HONOURS BACHELOR OF SCIENCE - Nursing

FEBRUARY 2020

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**Application for Ministerial Consent to the
Postsecondary Education Quality Assessment Board**

Honours Bachelor of Science - Nursing

**Submitted by:
Humber College Institute of Technology and Advanced Learning**

www.humber.ca

February 2020

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SECTION 1: INTRODUCTION

1.1 College and Program Information

Full Legal Name of Organization Humber College Institute of Technology and Advanced Learning

Operating Name of Organization Humber College

URL www.humber.ca

Proposed Degree Nomenclature Honours Bachelor of Science - Nursing

Proposed Program Location Humber College North Campus
205 Humber College Blvd.
Toronto, ON, Canada M9W 5L7

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1.2 Executive Summary

Proposed Credential Nomenclature: Honours Bachelor of Science – Nursing

Anticipated Program Start Date: September 2021

Anticipated Enrolment: Eighty (80) direct entry students in Year 1

Program Overview

Humber College Institute of Technology and Advanced Learning is an experienced leader in nursing education, having delivered all four years of nursing degree programming since 2001 through its collaboration with the University of New Brunswick. Supported by Humber's history of recognized excellence and demonstrated competence by both the provincial and national bodies overseeing nursing education quality, Humber is proposing to be the first Institute of Technology and Advanced Learning in Ontario to offer a stand-alone baccalaureate degree in nursing.[1] Humber College has long-standing and deep relationships with hospitals and community health agencies in the Greater Toronto area, meaning that students will be provided with hands-on, practical experiences at Humber and with partner organizations.

Humber's proposed BSc Nursing (Honours Bachelor of Science – Nursing) is designed to focus on caring, social justice and primary healthcare. Its major emphases are on the concepts and theories for understanding human responses in health and illness situations. It will also provide graduates with transferable skills that include critical thinking, problem solving and effective communication. The Honours Bachelor of Science - Nursing program has a strong clinical focus with state-of-the-art labs including numerous simulated nursing labs, bioscience and anatomy labs; uniquely Humber is the only publicly funded college in Ontario to have a cadaver laboratory.

The program is intended to combine theory and practice to prepare students for careers in the field of nursing or for further study at the graduate level. Examples of potential graduate employment positions include provincial, national and international employment opportunities as practitioners, educators and managers in community/public health agencies, hospitals, long-term care facilities, primary healthcare or acute-care settings, rehabilitation services, clinics, and private practices.

The program has been designed to achieve the professional competencies defined by the College of Nurses of Ontario (CNO) and to meet the program approval requirements of the CNO. If awarded Ministerial consent, Humber will pursue program approval through the CNO. The Nursing Act 1991, entrusts the Council of the CNO to approve education programs as an eligibility requirement for graduates to obtain the designation of Registered Nurse.

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[1] http://humber.ca/today/media-releases/humber-college-pursue-independent-nursing-degree

Program of Study

The program consists of a total of 118 academic credits (core and non-core), as well as a total of 1450 hours of supervised work-integrated learning experience. The curriculum focuses on the nurses' role in community/public health, primary health care, long-term care and acute settings. Class sizes range from 35 to 40 students in the theory and science courses which provide students with both individual and group learning opportunities. Students practice and improve their interpersonal and technical nursing skills in the simulation labs.

Honours Bachelor of Science – Nursing		
Year	Semester	Course Title
1	1	BIOL 1414 Anatomy and Physiology 1
		ENGL 1103 Academic Writing and Critical Reasoning: Ecology, Nature and Society
		NURS 1011 Nursing as a Profession
		NURS 1032 Professional Relationships
		PSYC 1013 Introduction to Psychology
	2	BIOL 1415 Anatomy and Physiology 2
		NURS 1225 Nursing and Wellness
		NURS 1235 Clinical Practicum: Nursing and Wellness
		PSYC 1273 Lifespan Development
		Breadth Elective
2	3	BIOL 2501 Pathophysiology 1
		NURS 2041 Health Assessment
		NURS 2132 Pharmacotherapeutics
		NURS 2177 Young Families' Health
		NURS 2188 Clinical Practicum: Young Families' Health
	4	BIOL 2513 Pathophysiology 2
		NURS 2063 Concentrated Clinical Practice I
		NURS 2135 Chronic Health Challenges
		NURS 2145 Mental Health Challenges
		NURS 2156 Clinical Practicum: Mental or Chronic/Rehab Health Challenges
		STAT 2263 Statistics for Students for Biological Sciences
3	5	BIOL 2251 Clinical Microbiology
		NURS 3052 Canadian Health Care System
		NURS 3065 Community and Population Health Nursing
		NURS 3066 Clinical Practicum: Community and Population Health Nursing
		NURS 3092 Nursing Research
	6	NURS 3031 Helping Relationships
		NURS 3072 Acute Health Challenges
		NURS 3073 Clinical Practicum: Acute Health Challenges
		NURS 3082 Theoretical Foundations of Nursing
4	7	NURS 4113 Families within Populations
		NURS 4121 Nursing in Complex Situations
		NURS 4123 Clinical Practicum: Nursing Families in Complex Situations
		Breadth Elective
	8	NURS 4127 Integrated Nursing: Practical Elective
		NURS 4185 Trends and Leadership in Nursing

Labour Market Analysis/Employer Demand

The number of employed registered nurses in Ontario has remained stable for the past 5 years. A Government of Canada report[2] indicates the employment outlook is fair for Registered Nurses (NOC 3012) in Ontario for 2019-2021. Occupations in community care settings are projected to increase as a result of provincial efforts being made to expand home and community care and enhance inter-professional primary care organizations. The demand for healthcare is expected to grow as the proportion of seniors is projected to increase.

There were over 13, 000 total job postings in the GTA, of which 1,904 were not duplicated postings, for registered nurses and allied primary health practitioners in January 2020[3]. The ratio of total job postings to unduplicated postings is higher than the regional average, indicating that employers are addressing an "increasing gap between supply and demand[4]" and competitive pressure for talent.

Student Demand

For the 2019/20 academic year more than 4,000 enrolment applications were made to GTA college degree level nursing programs. Of those, over 500 students enrolled.

College	Program Name	Applications	Confirmations	Enrolment	Enrolment / Confirmations
Humber	Bachelor of Science - Nursing	1,325	194	176	90.7%
Seneca	Bachelor of Science - Nursing	1,230	123	108	87.8%
Mohawk	Bachelor of Science - Nursing	1,041	123	116	94.3%
Georgian	Bachelor of Science - Nursing	768	127	123	96.8%
Total		4,364	567	523	92.2%

*Data retrieved from OCAS.

It is anticipated that approximately half of students entering the program will be direct from high school, with a significant portion of college transfer and mature students accessing the program. This prediction is based on historical student entering profile data for Humber and UNB's collaborative Bachelor of Nursing program.

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[2] Government of Canada. (2020). Retrieved from *Job Outlook: Registered Nurse in Ontario* https://www.jobbank.gc.ca/marketreport/outlook-occupation/993/ON

[3] EMSI. (2020). *Job Posting Analytics Report for Registered Nurses and Allied Primary Health*. Retrieved from https://www.economicmodeling.com/

[4] Rumley, J. (2019, February 12). Canada's Nursing Shortage Could Get Worse Before It Gets Better. Huffington Post. Retrieved from https://www.huffingtonpost.ca/entry/canada-nursing-shortage_ca_5de53696e4b0d50f32a64e53

Academic Year	Prior Education			
	High School	College Transfer	University Transfer	Mature
2016/17	46.1% (n=76)	25.5% (n=42)	4.2% (n=7)	24.2% (n=40)
2017/18	43.3% (n=78)	31.1% (n=56)	7.8% (n=14)	17.8% (n=32)
2018/19	38.6% (n=68)	26.7% (n=47)	8% (n=14)	26.7% (n=47)
2019/20	52.4% (n=97)	10.8% (n=20)	12.4% (n=23)	24.3% (n=45)

*Data retrieved from OCAS.

About Humber

Established in 1967 by the province of Ontario, Humber College Institute of Technology & Advanced Learning is a leading Canadian postsecondary educational institution. The college offers polytechnic education and a full range of programming that is responsive to the needs of government, students and industry and community partners.

Humber is one of the largest colleges in Canada and enrolment continues to grow due to new programming and increased demand. Currently the three campuses serve over 30,000 full-time students and thousands of part-time learners. The college processed more than 48,000 full-time applications in fall 2019[5]. The student population includes international students from more than 125 countries across the globe, and reflects the diversity of the communities the college serves.

Humber is proud to offer more than 180 full-time programs in a wide variety of disciplines. Credentials include apprenticeship training, certificates, diplomas, degrees and graduate certificates. Approximately one quarter of all college degree students in the province study at Humber, taking advantage of 28 degree programs. The college also has an active apprenticeship program with enrolment reaching approximately 1,800.

Humber's commitment to partnerships has been long-standing and successful. The collaboration with the University of Guelph, The University of Guelph-Humber sees over 4,300 students enrolled in seven joint programs combining the best of a university and polytechnic education.

The college's partnerships extend beyond Canada. Through the International Development Institute and academic faculties, Humber delivers joint programming internationally, providing opportunities for faculty, staff, and students to engage in research and development activities across the globe. Humber was the first Canadian board member of the prestigious League for Innovation—an international organization dedicated to excellence in education and training in community colleges—and is a founding member of Polytechnics Canada, an association of Canadian postsecondary institutions committed to producing career-ready graduates based on the polytechnic model of education.

Humber College (Canada), Otago Polytechnic (New Zealand) and VIA University College (Denmark) signed a three-way agreement establishing the Global Polytechnic Alliance (GPA).

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[5] Ontario College Application Service (OCAS) Data Warehouse, December 2019

The GPA provides new learning and collaborative opportunities for students and staff while strengthening the understanding of the benefits of polytechnic education across the globe.

This alliance increases opportunities for students at each institution to gain international experience and develop intercultural skills. Students have the opportunity to participate in three-way mobility through summer programs, on-line collaboration and semesters abroad.

About the Faculty of Health Sciences and Wellness

Humber has been preparing students for meaningful careers in health care since opening its doors 50 years ago. Clinical simulations, cadaveric bioscience labs, experiential learning and comprehensive work placements allow students to participate in a breadth of experiences during their time as learners, equipping graduates with the skills, knowledge and attitudes required to support in health, illness, and all other life stages.

Humber's Faculty of Health Sciences and Wellness (FHSW) is committed to sharing its knowledge and experience with students to help them become skilled, adaptable, compassionate, and career ready graduates. Faculty experts reinforce excellence and a commitment to social justice and transformation as students train to work across a range of careers in the healthcare and wellness fields. Teaching and learning is student-centred with an emphasis on technological innovation, diversity and integrated community and clinical industry collaborations. State-of-the-art facilities enhance learning giving students a solid foundation for placement experience.

Through work placements, events, cultural activities and volunteer opportunities, students make connections with other students, alumni and professionals in the field. Through the representatives on our advisory committees, the Faculty of Health Sciences and Wellness establishes the relationships that support us to offer quality clinical and field placements.

In small classes, students connect with expert faculty who have extensive industry experience. Our professors know what employers are looking for and have connections and advice that can help beyond graduation. Program advisory committees are also crucial to program currency; PACs involve local employers and community agencies in identifying emerging opportunities and curriculum planning. Their input, based on their knowledge of trends and emerging issues, is vital to making our courses current and relevant to the practice settings.

With 28 full-time programs and a wealth of continuing education options, the Faculty of Health Sciences and Wellness provides learning labs and global opportunities, that add life to our programs.

1.3 Program Abstract

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The program was developed in accordance with the Ontario Qualifications Framework Level 11 - Baccalaureate/Bachelor's Degree: Honours, to facilitate pathways into graduate studies. The program has also been designed to achieve the professional competencies defined by the College of Nurses of Ontario (CNO). If Ministerial consent is granted, Humber will pursue CNO program approval, an eligibility requirement for future graduates' registration.

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[6] http://humber.ca/today/media-releases/humber-college-pursue-independent-nursing-degree

SECTION 2: DEGREE LEVEL

> **STANDARD:** The college program meets the Board's Baccalaureate/Bachelor Honours Degree Standard: depth and breadth of knowledge, conceptual & methodological awareness/research and scholarship, communication skills, application of knowledge, professional capacity/autonomy, and awareness of limits of knowledge.

This section outlines the program's unique features and how they align with PEQAB's Baccalaureate/Bachelor Honours standards. To ensure that each standard has been attained in each course and across the program, the program framework and courses were:

- benchmarked against comparable programs and courses;
- developed by faculty members who are familiar with degree-level study in the field of practice;
- mapped against program learning outcomes and the Ontario Qualifications Framework.

2.1 Depth and Breadth of Knowledge

Upon graduation from this program, students will have earned a credential which meets all of the requirements of the College of Nurses of Ontario. The College of Nurses of Ontario program approval process ensures that the program curriculum meets all Entry to Practice Competencies for new graduate RNs in Ontario. Further, the curriculum will prepare students to write the national registration exam, the NCLEX, which allows students to register as a Registered Nurse in Canada and the United States.

The program curriculum also meets TRC Call to Action #24 which calls upon all nursing schools in Canada to include Indigenous knowledge and health teachings and practices.

Breadth courses, designed and offered by Humber as a part of this program, have been assessed by previous PEQAB assessment panels to be at the baccalaureate degree level.

The curriculum framework for this program supports a holistic view of nursing where the core concepts identified for each course are of an interdisciplinary nature drawing from philosophical underpinnings which extend far beyond basic nursing practices. In each nursing course in the program, students are also exposed to modes of analysis far more familiar to disciplines such as philosophy, psychology, political science and sociology. As the complexity of the nursing courses increases over the program, so does the complexity of the concepts and theories found in the non-nursing discipline components found in the courses. Breadth courses are foundational to the nursing theory courses and are applied in clinical learning.

Students complete clinical and lab rotations focusing across the lifespan, including geriatrics, obstetrics, pediatrics, community health, mental health, acute, chronic and complex care.

The proposed Bachelor of Science - Nursing program curriculum has been mapped to the College of Nurses of Ontario Entry to Practice competencies (http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf) for new graduate Registered Nurses. The ETP competency framework identifies the role of Collaborator as a new graduate role. In doing so, graduates of this program are collaborators who play an integral role in the health care team partnership. Students demonstrate collaborative practices and application of knowledge in ways including team functioning, stages of group development, role clarity, shared goal setting, and conflict resolution. In addition, students gain knowledge about interpersonal, intraprofessional, interprofessional, intersectoral, and cross-cultural collaboration through guest speaker discussions about Indigenous health and cross-cultural collaboration with First Nations communities, as well as interprofessional education in global health settings. Global interprofessional immersion experiences are available to students in their final semester of the program. Specifically, select 4th year students travel to Guatemala to learn with and provide care to children living in under-resourced communities. Participants include Bachelor of Nursing students, Practical Nursing students and paramedic students, as well as a Nurse Practitioner, a Paramedic, a Dentist, and a Physician. These select students then return to Humber and share their experiences by leading discussions and reflections, as a component of the Nursing Leadership course.

Breadth Elective Course Offerings

More than one hundred breadth elective courses provide graduates with the skills, knowledge and awareness needed for future roles as professionals, citizens and members of the global community. These courses offer a perspective that encourages self-reflection and critique and provide new opportunities for a rigorous exploration of the relationships between self and others, social and political institutions, ethics and action, art and culture, and science and the natural world.

Non-Core Program Level Learning Outcomes Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
In addition to the demonstration of an introductory knowledge in a non-core area of study, students who complete foundation courses are able to demonstrate competencies at the degree-level in one (or more) of the following areas: • Writing, reading, and/or numeracy as well as • Critical thinking, research skills, verbal/presentation skills and skills for further study.	All foundation (lower level) non-core courses
Demonstrate creative and critical thinking, qualitative and quantitative reasoning, problem	All non-core courses

Non-Core Program Level Learning Outcomes Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
solving, research, written and oral communication skills.	
Demonstrate more than an introductory knowledge in the humanities, sciences, social sciences, global cultures and/or mathematics.	All upper level non-core courses
Demonstrate the values and skills associated with being responsible, reflective individuals in a range of economic, social, political, cultural and personal environments.	All non-core courses
Critically analyze and evaluate the distinctive assumptions and modes of analysis of a discipline outside the core field of study.	All non-core courses
Engage in productive and informed dialogues that reflect current knowledge in a discipline outside the core field of study.	All non-core courses

Humber's Degree Breadth Approval Committee reviews, evaluates, and categorizes breadth courses to enable the implementation and maintenance of the Humber's degree program breadth requirements. The committee comprises faculty from each of the six academic Faculties, as well as a representative from the Program Planning, Development and Renewal department, who serves as an external compliance resource.

