressed in the program. The School, in its response, noted that the Developmental Plan includes many actions to respond to this concern. The Dean's Office supports this response by the School.

RECOMMENDATION 3. Collaborate with the Office of Simulation, Student Placement and Advising to design an integrated curricula framework for innovative and complementary simulated learning opportunities, supported by a resource infrastructure.

School's Response: (Collaborative) The Daphne Cockwell Health Sciences Complex building, set to open in 2018, will provide additional lab spaces to accommodate larger group sizes, and allow us to be competitive with other comparative nursing programs in the province who have access to highly developed and well-staffed labs and simulation spaces. However, it is necessary to hire more simulationists and lab staff in order for us to be able to both realize and optimize these new facilities. Additional staff are necessary for us to provide key simulation and lab opportunities for undergraduate students across both programs. A human resource plan/proposal has been submitted to our Dean that addresses the clear need for more resources to staff the expanded space appropriately. It also includes buffers for new programming and for dealing with the unexpected (such as outbreak contingencies, etc.).

We will continue to seek opportunities to enhance students' experience in the simulation lab, and support the use of virtual simulation in the classroom through the development of gaming-based simulations.

The Central Placement Office (CPO) is creative, responsive/flexible and effective at securing clinical placements for student across all practice courses. At this time, we are not in the position of requiring simulation as a means of replacing clinical placements. However, the reality remains that it is optimal that the two modalities (clinical placement, simulation) can function in a complementary way.

Simulation opportunities should be enhanced and increased in the curriculum irrespective of the availability of clinical placements. This is our intention with the new DCC complex - and we will continue to advocate for additional staff in order to be able to effectively use these new simulation spaces and labs optimally, for all our students.

Dean's Response: The PRT raised the issue of the need for more staff to be able to run more simulated learning experiences. FCS agrees that simulated learning is not the same as an actual clinical placement. The Dean's Office will continue to energetically lobby for additional supports and full-time positions from the University.

RECOMMENDATION 4. Expand upon the support and create opportunities for Faculty collaboration with Academic Services, including the Student Affairs Office, the library, and the Writing Centre, to promote student transitions, to support learning needs, and to encourage academic success.

School's Response: (Collaborative) We agree that a coordinated structure of support involving Academic Services is most ideal to facilitate students transitioning from our college partner sites to Ryerson. We will begin discussions with students to understand their specific needs for transitioning successfully to Ryerson. We will then invite discussions with the relevant academic services to determine a strategy for supporting students. We will also engage our student groups (Nursing Course Union and Canadian Nursing Students

Association representatives) to work with us on targeted collaborative orientation activities and initiatives to support our Year Three incoming students from the college partner sites.

(PDDP) We recognize the challenge that transitioning from a college Bridging Program to a university for our Registered Practical Nursing students face. One of our goals, this year, was to increase the level of service provided to our PDDP applicants and current students and the availability of the advising team (the Associate Director and the Student Affairs Coordinators) in addressing students' needs and questions in a timely and responsive manner.

We will continue to ensure that the Associate Director and our advising team engages in frequent outreach, including in-class visits, to encourage students to seek in-person academic advice, when it is required, throughout the program. Finally, we will continue to engage with incoming students at the colleges prior to their arrival at Ryerson through our scheduled in-person visits from the Associate Director, our academic advising team, and our admissions team, to provide information and answer questions.

Dean's Response: The PRT recommended that the students coming from College to Ryerson need additional transition support. The FCS Dean's Office acknowledges the importance of smooth transitions into our programs and provides a series of supports and services, including FCS Student Connect, FCS Academic Support and RU Positioning for Success, to enhance student engagement and success and to support learning needs and student transitions. The Dean's Office recommends that the School plan to utilize their student engagement funds to accomplish the goals that they set out in their response to the recommendations of the PRT.

ADDITIONAL PROGRAM RECOMMENDATIONS IN SELF STUDY

In addition to the recommendations outlined in the PRT, the program identified the following additional areas of priority:
- Increased SRC output; and
- Faculty and staff relational development.
- Data management and analysis.