2.2 Conceptual and Methodological Awareness/Research and Scholarship

The proposed Bachelor of Science - Nursing program curriculum is mapped to the College of Nurses of Ontario Entry to Practice competencies (http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf) for new graduate Registered Nurses. The ETP competency framework identifies the role of Scholar as a new graduate role. In doing so, graduates of this program demonstrate a lifelong commitment to excellence in practice through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.

Critical appraisal skills and the application of evidence and knowledge in practice are integrated throughout the curriculum. These abilities appraise evidence from a variety of sources, including empirical research. Students use critical appraisal skills and the application of evidence to support their scholarly papers, reflective position statements, group presentations, examinations, and in clinical decision making. In every course, students are exposed to current research and modes of analysis used in the area of study. Assignments have been designed to provide students with the opportunities to research practice issues and problems, evaluate findings, prepare conceptual arguments, draw conclusions and prepare papers and presentations. Students review both quantitative and qualitative data and have access to research reports, library materials and databases at the forefront of the field of practice. Course readings and assignments engage students and exposed them to new theories as well as the limitations of existing medical knowledge and interpretations of that knowledge in their field of practice.

The proposed program includes stand-alone Nursing Research and Statistics courses purposefully designed for students to critically examine research and use the findings in their practice. The ability to appraise research is pivotal to evidence-based practice, a core tenet of this nursing program.

2.3 Communication Skills

The proposed Bachelor of Science - Nursing program curriculum is mapped to the College of Nurses of Ontario Entry to Practice competencies (http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf) for new graduate Registered Nurses. The ETP competency framework identifies the role of Communicator as a new graduate role. Graduates of this program use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments. Graduates demonstrate competency across the program in building therapeutic relationships, conflict resolution skills, and relational practice in classroom, lab and clinical settings.

Verbal and written communication skills develop through interactions with faculty and staff members in clinical, lab and community settings as well as peers through student life and in the classroom. Students complete written reports, journals, proposals, and essays, providing

them with numerous opportunities to articulate and synthesize their knowledge and understanding of the field of practice. There are courses in each of the four academic years of the program requiring presentation skills, work in both teams and individually to complete increasingly complex tasks and assignments.

2.4 Application of Knowledge

The proposed Bachelor of Science - Nursing curriculum is mapped to the College of Nurses of Ontario Entry to Practice competencies (http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf) for new graduate Registered Nurses. The ETP competency framework identifies the role of Clinician as a new graduate role. Graduates provide safe, competent, ethical, compassionate, and evidence informed care across the lifespan in response to client needs. In addition, graduates integrate knowledge, skills, judgment and professional values from nursing and other diverse sources into their practice.

Specifically, graduates are able to develop plans of care using critical inquiry to support professional judgment and reasoned decision-making. Students engage in self-reflection throughout the program, identifying a position of cultural humility and create culturally safe environments where clients perceive respect for their unique practices, preferences, and decisions.

As indicated elsewhere in Standard #2 in the role as "Scholar" (CNO framework), graduates practice critical inquiry and the application of evidence to practice. Specifically, students use evidence to make informed decisions in clinical practice, identifying and analyzing emerging evidence and technologies that may change, enhance, or support health care.

Students will complete multiple clinical and/or lab-based practicums. Each clinical/lab practicum will be offered in conjunction with a theory course. Praxis is established through the confluence of clinical and classroom learning experiences. These practicum include acute care, long-term care, rehabilitation, maternal and child-care, psychiatric settings and community facilities. The clinical and lab environments, and the work to be performed in these settings, support the professional development of the students so that they will graduate with both the knowledge and skill required to enter the profession as well as the confidence to perform the work required. The clinical and community practice courses and related placements also provide students with a variety of opportunities to develop professional skills in the areas of leadership and management.

Students will complete extensive preceptored clinical experiences in the area of their choosing. These practice sessions provide students with additional opportunities to develop professional skills. The final preceptorship provides opportunities for students to consolidate their knowledge and practice experiences. Students make clinical judgments and engage in decision-making with increasing independence and autonomy to manage and provide care for a group of patients (akin to the patient load of each nurse on the unit in which they are working) so that they are ready to enter the work force as nurse.

Every course in the program has been designed to address generic/employability skills which provide the foundation for a student's academic, employment, professional and personal success. These skills include communications, personal appraisal, interpersonal, critical thinking, mathematics and computer skills.

2.5 Professional Capacity/Autonomy

The proposed Bachelor of Science - Nursing program curriculum is mapped to the College of Nurses of Ontario Entry to Practice competencies (http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf) for new graduate Registered Nurses. Within this role, graduates demonstrate accountability, accept responsibility and seek assistance as necessary for decisions and actions. Students also demonstrate professional presence, and confidence, honesty, integrity, and respect in all interactions. They establish and maintain professional boundaries with clients and the health care team.

Graduates demonstrate fitness to practice and a lifelong commitment to excellence in practice through continuous learning activities and maintaining currency in evidence-informed practice. Graduates demonstrate continued quality assurance through self-reflection and the development of learning plans.

Students adhere to policies and professionalism regarding social media and information technologies in order to maintain public trust and ensure client confidentiality.

2.6 Awareness of Limits of Knowledge

The proposed Bachelor of Science - Nursing program curriculum is mapped to the College of Nurses of Ontario Entry to Practice competencies (http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf) for new graduate Registered Nurses. The ETP competency framework identifies the role of Leader as a new graduate role. In doing so, graduates of this program demonstrate competency in understanding their legal scope of practice, professional and ethical responsibilities, and the importance of working within the limits of their knowledge, skill, and judgement. Students articulate and demonstrate professional accountabilities in ambiguous and unfamiliar situations and the importance of appropriate consultation to support patient safety.

Students integrate continuous quality improvement activities into their clinical practice including self-assessment, learning plans, and reflection assignments, and participate in post- clinical conferences and simulation debriefing, in order to assess their own knowledge and understanding and address any gaps in knowledge.

Students apply agency/school policies, professional standards, and procedures to guide their practice; and exercise appropriate judgement when practicing in ambiguous situations. Policies include Safe Practice, Safety Learning Report, and Workplace Injury.

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SECTION 3: ADMISSION, PROMOTION, AND GRADUATION

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

Please see Humber's Academic Regulations

3.1 Admissions

Direct Entry

As per Academic Regulations Section 5.1 to be eligible for admission, applicants must possess the following:

- Ontario Secondary School Diploma (OSSD) or equivalent including these required courses:

Core Courses
- Grade 12 English (ENG4U or equivalent)
- Grade 12 Mathematics (MDM4Y, MCB4U, MGA4U, MCV4U or MHF4U)
- Grade 12 Chemistry (SCH4U or equivalent)
- Grade 12 Biology (SBI4U or equivalent)

Electives
- Two electives from an approved list

Minimum Grades and Averages
- Minimum 75% in the four core courses
- Minimum 60% in each elective
- All six courses must meet a minimum overall average of 75%

Mature Students

As per Academic Regulations Section 5.1 to be eligible for admission as a mature student, applicants must:

- be at least 21 years of age or over on the first day of classes;
- not attended post-secondary on a full-time basis within the last five (5) years
- possess the published secondary school subject requirements, or equivalents, and meet the minimum admission average of 75% based on these subjects
- submit official copies of transcripts for her/his secondary school grades, or any other academic work
- Mature applicants to the BSc - Nursing program will be required to have a minimum grade of 75% in Grade 12 English ((ENG4U), any Grade 12 U Mathematics, Grade 12

Chemistry (SCH4U) and Grade 12 Biology (SBI4U). Preference may be given to applicants who completed the courses listed above on a full-time basis. In addition, Humber reserves the right to give priority to applicants who meet all course and grade requirements on their first attempt.

Transfer Students

- Transfer students (applicants with postsecondary education – college or university within the last five (5) years)
- Transfer students must present a minimum 3.0 grade point average (GPA) or 74%. The GPA cut-off will vary from year to year depending on the application pool. Students must present a minimum grade of 75% in Grade 12 English (ENG4U), any Grade 12 U Mathematics, Grade 12 Chemistry (SCH4U) and Grade 12 Biology (SBI4U).

English Language Proficiency

All applicants whose first language is not English must meet Humber's English Language Proficiency Policy.

3.2 Advanced Standing and Degree Completion

As per Humber's 2017-2020 Strategic Mandate Agreement and the 2018-2023 Strategic Plan, Humber aspires to be a receiving institution for students from across Ontario, acting as a provincial access hub by offering opportunities for those interested in accessing pathways to degree completion.

To that end, Humber will offer degree completion pathway opportunities for qualified applicants of the following high affinity programs:

Program Title	Credential	MCU Code	Other Offering Institutions
Pre-Health Sciences Pathway	Certificate	41599	Algonquin, Boreal, Cambrian, Confederation, Conestoga, Durham, Fanshawe, Georgian, George Brown, Lambton, Loyalist, Mohawk, Niagara, Northern, Sault, Seneca, Sheridan, St. Lawrence, Fleming, St. Clair
Practical Nursing	Diploma	51407	Algonquin, Boreal, Cambrian, Canadore, Centennial, Confederation, Conestoga, Durham, Fanshawe, Georgian, George Brown, La Cite, Lambton, Loyalist, Mohawk, Niagara, Northern, Sault, Seneca, Sheridan, St. Lawrence, Fleming, St. Clair

Pre-Health Sciences Pathway Certificate into Humber's Bachelor of Science - Nursing

For admission into the Bachelor of Science - Nursing degree, students will need to have successfully completed the two semesters (12 courses) of the Pre-Health Sciences Pathway certificate program with a minimum overall GPA of 75%, including a minimum 75% final grade in each the following subjects:

- GBIO 100: Biology
- GBIO 150: Biology 2
- GCHM 100: Chemistry
- GCHM 150: Chemistry 2
- GMTH 150: Math for Sciences 1
- GMTH 250: Math for Sciences 2
- GCOM 110: Writing for the Sciences 1
- GCOM 220: Writing for the Sciences 2

Transfer Credits: To qualify for transfer credits into the Bachelor of Science - Nursing degree, students will be required to obtain a final mark of 75% in the following courses:

- GLIT 100: Foundations of Literature (Degree Breadth Elective)
- GCRT 100: Critical Thinking (Degree Breadth Elective)
- GCOMM 110 & 220 - Writing for the Sciences 1 & 2 (ENGL 1013)
- PSYC 150: Psychology: Introduction (PSYC 1013)

See Pre-Health Sciences Certificate for a complete list of courses.

Practical Nursing Diploma into Humber's Bachelor of Science - Nursing

Graduates of the Practical Nursing diploma program with an overall GPA of 74% or higher may be considered for admission to the Bachelor of Science - Nursing degree. Bridging courses may also be required.

Applicants will need to be in good standing with the College of Nurses of Ontario prior to the start of the degree.

See Practical Nursing Diploma for a complete list of courses.

Advanced Standing

Applicants to degree programs who have undertaken previous full-time postsecondary studies in a degree, diploma or certificate level program will be considered as Transfer Student applicants. Criteria for consideration for admission of Transfer Students are determined by level of previous study and are outlined in Section 5.1 of the Academic Regulations.

Specific guidelines for articulation and the awarding of transfer credit are outlined in Section 6.0 of the Academic Regulations.

The following advanced standing opportunity will be offered for students who have prior degree course completion and wish to enter the profession of nursing:

Bachelor of Science - Nursing: Second Entry Preparation

Humber's Bachelor of Science - Nursing – Second Entry Preparation program will offer students with a minimum grade point average (GPA) of 3.0 in the most recent 60 credit hours of degree-level courses a pathway into the Bachelor of Science - Nursing degree.

Following completion of the above and a preparatory semester that consists of the following courses:

- ANAT 102: Human Anatomy
- MICR 300: Microbiology
- NSTA 116: Statistics for Students of Biological Science
- PATH 200: Pathophysiology 1
- PSYC 100: Psychology: Introduction

Students will be eligible to complete the degree program in two calendar years (or 6 consecutive semesters).

Note: students who possess all preparatory courses at the degree level from prior education and a minimum of 74% in each, may be admitted directly into the Bachelor of Science - Nursing degree.

Breadth Gap

Aligned with PEQAB's requirement for depth and breadth of non-core offerings, Humber's degree breadth offerings are designed to contribute to the development of critical thinking, quantitative reasoning, and written and oral communication skills. These courses have been designed for students to engage beyond the introductory knowledge level with the distinctive assumptions and modes of analysis in Society, Culture and Commerce; Science and Technology and Arts and Humanities.

3.3 Prior Learning Assessment

Humber's [Academic Regulations](#), Section 6.11, Prior Learning Assessment and Recognition (PLAR), contains key policies and procedures for PLAR:

Humber strives to support the development of pathways for students and maximize student mobility. The primary purpose of recognizing previous post-secondary learning is to increase student access to post-secondary education at Humber by facilitating mobility within and between other recognized institutions and Humber. When possible, Humber will maximize a student's ability to satisfy program requirements through transfer credit and prior learning.

Applicants who can demonstrate knowledge and skills gained outside a formal education environment through work, volunteer, or other life experiences, may apply for Prior Learning Assessment and Recognition (PLAR), provided that the knowledge and skills correspond to a

specific Humber degree program. The determination of competency and credits granted are determined by the Program Coordinator.

Generally applicants and students will be required to demonstrate skills and knowledge in one or more of the following ways:

- development of a portfolio (a collection of materials that documents skills and knowledge)
- demonstration of skills through role-playing or simulations
- written tests, oral tests, and/or structured interviews
- completion of assignment(s) or development of product(s) designed to demonstrate specific knowledge and skills in action
- challenge exam

Failed courses are not eligible for PLAR challenge. Humber reserves the right to determine the PLAR assessment method for a particular course. Credit for courses obtained through PLAR may normally replace no more than 50% of the course credits required for any degree program. Applicants who wish to apply for PLAR must submit a PLAR Application along with the required documentation and assessment fees. Applications are kept secure and confidential. Students are able to discuss the results of the PLAR assessment directly with their Program Coordinator. All information regarding PLAR and the application process is available to students through Humber's transfer options webpage.

Humber:

- does not offer any credits for "life experience", unless that experience is assessed for its appropriate learning value to the specific degree program.
- does not waive comprehensive examinations, academic reports, research projects, and/or theses, if these are standard requirements of the program.
- does not award advanced standing for more than 50% of the total number of the credits of the program based on prior learning assessment.
- requires that at least 50% of the individuals enrolled in a program at any given time are actively taking required elements of that program.
- requires students to complete required elements of a program that are not granted course credits through a prior learning assessment.

3.4 Promotion and Graduation Requirements

As per Humber's Academic Regulations, Section 11.0, *Continuation of Study (Promotion and Progression)* and Section 13.0, *Graduation and Convocation*, students must meet the following requirements in order to graduate from a degree program.

- Promotion and progression requirements are based on the principle that students must achieve a cumulative program grade point average (CPGPA) of 65% to be eligible to graduate. Continuation of full-time study within a program is permitted provided the

standards of academic performance listed below are met. Students who fail to achieve the minimum grades may be subject to probation or withdrawal from the program.

- Students must complete the program within 175% of the normal program duration. For example, a four (4) year program has a maximum completion time frame of seven (7) years. Failure to complete the program within the 175% time frame will require a student to apply for re-admission at which time the student's previous course work will be evaluated for currency and the student will be subject to the curriculum and graduation requirements in place at the time of readmission.
- Grades for acceptable performance and student evaluation rubrics are specified in each approved course outline.
- Students must have a 65% weighted overall cumulative program grade point average (CPGPA).
- Students must complete the following breadth course requirements to be eligible to graduate:

    - Students must take breadth courses at both the lower and upper levels.
    - Students must take a minimum of two lower-level breadth courses in two of the three categories.
    - Students must take a minimum of two upper-level breadth courses in two of the three categories.
    - Students must have taken a lower-level breadth course in a breadth category before taking an upper-level course in the same breadth category.

- Students must complete the breadth course requirements identified in the program of study.
- Students must have taken at least 25% of their credits for the program at Humber in order to satisfy residency requirements.
- Students must not have acquired more than 50% of the program credits through the Prior Learning Assessment and Recognition (PLAR) process.
- Students must satisfactorily complete the experiential learning requirement.

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SECTION 4: PROGRAM CONTENT

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

4.1 General

The Honours Bachelor of Science - Nursing program's content in both subject matter and program learning outcomes meet the degree-level standards as specified in PEQAB's Handbook for Ontario Colleges:

- The program consists of a total of 128 course credits over four years, comprising 113 core credits, 15 non-core credits, and 1450 hours of supervised work placement.

- Industry and community partnerships developed through work-integrated learning are essential to a student's success; as such they will be also reflected in the membership of our Program Advisory Committee.

- The proposed program aligns with the Bachelor's Degree: Honours level expectations of the OQF. In-depth research was also conducted to compare this program with other related diplomas and graduate certificate programs in Ontario for the purpose of assessing advanced standing and competitive advantage.

Non-core or degree breadth courses offered at Humber provide students with an opportunity to augment their knowledge through an exploration of disciplines in areas of study outside of their core programs. Degree programs at Humber have a breadth requirement that includes coherent and substantive non-core offerings. These non-core courses contribute to the achievement of:
- critical thinking, quantitative reasoning, written and oral communication skills;
- knowledge of culture and society, and skills relevant to civic engagement.

Based on the PEQAB handbook 2019, "…[U]ndergraduate programs associated with accrediting bodies or other industry/professional regulatory bodies may depart from this norm, especially if meeting the 20% noncore benchmark would drive the total program to an extraordinary number of credit hours"[1].

The proposed program provides students with degree level education, knowledge and skills required to work in the field of health care, as evidenced by the program map, course outlines, and course materials (Appendix 1, Appendix 2, and Appendix 3).

Humber-Seneca Polytechnic Partnership (HSPP)

In 2018, Humber and Seneca Colleges announced the Humber-Seneca Polytechnic Partnership (HSPP) to collaborate on enhancing and expanding learning opportunities as students begin, continue or complete their postsecondary education. The partnership's focus is to find opportunities to collaborate, rather than compete. The colleges have committed to consulting each other before designing new programs to avoid duplication and to identify potential pathways. Seneca offers the Practical Nursing diploma program from which graduates may consider the degree completion pathway.

4.2 Schedule of Study

Year 1, Semester One		
Course Code	Course Title	Credits
BIOL 1414	Anatomy and Physiology 1	4
ENGL 1103	Academic Writing and Critical Reasoning: Ecology, Nature and Society	3
NURS 1011	Nursing as a Profession	3
NURS 1032	Professional Relationships	3
PSYC 1013	Psychology	3
	Total credits	16
Year 1, Semester Two		
Course Code	Course Title	Credits
BIOL 1415	Anatomy and Physiology 2	4
NURS 1225	Nursing and Wellness	3
NURS 1235	Clinical Practicum: Nursing and Wellness	3
PSYC 1273	Lifespan Development	3
DEGE	Breadth Elective	3
	Total credits	16
Year 2, Semester Three		
Course Code	Course Title	Credits
BIOL 2501	Pathophysiology 1	3
NURS 2041	Health Assessment	4
NURS 2132	Pharmacotherapeutics	3
NURS 2177	Young Families Health	3
NURS 2188	Clinical Practicum: Young Families Health	3
	Total credits	16
Year 2, Semester Four		
Course Code	Course Title	Credits
BIOL 2513	Pathophysiology 2	3
NURS 2063	Concentrated Clinical Practice I	3
NURS 2135	Chronic Health Challenges	3
NURS 2145	Mental Health Challenges	3
NURS 2156	Clinical Practicum: Mental or Chronic / Rehab Health Challenges	4
STAT 2263	Statistics for Students of Biological Sciences	3
	Total credits	19
Year 3, Semester Five		
Course Code	Course Title	Credits
BIOL 2251	Clinical Microbiology	3
NURS 3052	Canadian Health Care System	3

NURS 3065	Community and Population Health Nursing	4
NURS 3066	Clinical Practicum: Community and Population Health Nursing	4
NURS 3092	Nursing Research	3
	Total credits	17

Year 3, Semester Six		
Course Code	Course Title	Credits
NURS 3031	Helping Relationships	3
NURS 3072	Acute Health Challenges	3
NURS 3073	Clinical Practicum: Acute Health Challenges	5
NURS 3082	Theoretical Foundations of Nursing	3
	Total credits	14

Year 4, Semester Seven		
Course Code	Course Title	Credits
NURS 4113	Families within Populations	3
NURS 4121	Nursing In Complex Situations	3
NURS 4123	Clinical Practicum: Nursing Families in Complex Situations	5
DEGE	Breadth Elective	3
	Total credits	14

Year 4, Semester Eight		
Course Code	Course Title	Credits
NURS 4127	Integrated Nursing: Practical Elective	13
NURS 4185	Trends and Leadership in Nursing	3
	Total credits	16

Total Core and Non-Core Credits: 118

4.3 Program Learning Outcomes

The program learning outcomes listed on the following pages have been mapped against the Degree Level Standards in order to outline the generic competencies students will be able to demonstrate.

CNO Competency Framework	Upon successful completion of the program, a graduate will...	PEQAB Degree Level Standards					
		Depth and Breadth of Knowledge	Conceptual and Methodological Awareness Research and Scholarship	Communication Skills	Application of Knowledge	Awareness of the Limits of Knowledge	Professional
1. Clinician	1a. Provide safe, competent, ethical, compassionate, and evidence informed care across the lifespan in response to client needs.	X	X		X	X	
	1b. Integrate knowledge, skills, judgment and professional values from nursing and other diverse sources into practice	X			X		X
2.Professional	2a. Commit to the health and well-being of clients.			X		X	X
	2b. Uphold the profession's practice standards and ethics and be accountable to the public and the profession.	X			X	X	X
3.Communicator	3. Use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.	X		X			X
4.Collaborator	4. Perform an integral role in the health care team partnership.			X		X	X
5.Coordinator	5. Coordinate point-of-care health service delivery with clients, the health care team, and other sectors to ensure continuous, safe care.	X			X		X
6.Advocate	6. Support clients to voice their needs to achieve optimal health outcomes and advocate for clients who cannot advocate for themselves.		X	X		X	

CNO Competency Framework	Upon successful completion of the program, a graduate will...	PEQAB Degree Level Standards					
		Depth and Breadth of Knowledge	Conceptual and Methodological Awareness Research and Scholarship	Communication Skills	Application of Knowledge	Awareness of the Limits of Knowledge	Professional
7.Leader	7. Influence and inspire others to achieve optimal health outcomes for all.				X	X	
8.Educator	8. Identify learning needs with clients and apply a broad range of educational strategies towards achieving optimal health outcomes.		X		X		
9.Scholar	9. Demonstrate a lifelong commitment to excellence in practice through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.		X				X

4.4 Program Map

The program map (Appendix 1) provides a visual overview of how the courses in the program contribute to the attainment of the program learning outcomes. The map indicates each course's level of instruction and how it fits into the sequence of scaffolded learning throughout the program:

- Foundational (F): Foundational level courses offer substantial support to students and set them up for success with challenging but limited numbers of activities and topics presented in a supportive learning environment.
- Developmental (D): Developmental courses relate concepts across disciplines and allow students increasing choice in the topics they pursue, processes they employ and products they create.
- Proficient (P): Courses allow students to demonstrate achievement of program learning outcomes. Proficiency level courses challenge students to advance their knowledge of skills in ways that contribute to the ongoing improvement of the field of practice.

4.5 Course Descriptions

Core Courses

Core courses are those that contribute to the development of knowledge in the main field of study or in related fields. Within this category of courses, there are mandated courses as designated by the Schedule of Study, and Discipline Electives which are related to the program's field of study. Full course outlines for core courses may be found in Appendix 2.

Semester 1, Year 1	
Course Title	Course Description
BIOL 1414 Anatomy and Physiology 1	This course introduces the student to the study of human anatomy and physiology and is the first of two courses exploring the structure and function of the human body. An integrated and systemic approach will be taken to provide the student with the background concepts to understand pathophysiology. A combination of lecture, laboratory, and tutorial learning will cover the following topics: basic anatomical concepts and terminology; fundamentals of histology; Fluid-Electrolyte and Acid-Base balance; Electrophysiology; and the Anatomy and Physiology of the Skeletal, Muscular, Nervous, and Endocrine Systems will be covered.
NURS 1011: Nursing as a Profession	This course is an introduction to the foundations of nursing as a profession, including its heritage and practices.
NURS 1032: Professional Relationships	Introduction to the theoretical foundation of professional relationships in nursing with a focus on self-awareness, communication, caring and beginning counseling skills.
Semester 2, Year 1	

Course Title	Course Description
BIOL 1415: Anatomy and Physiology 2	This course introduces the student to the study of human anatomy and physiology and is the second of two courses exploring the structure and function of the human body. An integrated and systemic approach will be taken to provide the student with the background concepts to understand pathophysiology. A combination of lecture, laboratory, and tutorial learning will cover the anatomy and physiology of the Circulatory, Respiratory, Digestive, Urinary, and Reproductive Systems.
NURS 1225: Nursing and Wellness	This course will explore social, physical, emotional, and intellectual aspects of health, wellness and illness within the framework of Primary Health Care.
NURS 1235: Clinical Practicum: Nursing and Wellness	Within various clinical settings, this course explores the concepts of wellness, health, and illness within the framework of primary health care.

Semester 3, Year 2	
Course Title	**Course Description**
BIOL 2501: Pathophysiology 1	This course introduces the student to the study of pathophysiology. An integrated and systemic approach will be taken to provide the student with the background concepts to understand pathophysiology. Basic pathophysiological concepts and terminology, as well as pathophysiology of the skeletal, muscular, nervous and endocrine systems will be covered. It is expected that the student will bring to this course a competent background in human anatomy and physiology.
NURS 2041: Health Assessment	This course addresses physical and psychosocial assessment throughout the lifespan. It includes lab experiences.
NURS 2132 Pharmacotherapeutics	Includes theory and principles of pharmacology as they apply to nursing. Provides requisite knowledge to administer medications, provide patient education, and assess potential for adverse events related to drug and lifestyle issues. Theory will include basic legal and safety issues related to drug administration by nurse.
NURS 2177: Young Families' Health	This course focuses on promoting the health of childbearing families. It encompasses the childbearing experience.
NURS 2188: Clinical Practicum: Young Families Health	In institution and community settings, students will develop and implement strategies to explore, develop, and support positive health behaviours of young families, individuals living with mental health challenges, or chronic health issues.

Semester 4, Year 2	
Course Title	**Course Description**
BIOL 2513: Pathophysiology 2	It is an extension of Pathophysiology 1, BIOL 2501. An integrated and systemic approach will be taken to provide the student with the background concepts to understand pathophysiology. In this course the focus will be on the pathophysiology of the circulatory, respiratory, digestive, urinary, and reproductive systems. It is expected that the student will bring to this course a competent background in human anatomy and physiology.

Course Title	Course Description
NURS 2063: Concentrated Clinical Practice I	This integrative practice experience will further enhance development of abilities to assess, intervene and evaluate nursing practice while supporting clients and their families experiencing child-bearing, or those living with chronic health or mental health challenges.
NURS 2135: Chronic Health Challenges	This course focuses on the impact/influences of long-term health challenges on clients. It will examine rehabilitative and supportive nursing practices.
NURS 2145: Mental Health Challenges	Explores the experiences of persons living with mental illness and examines related nursing therapeutics.
NURS 2156: Clinical Practicum: Mental or Chronic/Rehab Health Challenges	This integrative practice experience will develop abilities to assess, intervene, evaluate, and support clients and their families experiencing chronic and mental health challenges.
STAT 2263: Statistics for Students of Biological Sciences	This is an introductory course in the study of basic statistics for students of biological science. Emphasis is placed on understanding the fundamental principles and techniques of health statistics. The course will prepare entry level baccalaureate nurses to define and explain core descriptive and inferential statistical concepts and methods in order to improve the students' understanding and interpretation of research results in published health journals and reports. Students will also be introduced to statistical software for data entry, analysis and interpretation. Examples from current peer review articles in the health literature will be used to facilitate learning.
Semester 5, Year 3	
Course Title	Course Description
BIOL 2251: Clinical Microbiology	This course emphasizes the importance of Microbiology the field of Nursing, introducing students to the biology of microorganisms such as bacteria, viruses, fungi, and protozoa. These organisms will be studied in terms of their classification, physiology and distribution with an emphasis on their medical significance. Epidemiology of infectious disease including disease transmission, control procedures and body defence mechanisms will also be studied.
NURS 3052: Canadian Health Care System	This course explores the structure of the Canadian health care system. It also examines current service delivery issues as they influence nursing and the health of Canadians.
NURS 3065: Community and Population Health Nursing	This course focuses on the role of the nurse in the community and public health nursing, using the population health framework. It addresses principles of community assessment and development, program planning, and other strategies that are supported through a population health perspective, with particular emphasis on populations, and social, political and economic determinants of health.
NURS 3066: Clinical Practicum: Community and Population Health Nursing	Applies principles of community assessment, planning, and development when working in community settings with diverse populations.

NURS 3092: Nursing Research	This course critically examines the purpose, processes and utilization of nursing research. It explores the interaction between theory and evidence-based practice.
Semester 6, Year 3	
Course Title	**Course Description**
NURS 3031: Helping Relationships	This course explores the helping relationship within the context of nursing practice. Students will develop more advanced counseling skills. The use of labs and/or tutorials may vary with the teaching sites.
NURS 3072: Acute Health Challenges	This course examines the client's experience of acute health challenges, with the focus on nursing therapeutics.
NURS 3073: Clinical Practicum: Acute Health Challenges	This course prepares students to practice safe, comprehensive care in collaboration with children or adults in acute care environments under direct clinical supervision.
NURS 3082: Theoretical Foundations of Nursing	This course explores the theoretical foundations of nursing practice and research, including clinical analysis of theories and concepts related to nursing.
Semester 7, Year 4	
Course Title	**Course Description**
NURS 4113: Families within Populations	Explores the experiences of families living with complex health challenges from a population health perspective. Focuses on nursing therapeutics with further development of independent clinical judgement and decision making appropriate to primary health care.
NURS 4121: Nursing in Complex Situations	This course explores the client's experience of complex health challenges. It examines related nursing therapeutics with an emphasis placed on clinical judgment and decision-making.
NURS 4123: Clinical Practicum: Nursing Families in Complex Situations	This course is designed to provide students with the opportunity to care for families who have at least one member experiencing an acute or chronic illness. Students will be expected to care for families in multiple settings, including their home and hospital. Students will integrate and apply the theory examined in NURS 4113 and NURS 4121 in this practice setting.
Semester 8, Year 4	
Course Title	**Course Description**
NURS 4127: Integrated Nursing: Practical Elective	A preceptored clinical experience in the area of the student's choice.
NURS 4185: Trends and Leadership in Nursing	Explores trends in the Nursing Profession. Examines organizational theory and leadership roles of nurses. Explores the foundations of professional development and practice. To examine trends, leadership, strategies, and structures to facilitate change in health care.