IMPLEMENTATION PLAN

Recommendation/Priority #1: Curriculum Redevelopment
Objective: To build a comprehensive, socially accountable and innovative curriculum that actively involves students, faculty, external partners, and community members to promote health equity and social justice. The objectives are: • Integrate social responsiveness and social innovation as core threads throughout all programs • Facilitate socially innovative practice placements for students • Enhance curriculum with respect to emerging issues and learning opportunities (i.e., NCLEX, simulation, Indigenous health) in order to prepare nurses to practice in 2020 and beyond • Conduct and enhance continuous program evaluation for both undergraduate programs, with shared- and program-specific metrics

Actions:
Collaborate with internal and external partners to design new courses and policies
    • Working groups consisting of multi-site and multi-program faculty and staff continue their work
    • Professional development sessions are held as required

• Establish relationship with Aboriginal Education Council
Collect and analyze data
• Identify NCLEX competency gaps with HESI aggregate data; share this information with educational partners in support of robust relationships
• Employ data analyst (See priority 5)
Increase integration of simulation and Indigenous health, improve writing skills development and build social innovation into the curriculum (See priorities 1.a, b, c, and d)
These four areas are priorities in their own right, but also closely interrelated to the curriculum redevelopment project – implementing these actions will be an iterative process over years
Timeline: Aiming for September 2020 implementation of new curriculum
Responsibility for leading initiative: Director, DCSN; Associate Directors for Collaborative and PDDP programs; Curriculum Redevelopment Steering Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office

Recommendation/Priority #1a: Integrate simulation into program curricula
Objective: Full integration of simulation across the Collaborative and PDDP curriculum
Actions:
• Develop a plan to balance the use of the lab between the two programs.
• Build faculty expertise in simulation. This may include providing training opportunities and simulation professional development days, and participating in simulation workshops/conferences. Currently, there is a Collaborative Simulation Committee. Renewing the role of this committee will be a priority to support simulation integration.
• Support research within the school to develop virtual gaming simulation as an evidence-informed alternative for real-life clinical experiences. For example, maternal and infant health assessment is a high demand content area, for which strategies for curriculum development is continually sought. We are currently supporting research by members of the Collaborative program to develop and integrated virtual gaming for this content into our two undergraduate nursing programs.
• Develop a simulation course(s) specific to individual RPN and IEN competency requirements.
Timeline: Short term, Fall 2019
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1b: Respond to the Truth and Reconciliation Calls to Action
Objective: Incorporate Indigenous health content throughout the curriculum.
Actions:
• Identify existing Indigenous curricular content within course teams
• Hire a tenure-stream professor with a research background in Indigenous health
• Partner with Aboriginal Initiatives to development curriculum content
Timeline: Short term (1-2 years**)**
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1c: Writing Skills
Objective: Improve students' critical reading and writing skills to foster their learning and academic engagement
Actions: • Explore the inclusion of a critical writing/professional communication course into the new curriculum. • Facilitate faculty professional development in online delivery for IENs with English language barriers, and who require an enhanced understanding of the Canadian context of care. • Invest in writing initiatives outside of the classroom for students in both programs such, as writings workshops. These workshops may be planned and facilitated by faculty members who are currently engaged in unstructured writing mentorship with students, and who have produced publications, conference presentations and research studies, specific to critical writing development. Evidence from these writing mentorship relationships will be used to guide future writing initiatives.
Timeline: Immediate, in place
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1d: Building Social Innovation into the Curriculum
Objective: Use flexible and innovative delivery options for a socially responsive, innovative curriculum
Actions: • Create a shared definition of curriculum innovation and determine how to integrate innovative concepts across our curriculum and be attentive to emerging opportunities and technologies.   o In the spring of 2017, we will conduct a forum with faculty and FCS' John C. Eaton Chair in Social Innovation and Entrepreneurship. • Explore preceptor development strategy to enhance the incorporation of social responsiveness and innovation into clinical practice. • Explore innovative technologies with the Chang School to advance online learning and socialization of RPNs and IENs to BScN role.
Timeline: Longer term, within 3 years)
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #2: Increase SRC Output
Objective: The DCSN goal for SRC is to be a national leader in innovative research that promotes health and well-being for individuals, families and communities.