4.6 Course Schedule 2

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-Requisites	Instructor's Highest Qualification Earned and Discipline of Study (PhDs)
Year 1, Semester 1	BIOL 1414: Anatomy and Physiology 1	84	0	Pre-req and Co-req: N/A	PhD PhD
	ENGL 1103: Academic Writing and Critical Reasoning: Ecology, Nature and Society	0	42		PhD
	NURS 1011: Nursing as a Profession	42	0	Pre-req: N/A Co-req: NURS 1032 Professional Relationships	MN MScN MN
	NURS 1032: Professional Relationships	42	0	Pre-req: N/A Co-req: NURS 1011 Nursing as a Profession	MScN MScN MES MScN MScN
	PSYC 1013: Psychology	0	42		PhD
Year 1, Semester 2	BIOL 1415: Anatomy and Physiology 2	84	0	Pre-req: BIOL 1414 Anatomy and Physiology 1 Co-req: N/A	PhD
	NURS 1225: Nursing and Wellness	42	0	Pre-req: NURS 1011 Nursing as a Profession and NURS 1032 Professional Relationships Co-req: N/A	MScN MN MN

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-Requisites	Instructor's Highest Qualification Earned and Discipline of Study (PhDs)
	NURS 1235: Clinical Practicum: Nursing and Wellness	125	0	Pre-req and Co-req: N/A	MN(Ed) MN
	PSYC 1273: Lifespan Development	0	42		PhD
	Breadth Elective	0	42		PhD
Year 2, Semester 3	BIOL 2501: Pathophysiology 1	56	0	Pre-req: BIOL 1414: Anatomy and Physiology 1, BIOL 1415 Anatomy and Physiology 2 Co-req: N/A	PhD PhD
	NURS 2041: Health Assessment	84	0	Pre-req: All year 1 courses Co-req: NURS 2135	MN MScN MN Post Masters NP Dip. MScN MScN MN MN MN
	NURS 2132: Pharmacotherapeutics	42	0	Pre-req: NURS 1235 Clinical Practicum: Nursing and Wellness, BIOL 1414: Anatomy and Physiology 1, BIOL 1415 Anatomy and Physiology 2 Co-req: N/A	MScN MSN
	NURS 2177: Young Families Health	42	0	Pre-req: NURS 1235 Clinical Practicum: Nursing and Wellness Co-req: NURS 2188	MScN MSN MSC

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-Requisites	Instructor's Highest Qualification Earned and Discipline of Study (PhDs)
	NURS 2188 (NURS 2187): Clinical Practicum: Young Families Health	144	0	Pre-req: All year 1 courses Co-req: NURS 2177	MN
Year 2, Semester 4	BIOL 2513: Pathophysiology 2	56	0	Pre-req BIOL 2501 Pathophysiology 1 Co-req: N/A	PhD PhD
	NURS 2063: Concentrated Clinical Practice I	108	0	Pre-req: All year 1 courses Co-req: N/A	MN
	NURS 2135: Chronic Health Challenges	42	0	Pre-req: All year 1 courses and year 2, term 1 courses Co-req: All courses in year 2, term 2	MSN MES MN
	NURS 2145: Mental Health Challenges	42	0	Pre-req: NURS 1235: Clinical Practicum: Nursing and Wellness Co-req: N/A	MN PhD
	NURS 2156: Clinical Practicum: Mental or Chronic/Rehab Health Challenges	144	0	NURS 2188 (NURS 2187): Clinical Practicum: Young Families Health Co-req: NURS Chronic Health Challenges and NURS 2145 Mental Health Challenges	MN/MScN
	STAT 2263: Statistics for Students of Biological Sciences	42	0		PhD
Year 3, Semester 5	BIOL 2251: Clinical Microbiology	56	0	Pre-req: All year 1 and year 2 courses Co-req: N/A	PhD PhD

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-Requisites	Instructor's Highest Qualification Earned and Discipline of Study (PhDs)
	NURS 3052: Canadian Health Care System	42	0	Pre-req: All year 1 and year 2 courses Co-req: N/A	PhD PhD Post Masters NP Dip.
	NURS 3065: Community and Population Health Nursing	56	0	Pre-req: NURS 2063 Chronic Health Challenges Co-req: NURS 3066 Clinical Practicum: Community and Population Health Nursing	MES MN MN(Ed)
	NURS 3066: Clinical Practicum: Community and Population Health Nursing	144	0	Pre-req: NURS 2063 Chronic Health Challenges Co-req: NURS 3065: Community and Population Health Nursing	MN(Ed)
	NURS 3092: Nursing Research	42	0	Pre-req: STAT 2263: Statistics for Students of Biological Sciences	MScN MScN MN MScN PhD
Year 3, Semester 6	NURS 3031: Helping Relationships	42	0	Pre-req: All year 1 and year 2 courses Co-req: NURS 3073 Clinical Practicum: Acute Health Challenges	MScN MSN MScN
	NURS 3072: Acute Health Challenges	42	0	Pre-Req: NURS 3065 Community and Population Health Nursing and NURS	MA(Ed) MScN PhD

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-Requisites	Instructor's Highest Qualification Earned and Discipline of Study (PhDs)
				3066: Clinical Practicum: Community and Population Health Nursing	
	NURS 3073: Clinical Practicum: Acute Health Challenges	194	0	Pre-req: All year 1 and year 2 courses and year 3, term 1 courses Co-req: NURS 3072: Acute Health Challenges	MA(Ed) MScN MN Post Masters NP Dip.
	NURS 3082: Theoretical Foundations of Nursing	42	0	Pre-req: All year 1 and year 2 courses and year 3, term 1 courses Co-req: N/A	MN MSN MScN MscN
Year 4, Semester 7	NURS 4113: Families within Populations	42	0	Pre-req: NURS 3073 Clinical Practicum: Acute Health Challenges Co-req: NURS 4121 Nursing in Complex Situations and NURS 4123 Clinical Practicum: Nursing Families in Complex Situations	MSN MScN MN
	NURS 4121: Nursing in Complex Situations	42	0	Pre-req: NURS 3073 Clinical Practicum: Acute Health Challenges Co-req: NURS 4121 Nursing in Complex Situations and NURS 4123 Clinical	MA(Ed) PhD MN

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-Requisites	Instructor's Highest Qualification Earned and Discipline of Study (PhDs)
				Practicum: Nursing Families in Complex Situations	
	NURS 4123: Clinical Practicum: Nursing Families in Complex Situations	180	0	Pre-req: All year 1, year 2 and year 3 courses Co-req: NURS 4113: Families within Populations and NURS 4121: Nursing in Complex Situations	MN MN MA(Ed) MScN
	Breadth Elective	0	42		PhD
Year 4, Semester 8	NURS 4127: Integrated Nursing: Practical Elective	462	0	Pre-req: All preceding required credits for the BScN program Co-req: n/a	PhD PhD MScN MN MScN
	NURS 4185: Trends and Leadership in Nursing	42	0	Pre-req: All year 1, 2 and 3 courses	MScN MScN MScN
Course Hour Totals		1256	210		
Percentage Core vs Non-Core		93%	7%		
Subtotal WIL Hours		1450			
Total Program Hours:		2,916			

4.7 Program Advisory Committee

Based on the existing Bachelor of Nursing Program Advisor Committee (PAC), there is a Super-PAC that informs the Practical Nursing (PN) and Bachelor of Nursing (BN) programs. As such, the current membership of the PAC will remain the same through the implementation of the Bachelor of Science – Nursing curriculum. This membership represents practice environments locally which ensures the program is developing in response to employers' needs in all categories of nursing.

Overall, the Program Advisory Committee has contributed to the program in a number of important ways, by:
- Providing content suggestions for inclusion in the curriculum to ensure that the program remains current and reflects professional standards and expectations;
- Recommending and supporting experiential learning (work placements) in the field;
- Providing details on any technological changes or emerging trends that may have an impact on the program;
- Promoting good relations with businesses and professional associations;
- Participating in the program review process and;
- Identifying employment opportunities for graduates of the program.

In addition to the formal meetings, PAC members are invited to attend school events and support program initiatives. The Associate Dean in conjunction with the Program Coordinator and faculty work hard to recruit and retain the strongest members for the advisory committee. The program advisory committee is pivoting toward virtual meetings to increase frequency and participation. In recent meetings notes (Appendix 4), the PAC has offered advice on course outlines, clinical accommodations, CNO program approvals, mapping, and patient safety.

Below is a current list of Program Advisory Committee (PAC) members/liaisons and the companies/institutions they represent:

Member's Name	Organization
E.Blowe	Rexdale Women's Centre
G Grewal	Runnymede Healthcare Centre
Gerry Henry	Trillium Health Partners
H.Lampi	Bridgepoint Active Healthcare
Jennifer Haynes	Mackenzie Health
Kristen Campbell	Saint Elizabeth
Lisa Hahn	William Osler Health System
Piroska Bata	
P.Skol	Toronto Grace Health Centre
Sooching Kikuta	
Vera Gueorguieva	The Hospital for Sick Kids
Gail Johnson-Bhatti	Peel Region
H.Swirsky	RNAO
P.Pallen	Extendicare

S.Foster	PNAO

Liaison's Name	Organization
Jaime Lapeyre	Humber ITAL
Judy Martin	Humber ITAL
Niall O'Connor	Humber ITAL
Pamela Adams	Humber ITAL
Sandra Filice	Humber ITAL
Barbara Chyzzy	Humber ITAL
Pamela Adams	Humber ITAL

4.8 Non-Core

The College of Nurses of Ontario (CNO) is the regulatory body for nursing in Ontario. Through provincial government legislation (*Nursing Act, 1991* and *Regulated Health Professions Act, 1991*), CNO is accountable for public protection by ensuring nurses in Ontario practice safely, competently and ethically. Entry-to-practice competencies are the foundation for nursing practice. The competencies are used by CNO in evaluating baccalaureate nursing education programs to ensure the curriculum prepares graduates to successfully achieve professional practice standards before entry to practice. One of the CNO's overarching principles is that, "Entry-level RNs have a strong foundation in nursing theory, concepts and knowledge, health and sciences, humanities, research and ethics from education at the baccalaureate level" [7].

To meet accreditation requirements, the program must also show that it has met the graduate attributes defined by CNO.

Program Component	Number of Program Credits	Percentage of Total Credits
Core Courses	113	88%
Non-Core Courses	15	12%
Total	128 credits	100%

Humber's Bachelor of Science - Nursing students will be required to take 5 non-core courses totaling 15 credits, including two psychology courses (PSYC 1013, PSYC 1273), one academic writing and critical reading course (ENGL 1103), and two degree breadth elective courses. These courses are not designed particularly for nursing students. The curriculum and scheduling of the degree program is constructed in order to meet the competencies set by the CNO. As mentioned above, entry level Registered Nurses are expected to have a strong foundation in several broad areas but must have the "requisite skills and abilities to attain the entry-level competencies".[7] Additional non-core courses would result in supplementary program hours that would disadvantage students.

Humber is requesting an exemption to the 20% breadth requirement as allowed for under PEQAB's rule in 2019 that, "...[U]ndergraduate programs associated with accrediting bodies or other industry/professional regulatory bodies may depart from this norm, especially if

meeting the 20% noncore benchmark would drive the total program to an extraordinary number of credit hours."[7]

The Humber Degree Breadth Approval Committee uses published criteria to determine how a breadth course is categorized and assigned a level. Detailed process and Committee Terms of Reference can be found on the [Humber Degree Breadth Approval Committee webpage.](#)

Humber Breadth Definitions

Working from the recommendations of the Breadth Task Force, the Humber Degree Breadth Approval Committee adopted the following definitions for breadth education and breadth categories:

Non-core Courses are those that contribute to knowledge in fields unrelated to the main field(s) of study.

All breadth courses are designed to provide graduates with the skills, knowledge, and awareness they will need for their future roles as professionals, citizens, and members of a global community. These courses will provide students with a more than introductory knowledge[8] in the humanities, sciences, social sciences, global cultures, and/or mathematics.

Humber Breadth Categories

Breadth courses are to be classified into the following three categories:

1. **Society, Culture and Commerce (SCC)**
   This category includes the social sciences and commerce. Courses in this category examine: i) human society and social relationships, including anthropology, political science, psychology, sociology, education, communication, and law; and ii) the exchange of goods and services between nations or people, including business studies and economics.

2. **Science and Technology (ST)**
   This category includes the natural sciences, the formal sciences, and technology. Courses in this category examine: i) the objects, phenomena, or laws of nature and the physical world, including biology, chemistry, and physics; ii) formal systems, including logic, mathematics, and statistics; and iii) the application of science to industry or commerce, including computer science and engineering.

3. **Arts and Humanities (AH)**

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[7] http://www.peqab.ca/Publications/Handbooks%20Guidelines/FinalMANUAL_CAAT_October2019.pdf, and http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf
[8] [PEQAB Manual for Ontario Colleges.](#) p.29

This category includes the humanities and the fine arts. Courses in this category examine: i) the human experience or condition, including languages, literature, history, philosophy, and religion; and ii) the fine arts, including music, art, dance, and drama.

In the submission of courses to the breadth committee, developers are asked to provide a rationale as to how the course meets the criteria of the category identified.

Based on the recommendation of the Postsecondary Education Quality Assessment Board, MCU has exempted Humber from a breadth review for degree programs that access the same or substantially the same breadth curriculum. The next Breadth Capacity Review is planned for March 2024.

4.9 Experiential Learning

The Clinical Practicum and Integrated Nursing Practice experiences for the learners in this degree program at Humber will continue to represent a three-way relationship between the educational institution, students and the placement agency, providing benefits to all participants:

- Humber, FHSW, and the FHSW Office of Experiential Learning further their common objectives of providing high quality education that is relevant to the needs of the nursing profession and enhances the career-readiness of graduates.
- Students gain valuable practical experience and exposure to the career options available in the fields of nursing including the realities of the workplace.
- Partner Agencies benefit from highly motivated, knowledgeable and adaptive students who bring fresh perspective and current skills and who are capable of addressing the unique challenges faced in nursing and health care settings.
- Employers also benefit from the opportunity to assess students for future staffing needs.

Each stakeholder plays a critical role in the success of the WIL experience. Some key roles and responsibilities are provided below:

Office of Experiential Learning

The Office of Experiential Learning is accountable to the Faculty and Humber, in the work it performs with students and the relationships it fosters with partner agencies. Staff liaise with partner agencies to develop meaningful opportunities for students, and provide a range of services to help guide students through the placement process. It is the role of the Office of Experiential Learning to:
- Provide and deliver clinical practice courses for students that includes experiential learning opportunities in a variety of settings;
- Connect with partner agencies and government agencies to develop relationships and identify placement opportunities relevant to the academic program;

- Monitor and update placement details in HSPNet related to clinical opportunities for students;
- Validate and track student eligibility for placement through clearance process;
- Monitor student performance in place through a variety of mechanisms, reflections and evaluations both on site and at the college;
- Develop and manage the systems, processes, documents, policies and staff to fulfill the mandate of the department.

When students return to the classroom after their clinical experiences, structured activities allow students to share their experiences with their classmates and further the learning of all students.

The Student

The student is responsible for observing all Institutional and Faculty policies and guidelines and the Humber Code of Student Conduct at all times. It is the role of the student to:
- Participate in sessions to identify strengths and career interests, develop a resume and a job search plan, and practice their interviewing skills;
- Demonstrate initiative and actively search for a placement by applying to job leads provided by Placement Advisors as well as network to uncover job leads directly;
- Maintain good academic standing;
- Provide accurate and appropriate information on their qualifications and interests when applying for positions;
- Represent their program, faculty and Humber in a professional manner when job searching and in the workplace;
- Honour their acceptance of an offer, even if other offer(s) come along;
- Set learning goals for their work integrated learning experiences;
- Submit all placement documentation and final reports in a timely manner;
- Observe the employer's policies and regulations regarding, but not limited to, working hours, workplace behaviours, ethics, dress code, matters of confidentiality, and the like, neither expecting nor requesting special privileges;
- Sign non-disclosure agreements as required;
- Communicate and resolve issues that may arise in a timely and professional manner;
- Be responsible and accountable for their actions and decisions;
- Accept feedback and suggestions for the improvement of their personal and professional skills in a positive manner.

The Partner Agency

Agencies who host students' clinical placements are asked to:
- Provide placement details for the Office of Experiential Learning and/or the student;
- Support equality, diversity and inclusion in the selection/placement process and in the workplace;

- Provide students with an orientation to their placement, and any relevant training required;
- Provide guidance and supervision to the student in the Integrated Practicum, communicate expectations, and provide feedback to the student on a regular basis on their performance including what they are doing well and areas for improvement;
- Monitor the student's performance and provide feedback to both the student and the Office of Experiential Learning, including written evaluations.

BScN Experiential Learning Structure

	Semester	Semester	Summer Semester
Year One	On-campus studies	On-campus studies + Clinical Practice: Nursing and Wellness (126 hours + 4 hours simulation)	Break
Year Two	On-campus studies + Clinical Practice: Young Families Health (144 hours)	On-campus studies + Concentrated Clinical Practice (108 hours) + Clinical Practice: Mental or Chronic / Rehab Health Challenges (144 hours)	Break
Year Three	On-campus studies + Clinical Practice: Community and Population Health Nursing (144 hours)	On-campus studies + Clinical Practicum: Acute Health Challenges (168 hours + 12 hours of simulation)	Break
Year Four	On-campus studies + Clinical Practicum: Nursing Families in Complex Situations (168 hours + 12 hours of simulation)	On-campus studies + Integrated Practical Experience (448 hours)	Graduation
Total Clinical Practice Hours:	962 hours		
Total Integrated Practical Experience Hours:	448 hours		
Total Experiential Learning Hours:	1450 hours		

Requirements for BScN Clinical Experience

As with the BN program, the clinical experience in the proposed program includes clinical practice courses. These courses include a variety of experiential learning opportunities including placements in specific nursing units and clinical simulation labs. All clinical practice courses are facilitated by clinical teachers who are baccalaureate prepared and many who are masters prepared. The clinical education manager is a resource for the clinical teachers. This role is critical due to the significant number of clinical teachers in the program where the ratio is approximately 1:8. The clinical education manager mentors clinical teachers attached to community placements. Students with performance concerns and/or those not meeting the clinical outcomes are put in touch with the clinical coach. This clinical coach goes to the clinical site and works one on one with the student. They observe the student in practice, develop a learning plan collaboratively with the student and liaise with the clinical teacher to discuss strategies for both the student and for the teaching and learning environment. Clinical coaches are masters prepared with significant clinical experience.

In every clinical practice course there is opportunity for formal and informal reflection. Reflections and assessments are completed online. Informal reflection is completed on a weekly basis and clinical teachers make notes for feedback based on observations in the clinical settings. Students complete mid-term and final assessments and formal reflection of learning. Students need to provide evidence supporting how they meet each clinical outcome. The requirement for evidence is leveled according to the student's year of study. More complex evidence-informed reflection is required year over year. Formal written reflections occur once or twice per course depending on the length of the course. The final integrated practicum does not require reflection, it contains a mid-term and final evaluation by an assigned Nurse Preceptor at the partner agency. Students and preceptors check in with pre-grad advisors on an ongoing basis (3 or more times, as is required to support the student).

HSPNet is a portal used to manage clinical placements in FHSW. The site selector function in this portal allows students to select and rank which clinical sites they prefer. The clearance team uses this portal to validate student documents related to the requirements for clinical placement including immunizations, certifications, Humber placement orientation modules and agency specific orientation. HSPNet houses the following online Humber orientation training modules;

- AODA
- Workplace violence and harassment
- WHMIS
- MOH handwashing module
- Worker health and safety
- FHSW student privacy and confidentiality
- Mental Health Training Module

Humber's partner hospitals and other agencies also have access to HSPNet. Students log in once they know their placement location and complete online modules for orientation for the specific agency where they are placed. Placement details are posted by the placement

officer (FHSW employee) and communication with students can take place through this portal. Students additionally attend and participate in-person at the agency orientation on their first day.

At UHN clinical sites students have opportunities to meet with the interprofessional teams and participate in IPE experiences (inter-professional education). An example of a recent IPE experience; students attended a workshop where hospital staff and other students collaborate and talk about their respective roles inside and outside of the hospital.

Humber is always striving to improve and strengthen its existing partnerships. Humber's partnership with William Osler Health System is growing and expanding. The partners are aiming to work collaboratively on quality assurance, safety and risk issues. This expansion is in the preliminary stages. A planning day in April will determine how Humber and WOHS can work together with common goals in mind. Humber threads quality, safety and risk throughout the curriculum and embeds these themes in the curriculum of the clinical practice courses.

Humber strives to link curriculum with the Centers of Innovation. Building on previous successes like Special Needs Adult Program (SNAP), project-based learning tackling community nursing issues could be integrated. Population health-based issues could see student teams taking on real world challenges in their theory and practicum classes. Previously, students have completed project work aimed at improving health outcomes; health literacy, organization, hygiene and lifestyle choices. Students worked together on a variety of projects including creating a sensory tent, creating a recipe book, and hand hygiene workshops for the population supported by SNAP.

Summary of Types of Work Experiences

Students have the opportunity to experience clinical placements in a variety of settings including:
- Community
- Long term care
- School health
- Maternal Child
- Mental Health
- Rehabilitation
- Acute Care
- Occupational Health

Humber FHSW has several partner institutions where students complete their clinical practice and experiential learning components of the program. These include;
- William Osler Health System – Brampton Civic Hospital and Etobicoke General Hospital; students participate in a variety of departments at these locations
- Sienna Living – provides students with a long term care setting experience and work relating to competencies relating to safe medication practices and documentation

- The Center for Addiction and Mental Health
- University Health Network – Toronto General Hospital, Toronto Western Hospital, Toronto Rehab
- Wellspring – student project work includes looking at ways to support cancer patients (companion therapy, play therapy etc.)
- Storefront Humber – a community agency in south Etobicoke that supports seniors and developmentally disabled adults to keep them in their home or in assisted living.
- Rekai Center –project work creating and providing safe space for LGBTQ people in this center. Students brainstorm about ideas for providing safe spaces for people to socialize and connect.

Learning Outcomes of Experiential Learning Experiences

At the successful completion of this course the student will have demonstrated the ability to:	Depth and Breadth of Knowledge	Conceptual & Methodological Awareness/Research and Scholarship	Communication Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of the Limits of Knowledge
Critically examines and integrates evidence informed knowledge from credible sources within nursing and other disciplines when planning and providing population-based care.	X	X		X		
Integrates the unique dimensions of health and illness in the planning and delivery of care.	X	X		X		
Engages in collaborative practice integrating legal, ethical and professional standards of nursing care consistent with national practice guidelines, provincial and federal legislation in the context of primary health care				X	X	X
Independently documents in a concise, accurate and defendable manner consistent with the practice setting.	X		X			
Consistently uses therapeutic communication techniques and counseling frameworks in professional relationships that consider cultural and differing perspectives.			X	X		
Effectively communicates complex ideas in professional interactions with colleagues, administrators, and			X		X	

At the successful completion of this course the student will have demonstrated the ability to:	Depth and Breadth of Knowledge	Conceptual & Methodological Awareness/Research and Scholarship	Communication Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of the Limits of Knowledge
stakeholders to address challenges and build partnerships in inter/intraprofessional care.						
Consults with and utilizes contributions made by intersectoral partners to advocate and provide comprehensive client health care while considering cultural and differing perspectives.			X	X		X
Uses appropriate information and communication technologies to support learning, professional communication, and nursing practice.		X	X		X	
Implements competent nursing decisions with increasing autonomy following a process of holistic inquiry and critical reflection.		X	X			X
Synthesizes and uses data, information, and knowledge to determine appropriate action and adapts plans as required.		X		X		
Negotiates and collaborates with peers to bring about creative and innovative change.	X		X	X		
With increasing independence, critically examines and uses theoretical, evidence informed guidelines and experiential knowledge from multiple sources to		X		X		X

At the successful completion of this course the student will have demonstrated the ability to:	Depth and Breadth of Knowledge	Conceptual & Methodological Awareness/Research and Scholarship	Communication Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of the Limits of Knowledge
plan, and provide population-based care in clients with complex health challenges in complex and unfamiliar environments.						
Independently applies legal, ethical, and professional standards from a holistic perspective.					X	X
Uses critical reflection to identify one's learning needs as well as assess and modify nursing practice to ensure the ongoing delivery of comprehensive nursing care.				X	X	X
Adapts and uses personal leadership style to work effectively with clients, members of the health care team and intraprofessional / interprofessional / intersectoral teams.			X		X	
Provides culturally competent care honoring diversity among individuals, families, communities and populations.	X			X		
Identifies personal learning needs and seeks to continue development of professional and cultural consciousness.	X				X	X
Incorporates new knowledge and strategies to address healthcare issues.	X	X		X		

At the successful completion of this course the student will have demonstrated the ability to:	Depth and Breadth of Knowledge	Conceptual & Methodological Awareness/Research and Scholarship	Communication Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of the Limits of Knowledge
Recognizes the importance of balancing personal wellness and professional commitment.				X	X	X
Collaborates with clients and others to identify health inequities for populations and to plan health options to improve health outcomes.		X	X	X		
Collaborates with others in determining how new approaches to the delivery of care may improve health care and address the disparities in health outcomes.			X	X		X
Demonstrates the ability to form effective intradisciplinary and interdisciplinary relationships based on social justice and egalitarian relationships of power.			X		X	X
Acknowledges and practices as a respectful, responsible and committed citizen collaborating with the client and others in the delivery of socially just, culturally competent and safe care in complex practice environments.			X	X	X	

SECTION 5: PROGRAM DELIVERY

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

Humber has a number of quality assurance mechanisms in place to ensure that program delivery methods achieve intended learning outcomes at the degree level. These processes along with supporting materials are indicated below.

5.1 Academic Feasibility

Institutional Inquiry, Strategies and Processes

At Humber, program quality starts with the development of new programs. Concepts and proposals are vetted through a number of college committees who share roles and responsibilities in ensuring that quality measures and outcomes are met. The Program Planning Development and Renewal department at Humber follows a comprehensive quality assurance framework to ensure all policies, procedures and principles support excellence in the quality of new/renewed programs.

All Humber full-time postsecondary programs are guided by a program map that acts as a quality assurance mechanism to ensure that program graduates meet credential level requirements. The map outlines how degree level standards of the Ontario Qualifications Framework (OQF) and the program learning outcomes are achieved through individual course learning outcomes and assessments.

Each program undertakes regular rigorous reviews to ensure that it is current and aligned with both provincial standards and professional requirements through a comprehensive and evidence-based assessment of program performance. Evidence includes institutional and program level data, faculty consultation, PAC member input, and student feedback. The development, implementation and monitoring of an action plan in response to the program review ensures that recommendations are carried out and evaluated for efficacy.

The college is also in the process of implementing several strategic initiatives that will continue to guide curriculum design and delivery, heutagogy, and educational processes:

Humber's Strategic Mandate Agreement 2 outlines the college's aspirations to achieve formal polytechnic status, with a view to providing polytechnic leadership to the Ontario postsecondary system. Humber will leverage existing strengths and commit to significant changes in its credential and program mix, curriculum design, pathways, and transfer and partnership arrangements to align with provincial priorities and learner and labour market needs.

Humber's 2018-2023 Strategic Plan provides a framework for transforming postsecondary education. Three strategic pillars set Humber's broad directions to develop career-ready citizens, provide accessible education, and build a healthy and inclusive community. These pillars are aligned with strategic priorities and supporting actions.

Humber is a signatory of the [Indigenous Education Protocol for Colleges and Institutes](#) thereby recognizing and affirming its responsibility and obligation to Indigenous education. As such, the college agrees to:

- Commit to making Indigenous education a priority;
- Ensure governance structures recognize and respect Indigenous peoples;
- Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities;
- Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples;
- Commit to increasing the number of Indigenous employees with ongoing appointments, throughout the institution, including Indigenous senior administrators;
- Establish Indigenous-centred holistic services and learning environments for learner success;
- Build relationships and be accountable to Indigenous communities in support of self-determination through education, training, and applied research.

Humber's 2016-2021 [Strategic Applied Research and Innovation Plan](#) sets out the roadmap to developing a thriving applied research culture at Humber that will position the college as the leader among Canadian Polytechnic Institutes. The overarching objectives are to:

- Invest in our students by expanding applied research opportunities across all disciplines;
- Build relationships with industry and community stakeholders to strengthen our applied research efforts and enhance our profile;
- Develop research excellence in our faculty, enhancing their professional reach and growing their capacity and identity as researchers;
- Establish transparent operating principles and protocols within the Office of Applied Research & Innovation (ARI) to facilitate the completion of applied research projects;
- Communicate and celebrate our successes.

Humber's [Institutional Learning Outcomes Project](#) will identify the core skills and competencies that all Humber students will possess and be able to demonstrate upon graduation. The ILOs will support graduates to be competitive and resourceful and to inspire change in their workplaces and communities, demonstrating the unique value of a Humber education. As a leader in polytechnic education, Humber is developing ILOs to communicate the distinct advantages of its polytechnic model at a time of increasing challenge and complexity in the workplace and in society.

Recognizing that today's students require instant access to vast amounts of information on mobile devices, and the ability to gather together in real-time virtual spaces, Humber must break away from the traditional models of teaching and learning. The college's Digital Campus Plan will position Humber as a leader in the delivery of Digital Learning in post-secondary education with recognition as a Centre of Excellence. Humber students and

faculty will have the opportunity to learn and teach using current technology in flexible formats and digitally enriched environments. The college will achieve these goals by:

- Enhancing the student experience with the development of a Digital Learning Platform that is mobile and ubiquitous;
- Building digital fluency and institutional capacity;
- Innovating through a networked community within and beyond Humber;
- Accessing Open Educational Resources (OER). Humber is currently undertaking an institutional inventory of OER use in courses across all programs and Faculties. This inventory will be a useful tool for helping to identify opportunities for increased adoption of OER in support of learning.

Delivery Methods

Humber employs a range of quality assurance mechanisms to ensure excellence in program delivery, including:

Teaching and Learning Support
Humber's Teaching and Learning support team provides quality assurance oversight in the development and delivery of program curricula by providing faculty with targeted professional development opportunities to:

- Engage in lifelong learning, access teacher training and be connected to and mentored by their peers;
- Incubate, test, and innovate teaching practices and delivery methods;
- Redefine and reimagine learning spaces and the ways in which learning occurs within a physical and virtual learning environment;
- Use educational technology in an effective and instructionally sound manner. This is accomplished through on-site workshops, webinars and one-on-one sessions;
- Engage in the scholarly inquiry of teaching and learning under the Scholarship of Teaching and Learning (SoTL) initiative. This initiative tracks the impact of instructional practices on student learning experiences. Approaching teaching through a lens of scholarly inquiry leads to improved student outcomes, as well as increased excitement and satisfaction for faculty.

SoTL provides:

- Research methodology and workshops on a variety of topics, such as designing research projects, developing proposals, and implementing best practices in survey design;
- Online resources including internally developed tools and guides on conducting SoTL research, as well as links to external sources;
- The Teaching Innovation Fund, a comprehensive support package to help faculty take a research project from ideation to final analysis and interpretation;

- Support for dissemination of the results and innovation impact of faculty SoTL projects through its website, journals, lunch-and-learns and a three-day writing boot camp;
- Extend digital capabilities in the creation and use of multi-media content for mobile and ubiquitous learning. Humber's Creative Productions unit works with faculty to create educational content. Faculty can access:

  - Premium equipment with training and support;
  - One-on-one training and support for concept and script development, shooting and editing, screen capturing and video editing programs;
  - Training and support in using Humber's light board and green screen to create unique video-modelling recordings and creative instructional videos;
  - An extended reality studio to support and advance the use of VR and AR in teaching and learning.

- Improve the delivery of education by establishing Communities of Practice (CoP) that encourage collaboration and communication between educators;

Other quality assurance activities undertaken by the college:

- Every program is examined with the Annual Program Quality Assessment. This exercise helps faculty take stock of their programs and engage in continuous improvement. These assessments require reflecting on program maps, program review/consent renewal commitments and action lists, and reviewing course and program level data.
- Regular review of and modifications (when necessary) to the program's map are made before program and curricular changes are considered.
- Students provide continual feedback on their learning through the Student Feedback Questionnaire (SFQ).
- Humber's Student Success Survey queries students on challenges they may experience during the academic year, allowing for early alerts for those experiencing issues.
- Current students can access services through the Academic and Career Success Centre, including but not limited to assistance on exploring educational and career pathways, and understanding academic progress.
- Humber's Student Success and Engagement department offers a full range of services and supports to assist students both inside and outside the classroom.
- Students taking an online course are supported through the Open Learning Centre (OLC). The OLC provides live student support by phone, remote desktop, email, in-person and online chat sessions 7 days a week. Currently Humber provides access to over 400 online courses. The OLC staff work with the college's academic Faculties and service areas to ensure Humber's online learners and faculty have a positive and effective learning experience.

Training and Support

Through the Teaching and Learning Support team, new full-time faculty members are required to complete a mandatory two-year Teaching Excellence Program, which includes a summer teaching clinic, various courses and an independent project and teaching practicum. Part-time faculty are encouraged to complete the Teaching Effectiveness Certificate, which includes courses on using learning technology, preparing for instruction, evaluation techniques and effective delivery strategies. In addition, the Teaching and Learning Support team offers:

- Specialty training certificate programs designed to explore specific competencies and theoretical strands. These programs include the Culturally Inclusive Educator Certificate, which provides participants with an opportunity to enhance their intercultural knowledge, communication skills, curriculum development and differentiated teaching skills specific to working with international students. Also, the Inclusive Curricular Design Certificate, Teaching in a Digital World Certificate and the Teaching and Learning Research Certificate are available through the Teaching and Learning Support team.
- Humber's Part-time Teachers Conference offers professional development for part-time faculty from colleges across the province.
- Humber's annual Showcase Conference for faculty and staff builds community and provides a full day of peer-to-peer professional development.
- Innovative faculty are identified by their senior Deans and sponsored to present new instructional methods at the following external conferences: the League for Innovation in the Community College, Society for Teaching and Learning in Higher Education, and the International Society for the Scholarship of Teaching and Learning.

The Teaching and Learning Support team also offers "on-demand" workshops for all faculty regarding curriculum and instructional design, including an overview of program learning outcomes, course learning outcomes, and course outlines. These customizable sessions are offered 'a la carte', to meet the timing, scheduling, and learning needs of faculty. These sessions also offer all faculty opportunities to improve lesson planning, learning experiences and assessments. The team also provides individual faculty support to map the design of assessments to learning outcomes.

The Teaching Innovation Fund offers faculty funds and support for developing and conducting a research project about teaching and learning. There are typically two types of projects: "Build" projects, in which faculty develop and build a new, evidence-based teaching tool or approach, and "Impact" projects, in which the impact of an innovative teaching tool or approach is measured with students. For examples of previous research projects, see CTL's YouTube channel.

Humber Press publishes titles reflective of Humber's Polytechnic Identity, including e-Books, scholarly journals, and scholarly digital storytelling. It offers an online, open-access, publishing environment that strives to promote scholarship and advance diverse perspectives.

The table below highlights Humber's Bachelor of Nursing faculty engagement in teaching and learning activities across the last four years. It is intended to be an example of the types of scholarly achievements that would be expected of BSc Nursing faculty if the program receives consent.