Actions:
• Create a shared vision for SRC across faculty.
    o Plan and implement visionary research day to promote dialogue about a shared vision for SRC across DCSN faculty
• Support individual programs of research through SRC infrastructure.
    o Facilitated by the office of Associate Director, SRC, develop a long-term plan to create sustainable human and material infrastructure that supports day-to-day SRC work and influences the direction of individual programs of research. This plan may include allocating departmental administrative support for literature search, grant editing, budget development, and creating linkages to

community research networks. This may also include strategies to renew the influence and contribution of our school's SRC committee.

- Build internal and external partnerships to further socially innovative initiatives
    - o Support and facilitate collaborations to increase prospects for interdisciplinary grants and research studies, and provide experiential SRC opportunities for students in international universities and/or internship programs. Building partnerships and relationships inside and outside Ryerson that lead us to socially innovative initiatives is well aligned with the university' academic plan.
- Strengthen the culture of discovery among faculty and students
    - o Currently, SRC achievements of our faculty and students are communicated/shared through a monthly SRC newsletter and FCS magazine. We feel it is important to comprehensively promote the SRC work of our faculty, students and collaborators, using innovative and broadly accessible means. The school will explore the development of a DCSN Online Journal that features the creative and scholarly work of faculty, students, and products of intellectual mentorships between faculty and students. This is an opportunity to expose our expertise to attract collaborators nationally and internationally

Timeline: Short term

Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs; Associate Director, Scholarly Research and Creative Activities, DCSN.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

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Recommendation/Priority #3: Student engagement and experience

Objective: Develop students as "full people" who have a sense of purpose about nursing, see education and learning as part of their ongoing practice, and who feel empowered to take actions.

Actions:

- Increase the support and infrastructure necessary to develop nursing champions who can think critically, broadly, creatively and make respectful connections with others in the classroom and in practice.
    - o Provide ongoing development on socially responsive and innovative teaching; assess creative teaching methodologies across the programs; and create a reservoir of diverse approaches to student engagement to be shared with both part-time and full-time faculties, and to inform the curriculum design. This process will be important to help us define and integrate higher level critical skills across the new curriculum – e.g. critical thinking, problem solving, collaboration, and advocacy.
- Engage students in co-creating the learning environments they want, in classrooms and across the school.
    - o Students from all years will be invited to a critical dialogue forum focused on defining their learning. Students will be asked for their input on the most engaging ways to spend their time in the classroom. This discussion will help to inform teaching methodologies across the program.
- Increase the integration of dynamic teaching elements and assignments into curriculum redevelopment.
- Support faculty-student intellectual mentorship for engagement, research and innovation.
    - o Explore and formalize opportunities for pairing lower and higher level students for student mentorship and support. This could involve upper years' students supporting orientation activities, being classroom guest speakers, and providing tutoring opportunities. The school will also initiate a student mentorship focus for part-time and internationally educated nurses that is unique to their learning needs, as these student cohorts have typically been marginalized by generic approaches, designed for domestic full-time students.
    - o Explore and formalize an approach that enables greater SRC collaboration and shared learning between faculty and students. This would involve intellectual mentorship outside of the classroom – e.g. co-publishing or doing research with students, providing opportunities to support students to