Teaching and Learning Activity	Number of Participants
Workshops	39
Certificate Programs • Teaching Effectiveness Certificate • Inclusive Curricular Design Certificate • Culturally Inclusive Educator Certificate • Teaching in a Digital World Certificate	7
Consultations	21
Conferences	26
Showcase Presenters	1
Scholarship of Teaching and Learning (SoTL) Projects	3
Total	97

5.2 Quality Assurance of Delivery

The following policies and processes related to quality assurance of program delivery are included in Section 14 of this application:

- Program Review Policy
- Program Review Procedure
- Faculty Evaluation and Professional Development Policy
- Faculty Evaluation Procedure
- Academic Freedom Policy

5.3 Student Feedback

The Student Feedback Questionnaire (SFQ) Policy outlines the mechanism for student feedback regarding program delivery. The college is committed to measuring students' perceptions of their learning experience and the SFQ is an instrument used on a regular basis to collect such data.

The SFQ is available on a digital platform and has been deployed across the institution in phases. Having access to both immediate and longitudinal data allows faculty to further engage in reflective practice and make data-informed decisions about their teaching practice. This data gives faculty new insights on how to influence and improve the student

learning experience. Additionally, this digital platform increases the level of access Humber provides to our students.

For more information related to SFQ visit the [Digital SFQ Website](#).

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SECTION 6: CAPACITY TO DELIVER

> **STANDARD:** The College has the capacity to deliver the quality of education necessary for students to attain the stated and necessary learning outcomes.

6.1 General

Humber offers a high-quality teaching and learning environment, and is widely known for helping students achieve academic and career goals. With an international reputation for quality programs and academic excellence, Humber serves over 30,000 full-time students and thousands of part-time learners. Among the college's strengths is its breadth of programs and range of credentials. Students can select from more than 180 industry-related full-time programs, each designed to meet specific career interests. Humber students can also choose from a range of credentials including four-year bachelor's degrees, two- and three-year diplomas, one- and two-year certificates, graduate certificates and apprenticeships.

Humber's primary focus is on teaching and learning. Award-winning, industry-connected faculty members teach in labs and classrooms that use the same equipment and technology used by employers. They enrich the classroom experience by providing insight into the "real world," which helps students prepare for their careers, and graduate with the credentials, knowledge and skills that employer's value.

Industry partnerships are essential to Humber's success. Industry advisors provide guidance on academic programming, ensuring students learn the most relevant curriculum. The partnerships also provide work study, field placement and internship opportunities for students. The college's partners offer research opportunities, fund scholarships, contribute to infrastructure projects and, most importantly, hire Humber graduates.

The [Applied Research and Innovation](#) department bridges the gap between research, innovation and industry. Students have the opportunity to develop solutions for businesses while they earn their credentials. As research and academics become more integrated at Humber, the college is poised to play a significant role in provincial and national economic growth.

Humber has been offering degree-level education since 2001, beginning with the launch of the collaborative nursing program in partnership with the University of New Brunswick. The following year saw the launch of the University of Guelph-Humber. Humber College Institute of Technology and Advanced Learning is approved to offer 28 Honours baccalaureate degrees. A list of Humber's current degree offerings can be viewed [here](#).

Humber's graduates have found success both in the workplace and in continuing their education. Graduates from FHSW's degree programs have been accepted into graduate education programs locally and internationally. Additionally, Humber's national and international institutional partnerships allow graduates the opportunity to obtain master's level education with Cape Breton University, Royal Roads University, Davenport University, Niagara University, Northwood University, and the University of Gloucestershire.

6.2 Faculty Qualifications and Policies

The Honours Bachelor of Science – Nursing program will be staffed by qualified full- and part-time professors to ensure students have ample access to instructional supports both in and outside classroom hours. All faculty will hold relevant professional credentials and have related experience. All faculty engage in research activity and maintain currency in their fields.

Projected Cumulative Enrolment and Attrition:

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4
Total head count (HC)	154	285	405	523
Full-Time Year 1	154	154	154	154
Full-Time Year 2	-	131	131	131
Full-Time Year 3	-	-	120	120
Full-Time Year 4	-	-	-	118

Together, the Vice President, Academic, the Vice-President, Human Resources and Organizational Effectiveness, and the Senior Deans develop human resource hiring and development plans for each of the Faculties. From these plans, the number of professors to be hired is determined for all levels of study offered by the Faculty. The recruitment of professors with the requisite qualifications to teach at the degree level often includes a national advertising strategy.

Humber will employ a complement of current faculty augmented by newly hired members recruited for their academic and professional qualifications, expertise in the field of nursing and their commitment to the guiding principles of the proposed programs. Faculty will be hired in order to meet the faculty credential requirements required for Ministerial consent.

The faculty hiring plan for the proposed program capitalizes on the experience and strength of excellent professors currently employed by Humber. Their CVs indicate the depth of their expertise and commitment to lifelong learning and can be found in Appendix 5.

Proposed Academic Credentials		
Semester	Course Title	Proposed Faculty Credential
1	BIOL 1414: Anatomy and Physiology 1	Ph.D.
1	ENGL 1103: Academic Writing and Critical Reasoning: Ecology Nature and Society	Ph.D.
1	NURS 101: Nursing as a Profession	MN/MScN
1	NURS 1032: Professional Relationships	MScN/MES
1	PSYC 1013: Introduction to Psychology	Ph.D.
2	BIOL 1415: Anatomy and Physiology 2	Ph.D.
2	NURS 1225: Nursing and Wellness	MN/MScN

Proposed Academic Credentials		
Semester	**Course Title**	**Proposed Faculty Credential**
2	NURS 1235: Clinical Practicum: Nursing and Wellness	MN(Ed)
2	PSYC 1273: Lifespan Development	Ph.D.
2	Select 1 from the following courses: Breadth Elective	Ph.D.
3	BIOL 2501: Pathophysiology 1	Ph.D.
3	NURS 2041: Health Assessment	MN/MScN/Post Masters NP Diploma
3	NURS 2132: Pharmacotherapeutics	MscN
3	NURS 2177: Young Families' Health	MSN/MScN/MSC
3	NURS 2188: Clinical Practicum: Young Families' Health	MN
4	BIOL 2513: Pathophysiology 2	Ph.D.
4	NURS 2063: Concentrated Clinical Practice 1	MN
4	NURS 2135: Chronic Health Challenges	MSN/MES/MN
4	NURS 2145: Mental Health Challenges	MN/Ph.D.
4	NURS 2156: Clinical Practicum: Mental or Chronic / Rehab Health Challenges	MN/MScN
4	STAT 2263: Statistics for Students of Biological Sciences	Ph.D.
5	BIOL 2251: Clinical Microbiology	Ph.D.
5	NURS 3052: Canadian Health Care System	Post Masters NP Diploma /Ph.D.
5	NURS 3065: Community and Population Health Nursing	MES/MN/MN(Ed)
5	NURS 3066: Clinical Practicum: Community and Population Health Nursing	MN(Ed)
5	NURS 3092: Nursing Research	MN/MScN/PhD
6	NURS 3031: Helping Relationships	MSN/MScN
6	NURS 3072: Acute Health Challenges	MA(Ed)/MScN/PhD
6	NURS 3073: Clinical Practicum: Acute Health Challenges	MA(Ed)/MScN/MN/ Post Masters NP Diploma
6	NURS 3082: Theoretical Foundations of Nursing	MN/MScN
7	NURS 4113: Families within Population	MN/MScN
7	NURS 4121: Nursing in Complex Situations	MA(Ed)/MN/PhD
7	NURS 4123: Clinical Practicum: Nursing Families in Complex Situations	MN/MA(Ed)/MScN

Proposed Academic Credentials		
Semester	Course Title	Proposed Faculty Credential
7	Select 1 from the following courses: Breadth Elective	Ph.D.
8	NURS 4127: Integrated Nursing Practical Elective	MN/MScN/PhD
8	NURS 4185: Trends and Leadership in Nursing	MScN

Curriculum Vitae Release

The college has on file and available for inspection, signatures from all faculty and staff who's CVs are included in this submission, attesting to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their CV in any documents/websites associated with the submission, review, and final status of the program application.

6.3 Library Resources and Supports

A Humber Libraries Collection Assessment was conducted by Humber Libraries with regards to the proposed Honours Bachelor of Science - Nursing program. The existing library collection (including books, e-books, print and electronic journals/magazines and databases) supports the degree, and offers a substantial number of resources required by the core program courses. The complete assessment report can be found in Appendix 6.

The table below summarizes the number of items in the collection (print and online) that will directly support the Bachelor of Science – Nursing program:

Books	87,898 print titles (North) 5,185,875 eBooks
Journals	149 print titles (North) 105,523 eJournals
eResources	157 subscription eResources
DVDs, CDs & Records	5,370 titles (North)
Streamed Videos	191,878 titles

Research Support
Students are able to visit the research help desk at the library in person or use askON (virtual chat help) for guidance on research for their assignments. askON is a collaborative service that twelve Ontario colleges support and operate. Students can also book appointments with their liaison librarian, for more in-depth assistance.

Research Instruction

Liaison librarians are available to teach research skills in classes or via online modules based on faculty requests. These sessions are tailored to the needs of the program and are often assignment specific. The goal of this service is to map to key courses in a program where research assignments are part of the curriculum. Both students and faculty find this service beneficial to student success. Based on a recent study undertaken by Library Services:

- 78% of students agreed or strongly agreed that they did better on their assignment as a result of what they learned from a librarian presentation in their class.
- After having a library presentation in one of their classes, 96% of faculty respondents agreed or strongly agreed that their students were more aware of library resources, while 90% agreed or strongly agreed that their students were more likely to use library resources and had done better on their assignments.

Library Website

The Library's content-rich website was updated in 2017 and provides 24/7 on-campus and remote access to the Library's catalogue and various online resources such as ebooks, ejournals, databases and streamed video content. The Discover search tool provides a "Google-like" interface and integrated search results for both the library catalogue and many key databases. Users can also search for resources by their program and by type of resource (e.g. ebooks). The website is AODA compliant and accessible on mobile devices.

Course Resource Pages

Online library content (ebooks, ejournal articles and streamed video) can be embedded into Humber Blackboard course sites via the creation of course resource pages. Faculty can develop lists of the resources they wish to use. Alternatively, librarians are available to help identify relevant readings. Organized by week or by theme, these pages are very easy for students to access and use.

Video Tutorials

The Library has created a suite of video tutorials providing 24/7 self-help options for students that demonstrate how to navigate various eResources, the Discover feature, as well as how to find books and access their library accounts.

The library also launched a series of APA in Minutes instructional videos in the summer of 2013. The videos were created in response to a growing need for APA assistance as voiced by students. The series currently consists of 12 videos covering a range of topics such as in-text citation and citing social media.

Technology Lending

In response to student feedback for more technology in our spaces, the Library started a laptop loan program in 2016 at the North campus. Thirty laptops are available for four-hour loans and can be used anywhere on campus. More recently our technology lending service has expanded to include phone chargers and HDMI cables.

Interlibrary Loans

Intercampus loan services (resource sharing among Humber's three campuses) and interlibrary loan services (resource sharing with external libraries) are provided to Humber students and faculty so they may directly borrow library materials from any Ontario community college library. Library staff will also arrange loans from Ontario universities.

Accessible Content ePortal (ACE)

Humber Libraries participates in the [Accessible Content ePortal](#) (ACE), which contains alternative formats of the print book collections of participating Ontario colleges and universities. Content is made available to students requiring alternate print formats in the following ways: B&W PDF, DAISY, TXT and ePub. ACE is managed by Scholars Portal, a service of the Ontario Council of University Libraries.

Copyright Services

The Library leads the College's copyright education program and has created an online tutorial for faculty. The Library will also secure permissions for materials not in its collections based on faculty requests.

Library Orientation & Outreach

[Mobile Library Tour](#): The Library has developed a mobile library tour, launched in September 2018, to show students library spaces, services and physical collections. Faculty are encouraged to promote this mobile tour to new students.

International Student Orientation: The Library participates in the international student orientation to increase awareness of our services and supports. International students are encouraged to complete the mobile library tour as part of their orientation.

Learning Commons Technology Workshops: During Orientation week, Humber Libraries offers technology workshops for new students with the goal of equipping them with tools to navigate Humber-specific technology. Topics include connecting to Wi-Fi, printing, photocopying and scanning, lab locations, troubleshooting techniques, how to access free software available to students, booking online study rooms, borrowing equipment and resetting passwords.

Faculty Orientation: The Library partners with the Centre for Teaching and Learning to create and deliver training for new faculty on the breadth and depth of library resources and services available. A new faculty collection fund allocates $1,000 for each new faculty member for library resource purchases such as books, ebooks and journals. New faculty collaborate with their liaison librarian to spend the allocated funds.

Outreach Activities

The North Learning Commons hosts a St. John's Ambulance therapy dog once a week during the Fall and Winter semesters. Percy's visits are very popular with students and provide a welcome study break in a dynamic space. The Library also hosts an annual event called Recess, which takes place over four separate days – two in the Fall semester and two in the Winter semester. Recess is designed to promote and instruct students on library services through fun and engaging activities, while developing partnerships with academic Faculties

and departments. During the 2018-2019 academic year, the themes for the four days were: Library Olympics, APA & Play, The Love Edition (tied to Valentine's Day) and Reflect & Recharge.

The Library Team

The Library team has ten full-time liaison librarians, all with American Library Association accredited Masters degrees in Information Studies or Library Science. Liaison librarians are responsible for research support, research instruction, collection development and often coordinate the delivery of the library's many services. Twelve full-time and eight part-time Library Technicians staff the research help desk in the Libraries and the help desks in two Learning Commons spaces. Library Technicians also support the Library's core services in learning resource acquisitions and cataloguing, copyright services, interlibrary loan and course resource pages. There are six clerks who staff the borrower services desks in our two campus libraries. The Library has four administrators, three of whom have a Masters in Library Science or Information Studies. The Library also recently hired a Library Systems Specialist, whose focus is the website and the various systems that support our services.

Professional Development

Librarians are encouraged and supported financially to attend conferences, symposiums, webinars and seminars relevant to their subject areas and the services they support. The Library also covers the cost for all interested library staff to attend the Ontario Library Association's annual Super conference in Toronto, the largest library conference in Canada. The research help team launched an eTraining program in May, 2016. E-training lessons are sent to all research help staff each with learning objectives, an activity such as articles to read or videos to watch, as well questions to answer. All the questions are based on staff input and real-life reference questions. Trainings are taken up in-person and via video for evening and weekend teams. Connect5, an annual one-day conference for library staff at the Greater Toronto Area colleges, is supported and attended by Humber Libraries' team members.

6.4 Computer Resources

Across the college, Humber students have access to more than 2400 computers in computer and open access labs, many of which are available for student use when classes are not scheduled. Most computer labs have a high-volume, black and white laser printer configured to print on both sides of the page. Humber's Open Access Labs are non-scheduled computer labs featuring commonly used applications. Each lab (North: H205 and N205) features colour printing, scanning, and Internet access. Open Access Labs are open to all students actively enrolled in courses.

Wireless services are available across the college in classrooms, public areas, and offices. The wireless network allows faculty, staff, students, and visitors Internet and network resources such as email and web access from many different on-campus locations. Humber offers both a secure and a public wireless network service.

All full- and part-time students have access to select Microsoft software at no additional cost for use on their personal computers, including the most recent versions of Windows, Office for Mac used by Humber staff.

6.5 Facilities and Classroom Space

The College is committed to providing appropriate learning spaces, labs and equipment to fully support the programs. Faculty use the Learning Outcomes for each course to design instruction and build course content. There are approximately 142 classrooms at the North campus for a full-time student enrollment of about 19,000.

The majority of the classrooms at the North campus seat between 30 and 60 students, but there are larger classrooms that generally can hold 60-80 students, as well as one auditorium which seats 310 students. The larger rooms are used for full-cohort groupings, while the smaller classrooms are used when the cohort is divided into smaller groups. All classrooms at the North campus are equipped with computerized audio-visual equipment to support course delivery. Every classroom also has a direct line to the support staff in the College's Information Technology Service who respond quickly if there are any problems with the equipment.

In addition to the classrooms, North campus has 44 Open Access Labs (non-instructional use), with workstations. All students have access to both PC and Mac computers, as well as printing facilities, and all students and staff have access to wireless internet across the campus, enabling easy access to course resources, such as library holdings and course materials posted on Blackboard.

Humber is the only English-speaking college in Ontario with access to an on-campus cadaver laboratory for nursing students. Humber's well-equipped labs feature leading-edge equipment, including four simulated nursing labs and bioscience and anatomy labs which help students prepare for nursing careers in all health care settings as practitioners, educators, and managers. Humber's Bioscience lab is equipped with anatomical models, embedded and wet human specimens and other aids to enhance students understanding of anatomical relationships and physiological principles – including 'wet labs', which is used to conduct experiments on physiological systems such as respiratory, circulatory or digestive.