pursue scholarly work/going to conferences. A more formalized process will help shape a learning environment that enables deeper practice/learning links. Discussions and decisions relating to defining this process will be conducted with representatives of Nursing Student Union (NSU) and the Canadian Nursing Student Association (CNSA). • Continue engaging students via Town Hall meetings, curriculum development, school council meetings
Timeline: Short term
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4: Relational Development
Objective: Build strong and respectful relationships among faculty and staff at all levels.
Actions: • Address silos between RFA, CUPE Instructors and Administrative staff • Support opportunities that encourage dialogue and interactions between faculty members e.g., retreats, lunches, birthday celebrations • Encourage research collaborations between RFA and CUPE Instructors • Support joint student and faculty recognition award ceremonies
Timeline: Short term
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #5: Data Management and Analysis
Objective: The development of a data management infrastructure to inform program evaluation in real time to respond to changing student demographics
Actions: • Advocate for resources to support the creation of a full-time, permanent data analyst position whose role will be specific to data collection, storage and analysis. It will include the development of an accessible forum for data storage for both programs. Data will be used broadly for curriculum redevelopment, accreditation, periodic program review, and program evaluation opportunities.
Timeline: Immediate
Responsibility for leading initiative: Director, DCSN; Administrative Officer, DCSN
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the School of Nursing Collaborative Program and Post Diploma Degree Program - Faculty of Community Services.*

B. SCHOOL OF NURSING – PDDP Course Grading Variations
1. Introduction
It is proposed that the two 'nursing practice' courses in the Post Diploma Degree Program include course grade variations, as follows:

In addition to the current standing variation of a 'C' grade or above in all nursing courses, it is proposed that each of the two nursing practice courses include grade variations as stated below:

   I.   **A minimum cumulative grade of C (63%) across all graded components and,**
   II. **A satisfactory final nursing practice evaluation (which includes satisfactory standing in all CNO standards) and,**
   III. **Completion of the non-graded mandatory requirements, which include school and practice setting orientation and 165 hours of direct nursing practice for each course.**

C/NCL700 - The passing grade is comprised of the following:
- A cumulative grade of C (63%) in all course assignments:
  - Learning Plan (20%),
  - Critical Reflective Analysis (40%),
  - Final Evaluation (15%),
  - Presentation (25%)
- A satisfactory standing in all CNO standards in nursing practice. Indirect supervision of nursing practice occurs using a triad model. Preceptors provide feedback to the student and Faculty Advisor regarding the student's performance as outlined in the College of Nurses Standards of Practice (2002) and the course outcomes. Feedback is provided to the student throughout the term by the preceptor and Faculty Advisor, and formally at the end of term, in the written final evaluation.
- Non-graded mandatory requirements include:
  - Completion of practice hours including: school and practice setting orientation and 165 hours of direct nursing practice.

Students who do not meet any one of the above three requirements will receive an 'F' final course grade, regardless of their cumulative numerical course grade.

C/NCL800 - The passing grade is comprised of the following:
- A cumulative grade of C (63%) in all course assignments:
  - Learning Plan (20%),
  - Discourse Analysis (40%),
  - Final Evaluation (15%),
  - Presentation (25%)
- A satisfactory standing in all CNO standards in nursing practice. Indirect supervision of clinical practice occurs using a triad model. Preceptors provide feedback to the student and Faculty Advisor regarding the student's performance as outlined in the College of Nurses Standards of Practice (2002) and the course outcomes. Feedback is provided to the student throughout the term by the preceptor and Faculty Advisor, and formally at the end of term, in the written final evaluation.
- Non-graded mandatory requirements include:
  - Completion of mandatory practice hours including: school and practice setting orientation and 165 hours of direct nursing practice.

Students who do not meet any one of the above three requirements will receive an 'F' final course grade, regardless of their cumulative numerical course grade.

2. Rationale provided for grading variations in C/NCL700 and 800

Accreditation and program review by the College of Nurses of Ontario baccalaureate nursing programs requires students in C/NCL700 and C/NCL800 to demonstrate competency based on the College of Nurses Standards of Practice. Passing both the written and clinical practice component of C/NCL 700 & 800 are important.

- Practice itself is hard to quantify, therefore it is a pass/fail grade.
- Practice demonstrates the "doing" aspect of this course. Students work with preceptors/ mentors and engage in a wide range of activities. These differ from placement to placement/ work study to work study depending on the specific needs of the agency/ organization.
- There is no uniform set of activities overall, as practice is, as it should be, contextual to the setting. As result, these activities are not conducive to a quantitative grading process, but rather are reflected in a "pass or fail" designation. This designation is the result of feedback from the preceptor, Faculty advisor and student self-evaluation. To try to assign numerical grades would be inappropriate as it would be impossible to use the grading grid as an evaluative tool (both because of the more qualitative nature of practice, and because of the lack of uniformity in what students do - you would be grading apples against oranges).
- At the same time, students need to demonstrate that they are integrating and applying the theoretical concepts, through written assignments, and the facilitation of conference groups/ presentations.
- The written assignments show both the "thinking" and the application.
- The written assignments illustrate and are used to assess how students apply theoretical principles, how they think critically and theoretically about their practice, and how they articulate their knowledge, synthesis and integration of concepts and their own self-reflexivity.
- Written assignments in these courses (as in all courses) lend themselves to numerical grades, using the Ryerson grading grid.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the School of Nursing PDDP course grading variations.*

C. DEPARTMENT OF CHEMISTRY AND BIOLOGY – Course Grading Variations
1. Introduction and Background

The Department of Chemistry and Biology is requesting that grading variations continue in all courses with a laboratory component offered by the Department, as follows:

CHY113, CHY123, CHY142, CHY200, CHY203, CHY204, CHY211, CHY213, CHY223, CHY224, CHY307, CHY330, CHY331, CHY339, CHY 344, CHY382, CHY399, CHY422, CHY431, CHY434, CHY449, BCH261, BCH361, BLG143, BLG144, BLG151, BLG230, BLG251, BLG315, BLG316, BLG340, BLG411 and BLG888

In these courses with both lecture and laboratory components, any combination of the following criteria may be implemented, as appropriate for the course:
1. Students must pass lecture and laboratory components independently in order to pass course.
2. For courses that are listed as three or more hours of lab per week a student must complete and submit reports for at least all but two graded experimental sessions in order to obtain a passing grade in the course. Students who are, or potentially will be, in violation of this condition should

immediately contact the course instructor to discuss extenuating circumstances and possible academic consideration.

3. For courses that include a laboratory component of less than 3 hours of laboratory per week a student must complete and submit reports for at least all but one graded experimental sessions in order to obtain a passing grade in the course. Students who are, or potentially will be, in violation of this condition should immediately contact the course instructor to discuss extenuating circumstances and possible academic consideration.

Moreover, the following experimental laboratory-based courses that have learning objectives related to experimental design, time management and scientific writing will have the following grading variations:

Course	Grading Variation
CHY 307	Laboratory Research Project Course. Students must complete at least all but two laboratory experiment sessions and must submit all laboratory reports and writing assignments in order to obtain a passing grade in the course. Students who are, or potentially will be, in violation of this condition should immediately contact the course instructor to discuss extenuating circumstances and possible academic consideration.
BLG888	Students must complete at least all but two laboratory experiment sessions and must submit all laboratory reports and writing assignments in order to obtain a passing grade in the course. Students who are, or potentially will be, in violation of this condition should immediately contact the course instructor to discuss extenuating circumstances and possible academic consideration.

The Department of Chemistry and Biology offers undergraduate programs in the disciplines of Biology, Biomedical Sciences, and Chemistry. The learning goals in each of the departmental programs require that students develop professional competencies in both the theoretical skills covered in lectures and the practical skills fostered in experimental laboratories. In addition, the accreditation requirements of the Chemistry program state that the program must include at least 1000 hours of instruction time, of which a minimum of 400 hours must come from each of the lecture and laboratory components of the program.

The assessment of practical, laboratory-based learning objectives occurs both within the laboratory itself (where students are evaluated on experimental techniques, experimental design, proper data collection practices, safe working practices, etc.) and in the related laboratory reports and assignments (where students demonstrate the ability to analyze and interpret data, and the data collected by the students can be assessed for reproducibility and accuracy to a known true value). In an ideal world, all students would complete each experiment, as well as each related assignment and/or laboratory report, especially as the safe working practices and experimental skills students are expected to possess and build upon in upper year courses are skills introduced in the corresponding foundational prerequisite courses.