The Clinical Simulation Learning Centre is a resource that complements practice education in many of Humber's programs. The Clinical Simulation Learning Centre helps improve student learning by providing a variety of clinical situations that might not arise during the hours a student is in the practice setting. It offers opportunities to rehearse skills before trying them on real patients – thus improving patient safety. The Clinical Simulation Learning Centre includes 20+ full-body patient simulators ranging from medium to high fidelity, they represent the age range of infant, child, and adult. During the simulations, students are able to assess various medical situations and respond with appropriate treatment measures such as, inserting IV's, medication delivery, various oxygen delivery procedures, tracheotomy

care, etc. The hi-fidelity patient simulators also include vocal responses and heaty and lung sounds. Most importantly, the Clinical Simulation Learning Centre serves all programs within the Faculty of Health Sciences & Wellness for discipline specific learning and for interprofessional learning. Simulation education is a proven method of supporting learning in a low risk situation while being introduced to, and integrating, increasingly complex scenarios within the education process. This supports graduates to practice the complex task of integrating knowledge, skill and critical thinking and decision-making – learning to multitask in the busy practice environment.

6.6 Resource Renewal and Upgrading

Humber's Capital Development and Facilities Management department reviews the physical condition of the campuses and completes assessment surveys. Planning is informed by data that includes KPI feedback regarding student satisfaction with learning facilities. Other considerations include academic and enrolment plans, space utilization reports, Colleges Ontario Facilities Standards and Inventory (COFSI) reports, and stakeholder consultations.

The assessment of these metrics informs the formation of the Campus Development Plan and the Campus Land Use Plan. These plans support Humber's strategic enrolment and community plans by increasing instructional seat capacity, renewing instructional and related support spaces, expanding learner support facilities, defining landmark entrances, enhancing campus arrival experience, and investing in faculty and administrative offices in conjunction with increases in academic space.

Updates on this and other capital projects are available on Humber's Capital Development & Facilities Management website.

6.7 Applied Research and Innovation

Humber has developed a remarkable network of Centres of Innovation (COIs) that highlight the institution's strengths in the arts, business, technology, entrepreneurship, societal enhancement, and health and wellness. The COIs represent unique collaborations among students, faculty members, and industry and community partners. Together they work to solve authentic industry and community challenges. COIs provide an experiential learning environment for the students and helps prepare them to be professional and innovative members of society. The COI network brings together people with the insight, imagination and skills to help students succeed and put ideas into action.

The COI teams examine problems from many different perspectives that take advantage of the members' diverse backgrounds and expertise to create user-centred solutions to problems. The COI network helps bridge the gap between innovation and application by bringing creative concepts forward to industry and the community.

Humber's COIs include:

- The Barrett Centre for Technology Innovation

- The Centre for Creative Business Innovation

- The Centre of Innovation in Health & Wellness

- The Centre for Entrepreneurship, and

- The Centre for Social Innovation

Resources include state-of-the art buildings that provide flexible, technology-enabled spaces for exploring, learning, creating and knowledge-sharing. The innovative learning spaces are supported by Humber's six academic Faculty areas, expertise in more than 180 postsecondary programs, and the Office of Applied Research and Innovation.

6.8   Student Support Services

Humber is committed to ensuring that the quality of student life is conducive to intellectual and personal growth and to the achievement of academic success. Resources include:

Departments	Details
Aboriginal Resource Centre	Aboriginal Resource Centre (ARC) plans a variety of educational, cultural, and fun activities for all new and returning students. They are open to all students at Humber who have questions, are working on projects or would like to get involved through volunteering. Some of the services provided by the ARC include: • Indigenous Student Association (ISA) • Peer tutoring access • Quiet computer and study space • Bursary and Funding applications • Academic counseling • Personal Services • Work-study & Volunteer opportunities
Humber Libraries	Humber Libraries supports students and faculty in their learning, teaching and research pursuits through the continuous development and delivery of exemplary research services, collections and spaces that reflect Humber's broad range of polytechnic programs. The Library leverages advanced technology and best practices in digital learning to support all modes of teaching and learning, ranging from in-person to hybrid and online courses and programs.
Registrar's Office	The Office of the Registrar (RO) provides a wide range of academic and enrolment services and systems to prospective and current learners, faculty, staff, and external community. The RO serves students through the entire span of their college journey, from first contact through to graduation. They are responsible for managing admissions, registration and scheduling, maintaining the integrity of academic records, coordinating graduations and convocations, and overseeing financial aid. The RO also handles student recruitment and advising, transfer services, and student systems and reporting.
Student Success and Engagement	The Department of Student Success & Engagement (SSE) supports students' active participation in experiential initiatives, promotes student health, wellness and inclusivity, and offers a variety of educational and career-related support services to help current Humber students, recent graduates and newcomers to Canada achieve their academic and personal goals. SSE also supports our local communities by providing opportunities to build capacity and share resources. SSE comprises Athletics and Recreation, Student Events, Student Wellness and Equity, and Transition and Academic Support. Below are highlights of the services provided by the various departments within SSE: • Orientation: Orientation provides new students with the opportunity to learn about all that Humber has to offer through a Meet Your Faculty session, service fairs, campus tours and much more. • First Year Experience peer mentoring program: FYE is a peer mentoring program for all Humber first year students. Mentees are paired with a

Departments	Details
	Peer Mentor who is an upper year student in a similar program. Mentors help students with their college transition academically and socially.
	• Student Wellness & Accessibility Centre: The Student Wellness and Accessibility Centre (SWAC) supports student wellness and accessibility in order to promote academic success at Humber College. The provision of health, counselling and accessible learning services in one centre enables seamless, holistic support for students where/if necessary.
	• Health Services: Humber Health Services is a confidential, non-judgmental service working to promote student success by providing care in all areas of personal health and wellness.
	• Health and Counselling Services: Everyone encounters difficulties at some point in their life. This can create distress and interfere with one's well-being and success. Counselling Services can assist students to work through and resolve these difficulties.
	• Accessible Learning Services: Accessible Learning Services facilitates equal access for eligible students with disabilities by coordinating reasonable academic accommodations and support services.
	• Testing Services: Facilitates accommodated tests and assessments for Humber College and University of Guelph-Humber students as well as placement exams.
	• Fitness Centres: Humber's Fitness Centre is dedicated to enhancing the quality of life for students, employees and the community through physical fitness. The Centre offers free fitness classes, personal trainers, fitness assessments, nutrition consultations and incentive programs.
	• Residence and Housing: One of the primary responsibilities of the Residence Life program is to build strong positive communities within residence. The role of Residence Life is not only to provide a convenient, welcoming, and secure community environment, but to also provide highly trained staff who are responsive to student needs and issues.
	• Campus Security: The Department of Public Safety strives to create the safest college campus experience in Canada by providing a wide breadth of comprehensive services and programs, so our students can focus on success.
	• Equity and Inclusion Hubs: The BASE (Black Academic Success and Engagement) and LGBTQ+ Centre seek to support students who identify as members of their respective communities with resources, supports, programming, and community that empowers students to achieve their potential
	• Advising Services: The Academic and Career Success Centre supports prospective and current students and alumni by providing general advising related to finding a program that is the right fit, exploring careers or planning further education.
	• Peer Assisted Learning Support: offers a variety of learning supports, including peer tutoring, learning skills workshops, note-taking services and free study sessions run by peer leaders for select difficult courses.
	• Testing Centre: The Testing Centre provides a professional test environment to our community, supporting students and clients to

Departments	Details
	perform their best, equipping them with the tools they need to be successful, and upholding academic integrity in a quiet and monitored, barrier-free testing environment. • Student Conduct: The Office Student Conduct promotes the rights, well-being and safety of Humber community members, provides assistance with conflict resolution and when necessary investigate complaints using the Code of Student Conduct. Additionally, the Office of Student Conduct provides consent education training, promotes healthy relationships and connection to resources for students who need support.
Faculty of Liberal Arts & Science and Innovative Learning	• The Math Centre helps with all levels of mathematics courses, including courses with embedded math in such fields as physics, nursing, coding and chemistry. The staff is composed of friendly and knowledgeable full-time and part-time Humber students, and University of Waterloo co-op students. • At the Writing Centre, students can receive assistance with writing assignments, including thesis development, essay structure, research skills, grammar and style.
Community Outreach and Workforce Development	Community Outreach and Workforce Development (COWD) supports people in communities who may not traditionally have access to education, training and employment. By collaborating with Humber Faculties and departments, and partnering with community agencies and government, the department offers a broad range of programs and services to assist youth, Indigenous people, immigrants to Canada, and unemployed/underemployed individuals to access postsecondary education, apprenticeships and meaningful work opportunities. Services and programs include: • Community Employment Services: This resource provides employment services for all job seekers and employers across the Greater Toronto Area. • Newcomer Programs: Many internationally-trained professionals have benefited from the educational opportunities and services Humber provides. These include advising services, language classes, and bridging programs that offer short-term technical training. • Pre-Apprenticeship and Training Opportunities: Pre-Apprenticeship training programs are designed to help individuals interested in apprenticeship options develop their job skills and trade readiness in preparation for apprenticeship opportunities. • Youth Transition: This specialized program is designed to help youth make a successful transition to college, whether they have completed high school or not.
International Centre	The International Centre provides a range of services for international students, including information on permits and visas, health insurance, housing options, academic and social supports, and study abroad options.
Humber Ignite	Ignite is the official student government which advocates on behalf of full-time students at Humber College and the University of Guelph-Humber. The elected students of Ignite are members of key Humber committees to ensure that students are properly represented during all major discussions and decisions.

Departments	Details

	Ignite also provides the following services:
	• Health and Wellness:
	    • Health and Dental Insurance Plan
	    • Sleep Lounge
	• Financial Services:
	    • Financial Relief Program
	    • Bursaries
	    • Tax Clinic
	• Know Your Rights
	• Menstrual Products
	• Group Study Space
	• Leadership Lounge
	• Posting Board Service
	• Grad Photo Service

Students can easily access information and resources related to student support and services on the Student Life website.

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SECTION 7: CREDENTIAL RECOGNITION

> **STANDARD:** While meeting particular needs, the program is designed to maximize the graduates' potential for employment and promotion in their field and for further study.

7.1 Labour Market Analysis

Occupations relevant to graduates of the Bachelor of Science - Nursing degree program include but are not limited to:

- Registered nurses and registered pscyhiatric nurses
- Allied primary health practicioners

The number of employed registered nurses in Ontario has remained stable for the past 5 years. A Government of Canada report[9] indicates that the employment outlook is fair for Registered nurses (NOC 3012) in Ontario for the 2019-2021 period. Occupations in community care settings are projected to increase as a result of provincial efforts being made to expand home and community care and enhance inter-professional primary care organizations. In addition, the demand for healthcare is expected to grow as the proportion of seniors is projected to increase.

A recent environmental scan and labour market analysis completed by Humber College relating to these occupations reveals an average hourly wage of $36.01/hour (Appendix 8). According to EMSI, job growth in these areas is positive. Based on regional employment data, retrieved from EMSI, for the Greater Toronto Area (GTA) the overall job growth is expected to be 15.9% between 2000 and 2026 for registered nurses (NOC 3012) and allied primary health practitioners (NOC 3124), in line with the provincial average of 14.1%[10]. The full Environmental Scan including labour market analysis can be found in Appendix 7.

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[9] Government of Canada. (2020). Retrieved from *Job Outlook: Registered Nurse in Ontario*
https://www.jobbank.gc.ca/marketreport/outlook-occupation/993/ON
[10] EMSI. (2020). Retrieved from *Occupation overview for registered nurses and allied primary health practitioners.*

Regional Trends

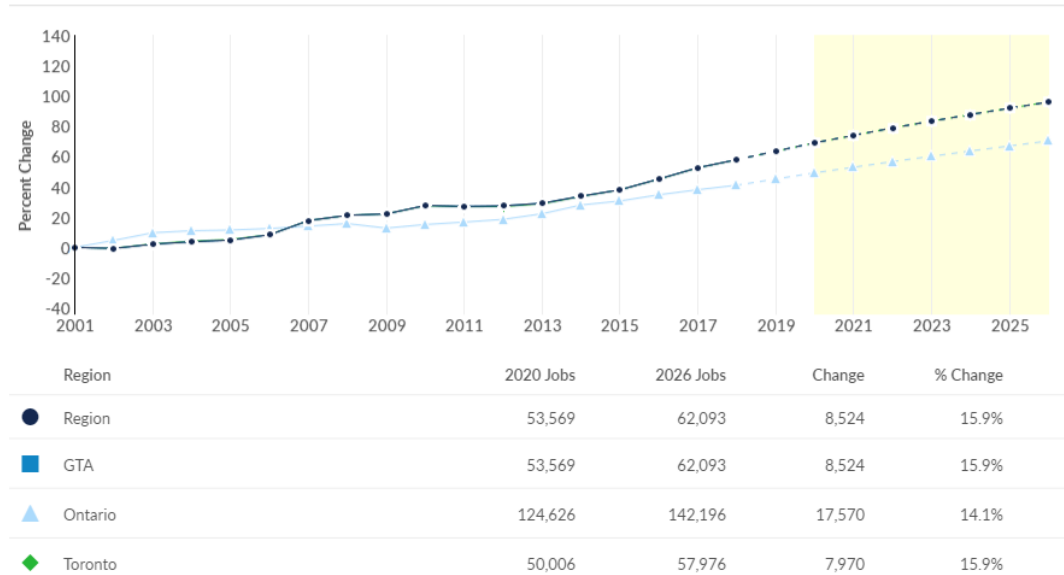| Region		2020 Jobs	2026 Jobs	Change	% Change
Region		53,569	62,093	8,524	15.9%
GTA		53,569	62,093	8,524	15.9%
Ontario		124,626	142,196	17,570	14.1%
Toronto		50,006	57,976	7,970	15.9%

Figure 1. Labour Market Trends[11]. The number of jobs in both the GTA and Ontario have increased since 2020 and growth is projected to remain steady into 2026.

The Government of Canada reports the distribution of full-time and part-time workers as:
- Full-time workers: 75%
- Part-time workers: 25%

The Local Health Integration Network Toronto – Central regional report[12], compiled by the College of Nurses of Ontario, highlighted the distribution of employed nurses working status, employment sectors and top three nursing employers.

Nursing Employment Working Status

Working status

Working status	RN		RPN		NP		Total	
	#	%	#	%	#	%	#	%
Full-time	12,419	62.5	2,200	43.9	431	62.0	15,050	58.8
Part-time	3,821	19.2	1,762	35.1	108	15.5	5,691	22.2
Casual	3,643	18.3	1,052	21.0	156	22.4	4,851	19.0
Total	19,883	100	5,014	100	695	100	25,592	100

Nursing Employment Sectors

Employment sectors

Employment sector	RN		RPN		NP		Total	
	#	%	#	%	#	%	#	%
Community	2,420	12.2	793	15.8	162	23.3	3,375	13.2
Hospital	14,591	73.4	2,381	47.5	440	63.3	17,412	68.0
Long-term care	903	4.5	1,571	31.3	7	1.0	2,481	9.7
Other	1,969	9.9	269	5.4	86	12.4	2,324	9.1
Total	19,883	100	5,014	100	695	100	25,592	100

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[11] EMSI. (2020). *Employment Outlook Report for NOC 3012 & NOC 3124*. Retrieved from https://www.economicmodeling.com/
[12] College of Nurses of Ontario. (2017). *LHIN Regional Summaries 2016: Toronto Central*. Retrieved from http://www.cno.org/globalassets/2-howweprotectthepublic/statistical-reports/toronto-central-2016.pdf

Nursing Employment Positions

RN	#	%
Acute care hospital	11,912	59.9
Rehabilitation hospital	836	4.2
Long-term care facility	811	4.1

7.2 Employer Needs

1,904
Unique Postings
13,190 Total Postings

7 : 1
Posting Intensity

Regional Average: 3 : 1

30 days
Median Posting Duration
Regional Average: 40 days
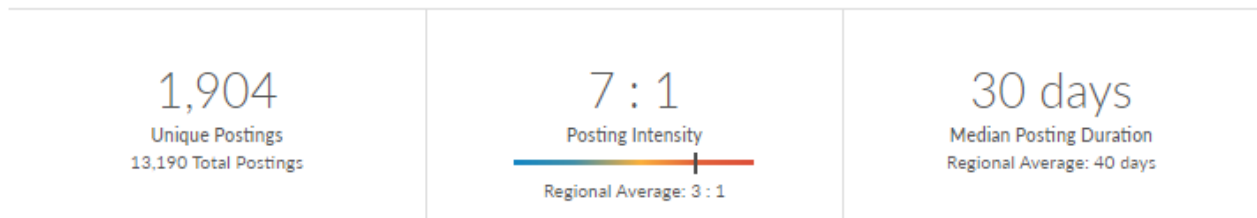
The top posted job titles include registered nurse, intensive/intermediate care nurse and nurse practitioner. Recent job postings can be located in appendix 8.