However, the Department of Chemistry and Biology, like many comparator programs throughout Canada, does not have the resources to guarantee make-up experiment sessions should a student miss an experimental laboratory session due to exceptional circumstances beyond their control. The Department is proposing to continue its practice of requiring a minimum number of experimental sessions (and related reports/assignments) that must be completed by students in order to demonstrate that sufficient proficiency of laboratory-based course learning objectives has been achieved.

Setting this limit takes into account the practices of comparator programs and attempts to strike a reasonable compromise between requiring students to demonstrate proficiency in all practical skill based

learning objectives, safety considerations for the student (and their peers) in subsequent laboratory courses should the learning objectives in a prerequisite course not be met, safety concerns for the student (and their peers) if they were required to complete experiments even when circumstances beyond their control might leave them ill prepared or unfit to safely work in a laboratory environment, and the Department's resource and scheduling challenges that prevent the ability to guarantee an opportunity to make-up a missed experiment. The language selected also provides the Department with the ability to assess the unique circumstances of each student.

2. Rationale to Appear in Departmental Student Handbook, Laboratory Manuals, Orientation and Course Outlines:

The Department of Chemistry and Biology offers undergraduate programs in the disciplines of Biology, Biomedical Sciences and Chemistry. The learning goals in each of the programs require that students develop professional competencies in both theoretical skills covered in lecture and practical skills fostered in experimental laboratories. The assessment of practical, laboratory-based learning objectives occurs both within the laboratory itself (where students are evaluated on experimental techniques, experimental design, proper data collection practices, safe working practices, etc.) and in the related laboratory reports and assignments (where students demonstrate the ability to analyze and interpret data, and the data collected by the students can be assessed for reproducibility and accuracy to a known true value). In an ideal world, all students would complete each experiment, as well as each related assignment and/or laboratory report, especially as the safe working practices and experimental skills students are expected to possess and build upon in upper year courses are skills introduced in the corresponding foundational prerequisite courses. In alignment with these principles, the Department requires a minimum number of experimental sessions (and related reports/assignments) that must be completed in courses with laboratory components by students in order to demonstrate that sufficient proficiency of laboratory-based course learning objectives has been achieved. These practices also ensure that the Chemistry program meets the minimum number of required lecture and laboratory instruction hours required for accreditation.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Department of Chemistry and Biology course grading variations.*

D. *For Information*: CHANG SCHOOL CERTIFICATES - REVISIONS (December 2018)
  i.   Certificate in English Literature and Popular Culture: Course Deletions (Elective; Course Changes)
  ii.   Certificate in Aging and Gerontology: Course Deletions and Additions
  iii. Advanced Certificate in Public Administration and Governance: Course Additions (Electives)
  iv.   Certificate in Accounting-Finance: Course Deletion (Elective)
  v.   Certificate in Computer Programming Applications: Course Additions (Electives)
  vi.   Certificate in Graphic Communications: Course Additions (Electives)
  vii. Certificate in Mental Health and Addictions: Course Addition (Elective)
  viii. Certificate in Publishing: Course Addition (Elective)
  ix.   CINT 917 Community Development: Course Title and Description Change
  x.   CINT 920 Community Collaborations: Course Description Change

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

<u>ASC Members</u>:
Charmaine Hack, Registrar
Donna Bell, Secretary of Senate
Kelly MacKay, Chair and Vice Provost Academic
Denise O-Neil Green, Vice President/Vice Provost, Equity and Community Inclusion
Bettina West, Director, Curriculum Quality Assurance
Dan Horner, Faculty of Arts, Criminology
Stephanie Walsh-Matthews, Faculty of Arts, Arts & Contemporary Studies
Bob Clapperton, Faculty of Communication & Design, Professional Communication
Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
Annette Bailey, Faculty of Community Services, Nursing
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Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering
Noel George, Faculty of Science, Chemistry & Biology
Jeffrey Fillingham, Faculty of Science, Chemistry & Biology
Christopher Gibbs, Ted Rogers School of Management, Hospitality and Tourism Management
Donna Smith, Ted Rogers School of Management, Retail Management
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