7.3 Sample Job Postings

A recent scan of EMSI job posting analytics revealed several potential job postings in the Greater Toronto Area that graduates of the proposed program may find interesting (Appendix 8). Some examples:

- o   Registered Nurse
- o   Wellness Manager
- o   Intensive/Intermediate Care Nurse
- o   Rehabilitation Nurse
- o   Home Health Nurse
      Surgical Nurse

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SECTION 8: REGULATION AND ACCREDITATION

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

8.1 Requirements of Licensing and Regulatory Bodies

Each province/territory is granted responsibility for nursing regulation. In Ontario registered nurses (RNs), registered practical nurses (RPNs) and nurse practitioners (NPs) are governed through the College of Nurses of Ontario (CNO). This is supported through legislation in The Nursing Act, 1991[1], which stipulates completion of a minimum of a Council-approved baccalaureate degree in nursing (along with other criteria around examination, language proficiency, fees and time limitations associated with the requirements). The Council of the CNO establishes the requirements for entry to practice and approves nursing education programs in Ontario.

 The Canadian Association of Schools of Nursing (CASN) is a national association connecting and representing nursing education, research and scholarship nationally and globally.

CNO's program approval is mandatory for all nursing education programs; CASN's program accreditation process is voluntary. While all nursing programs in Ontario must have CNO approval in order for graduates to be eligible to become registered nurses with the CNO, CASN's program accreditation is recognized nationally as an assurance that benchmarked standards are met. While operating the Bachelor of Nursing through the collaboration with UNB, Humber successfully achieved accreditation through CASN and program approval through the CNO, since the program first began operating at Humber in 2001.

This proposed program has been designed to achieve the professional competencies defined by the College of Nurses of Ontario (CNO) and to meet the program approval requirements of the CNO. If consent is granted, Humber will pursue program approval through the CNO in order to ensure graduates meet the registration regulation requirement of having graduated from a program approved by CNO's Council. The program has also been designed to meet the national benchmarks outlined by the Canadian Association of Schools of Nursing (CASN).

SECTION 9: NOMENCLATURE

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

The proposed nomenclature for the Humber degree is Honours Bachelor of Science - Nursing following the PEQAB benchmark for naming the bachelor'[13] to allow the use of the term "honours" to title 4-year college degrees.

The nomenclature Honours Bachelor of Science - Nursing accurately reflects the program's level of study for students, employers, and other postsecondary institutions by affirming that the credential is an honours bachelor's degree. The program was developed in accordance with the Ontario Qualifications Framework Level 11 - Baccalaureate/Bachelor's Degree: Honours.

In alignment with PEQAB's requirements for degree nomenclature, Humber considered:

- whether the name clearly conveys the focus of the degree;
- whether the degree meets the degree-level standards expected of a program in nursing;
- the orientation of the degree in terms of approach and preparation of students.

Jurisdictional scans demonstrate that the Bachelor of Science - Nursing is the dominant nomenclature used for the baccalaureate degree in nursing in Canada as well as in Ontario. In Ontario, 29 out of the 37 approved programs hold the Bachelor of Science - Nursing nomenclature[14]. In Ontario, the College of Nurses of Ontario (CNO) requires the mandatory approval of all nursing education programs. The CNOs Program Approval Guide[15] and Program Approval Policy[16] refer to the credential as a Bachelor of Science - Nursing (BScN). Humber's request for *Honours Bachelor of Science – Nursing* nomenclature is consistent with the commonly recognized nomenclature within the province and within the provincial regulatory body.

The program has been designed to achieve the professional competencies defined by the College of Nurses of Ontario (CNO) and to meet the program approval requirements of the CNO. Upon consent Humber will pursue program approval through the CNO in order to ensure graduates meet the registration regulation requirement of having graduated from a program approved by CNO's Council. The Nursing Act, 1991, entrusts the Council of the CNO to approve education programs as an eligibility requirement to achieve the designation of Registered Nurse. The program has also been designed to meet the national benchmarks outlined by the Canadian Association of Schools of Nursing (CASN).

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[13] Since renamed Ministry of Colleges and Universities
[14] https://www.cno.org/en/become-a-nurse/approved-nursing-programs/rn-programs/
[15] https://www.cno.org/globalassets/3-becomeanurse/educators/nursing-education-program-approval-guide-vfinal2.pdf
[16] https://www.cno.org/globalassets/3-becomeanurse/educators/nursing-education-program-approval-policy-vfinal.pdf

SECTION 10: INTERNAL QUALITY ASSURANCE AND DEVELOPMENT

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

The quality of the proposed program is assured by policies and procedures for periodic evaluation:

- Program Review Policy
- Program Review Procedure

All postsecondary programs at Humber are reviewed on a cyclical basis every five to seven years to ensure they are current, relevant to the workplace, and responsive to students' needs and abilities. Program review is also meant to:

- Enhance the quality of education offered by the program.
- Demonstrate the extent to which the program conforms to provincial standards and program learning outcomes.
- Identify the program's strengths and gain a clearer sense of its direction and challenges.
- Encourage discussion and dialogue among faculty and service areas, creating a shared sense of purpose.
- Assure that the PAC is utilized for its expertise.
- Plan for the systematic evaluation of the curriculum, equipment/labs and the use of materials, financial resources, and space/facilities.
- Allow Humber to evaluate program policies, procedures, services and records.
- Develop a sense of cohesion among program administrators, faculty, staff, and students that results from their participation in the review and renewal process.

This formal review involves preparing a self-study that incorporates the perspectives of all stakeholders and provides a detailed overview of all aspects of the program, including:

- A history of the program and past action plan outcomes from earlier consent renewals, if applicable.
- The program's alignment with Humber's Strategic Plan.
- The program's best practices and adherence to the degree level standard.
- Changes to the program learning outcomes and curriculum.
- The program's successes and challenges.
- Recommendations for improvement.
- Student Success Analysis (student profile, admission requirements, analysis for application and registration, retention, employer satisfaction, graduate employment, labour market outlook, student success, etc.).
- Key Performance Indicator (KPI) and internal data benchmarking analyses.
- A review of the program learning outcomes, program curriculum and desired changes.
- Human, physical and fiscal resources.

- Experiential and work-integrated learning aspects of the program.

At the end of every academic year a review of the program map and course outlines are undertaken, and program action lists stemming from previous cyclical reviews are evaluated. Curricular discussions held by faculty teams discuss curriculum currency and work towards enhancing learning experiences. The Annual Program Quality Assessment (APQA) is also an opportunity to aggregate data and identify themes that are emerging across the College. This in turn informs the focus of Associate Dean Forums, Centre for Teaching and Learning Workshops, and PPDR resources.

Humber is working to profile the importance of alumni engagement in program reviews. Moreover, Humber was the first college in Ontario to invite alumni to serve as external assessors as part of PEQAB degree reviews (spring 2019). Strengthened Program Advisory Committees and learnings from the symposium, Student Voices in Quality Assurance (November 2019) – co-hosted by Humber and Centennial Colleges – will inform future directions. The Office of the Associate Vice President Academic is responsible for designing and overseeing the administrative infrastructure that will capture the broad and varied ways in which Humber engages with industry and employers.

Humber also uses a number of quantitative and qualitative strategies to support student achievement, and to evaluate program currency and relevance:

- **Entering Students Profile Reports** (ESPs): At the beginning of every year, the program receives a report generated from the Registrar's Office that summarizes the demographic and academic characteristics of those students entering the first semester of the program. As comparators, the program also receives aggregate reports for the relevant faculty, for students enrolled in the same credential across the college, and for the college as a whole.

- **Student Feedback Questionnaires** (SFQs): Students complete in-class questionnaires on their learning experiences in every course in the program each semester. Faculty members and program administrators receive individualized reports on faculty performance and student satisfaction, along with aggregate Faculty and college reports as comparators. In addition to the college-wide SFQs, many of the teaching teams employ an informal feedback tool referred to as "Stop, Start, Continue". This permits students to comment on what is and is not working, to share ideas for learning, and to comment on how a new project or initiative is being received. It helps identify program strengths and weaknesses. Information collection is shared with students and discussed in class by those instructors who employ this meaningful tool.

- **Student Satisfaction Key Performance Indicators** (Student KPIs): Every February, students of the program complete a lengthy student satisfaction survey in class under the auspices of CCI Research, an external agency contracted by the Ministry of Training, Colleges and Universities (MTCU). The aggregate results of the survey are provided to the program, along with year-over-year comparisons for the previous four

years. The program also receives aggregate faculty, credential, college and provincial reports as comparators.

- **Graduate and Employer Key Performance Indicators** (Graduate and Employer KPIs): Six months after graduation, CCI Research surveys graduates of the program and their employers by telephone. The aggregate results of the survey are provided to the program, along with year-over-year comparisons for the previous four years. The program also receives aggregate faculty, credential, college and provincial reports as comparators.

- **Annual Curriculum Review**: Every May-June period, the program faculty meet to assess the alignment of the course learning outcomes and student assessments with the program learning outcomes and overall student achievement. Modifications are made to program maps, course content and assessments at that time.

- **Program Review Student Survey**: As part of the Program Review process, students in the second, third, and fourth year of the program complete a dedicated survey administered by the program review staff. The results of the survey are provided to the program.

- **Student Focus Groups**: As part of the Program Review process, the program review staff conduct semi-structured focus groups with the students in the program. Summaries of the focus groups are provided to the program.

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SECTION 11: ACADEMIC FREEDOM AND INTEGRITY

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

11.1 Academic Freedom and Academic Honesty

Academic freedom includes the freedom of research, of legitimate classroom discussion, and of the advocacy of alternative opinions to those presented in Humber's learning environments. To maintain an environment that supports academic freedom, students will be evaluated on knowledge and academic performance for the purposes of granting academic credit and not on the basis of personal or political beliefs.

The relevant policies and procedures pertaining to academic freedom and academic honesty are listed below.

- Academic Freedom Policy
- Academic Honesty of Faculty and Staff Policy
- Allegations of a Breach of Academic Honesty of Faculty and Staff

All of the above listed policies and procedures can be consulted in the PDF "Policies" document provided in Appendix 9, section 14 of the application.

11.2 Intellectual Property, Ethical Research and Copyright

The college has policies and procedures relating to the ownership of intellectual property. The College upholds ethical research standards. Where research is conducted that involves the management of research funds, the use of animals or human research participants, the policies of the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, and/or the Social Sciences and Humanities Research Council of Canada govern the research.

The relevant policies and procedures pertaining to intellectual property, ethical research and copyright are listed below.

- Intellectual Property Policy
- Intellectual Property Procedure
- Copyright Policy
- Ethical Conduct for Research Involving Animals Policy
- Ethical Conduct for Research Involving Humans Policy
- Procedures for Ethical Conduct for Research Involving Humans
- Integrity in Research and Scholarship Policy
- Integrity in Research and Scholarship Procedures
- Research Contracts, Grants and Fund Administration Policy

- Research Contracts and Fund Administration Procedure
- Research Grant Applications and Fund Administration Procedure

All of the above listed policies and procedures can be consulted in the PDF "Policies" document provided in Appendix 9, section 14 of the application.

11.3 E-learning Components

The applied nature of the Bachelor of Science - Nursing requires that the majority of courses are delivered face-to-face on campus. Students interested in additional online learning may select degree breadth elective courses, which are offered through this medium. The same college policies and procedures that govern copyright and intellectual property for traditional delivery methods (identified in 11.2) also apply to e-learning, blended learning and distance learning components. In addition, the Acceptable Use Policy for Technical Services governs the use of technical services being used by staff and students either remotely or while on campus.

Students in e-learning, blended learning and distance learning components engage with faculty and peers on an on-going and consistent basis, as they would in a face-to-face delivery model. On-site monitoring ensures that appropriate safeguards are in place to assure authentication of student identity and the integrity of student work. Humber's Learning Management System (LMS), generates a course site for each course regardless of mode of delivery. Access to the LMS is protected with individual student and faculty Humber ID number and password. The sharing and exchange course content is tracked and supported by the course site. For e-learning, blended learning and distance learning, instructors are available in person, by email, telephone, or in designated on-line meeting forums at times that will be clearly communicated to students at the start of a course. Where circumstances necessitate alternative testing arrangements, students have access to Humber's Testing Services. Humber is equipped to facilitate and experienced at providing virtual proctoring.

Humber has a variety of supports in place for both faculty and students who teach and learn through hybrid and online courses. Humber's Digital Learning Division and Digital Learning Creative Team provide faculty and student support that includes technical support and instructor and student/learner focused support. Their online course build team adheres to the Humber policies and procedures mentioned in this section during the online course design and build.

Digital Learning Division's Online Course Build Design & Philosophy
- Humber is committed to designing and building quality, digital, online and technology-enhanced learning experiences that keep the learner's needs as the central focus. Using technology to enable and enhance access and innovation, Humber online delivers excellence in flexible learning that extends beyond the boundaries of physical spaces and traditional time-based learning.
- Quality standards including Quality Matters Rubric, Universal Design for Learning principles and AODA compliance are adhered to, and upheld.

All of the above listed policies and procedures can be consulted in the PDF "Policies" document provided in Appendix 9, section 14 of the application.

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SECTION 12: STUDENT PROTECTION

> **STANDARD:** The College values and upholds integrity and ethical conduct in its relations with students.

Humber is committed to providing a positive and safe learning environment to all students.

The relevant policies and procedures pertaining to student protection are listed below.

- Academic Freedom Policy
- Academic Regulations
- Acceptable Use Policy for Technical Services
- Accessibility Policy
- Accessible Customer Service Policy
- Code of Student Conduct
- Gender Diversity Policy
- Ethical Conduct for Research Involving Humans Policy
- Human Rights Policy
- Intellectual Property Policy
- Procedures for Ethical Conduct for Research Involving Humans
- Program Information and Advertising Policy
- Protected Disclosure
- Residence Code of Conduct
- Sexual Assault and Sexual Violence Policy
- Student Support and Intervention: Non-Academic Voluntary/Involuntary Withdrawal Policy

All of the above listed policies and procedures can be consulted in the PDF "Policies" document provided in appendix 9, section 14 of the application.

SECTION 13: APPENDIX AND OPTIONAL MATERIAL

Appendix #	Title	Description
1	Program Map	The program map provides a visual overview of how the courses in the program contribute to the attainment of the program learning outcomes. As well, it indicates each course's level of instruction and how it fits into the sequence of scaffolded learning.
2	Course Outlines	**Omitted from web version** Course outlines for all core and mandatory non-core courses are provided in this section
3	Course Materials	**Omitted from web version** Relevant Course Materials
4	PAC minutes/notes	The Program Advisory Council (PAC) meeting notes/minutes reflects the discussions where their expertise has been sought to aid in program and curriculum design while ensuring relevancy and currency of the program content.
5	Faculty CVs	**Omitted from web version** All core faculty CVs are included in this section
6	Humber Libraries Collection Assessment	Complete assessment report from the Library with resources available to students of the Honours Bachelor of Science – Nursing program.
7	Environmental Scan	The Environmental Scan and corresponding data and analysis provides an overview of similar programs (domestic and international).
8	Job Postings	A collection of job descriptions for potential WIL related experiences for future students in the BSc. Nursing program.
9	Policy Document	A PDF document that discloses Humber's policies and procedures.

SECTION 14: POLICIES

Humber's policies and procedures are reviewed on a regular basis. Policies indicated as "under review" are (a) being drafted; (b) in committee review; (c) in departmental review (e.g. HR or Legal); (d) pending approval by the relevant approving body.

ADMISSION, PROMOTION, AND GRADUATION

Title of Policy/ Procedure	Section	Status	Date of Approval	Approving Body
Admission Requirements and Academic Regulations	*Section 5.1.a* Eligibility Categories Criteria for Degrees	Updated	July 12, 2019	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 6.0* Recognition of Previous Learning	Updated	July 12, 2019	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 6.11* Prior Learning Assessment and Recognition (PLAR)	Updated	July 12, 2019	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 7.9* Experiential Learning	Updated	July 12, 2019	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 11.1* Promotion and Progression Requirements	Updated	July 12, 2019	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 13.2* Graduation Requirements	Updated	July 12, 2019	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 17.0* Academic Misconduct	Updated	July 12, 2019	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 18.0* Grade Review & Academic Appeal	Updated	July 12, 2019	Academic Framework Committee

PROGRAM DELIVERY

Title of Policy/ Procedure	Section	Status	Date of Approval	Approving Body
Academic Freedom Policy (AC106)	---	Under review	Dec 3, 2012	Senior Vice President Academic
Academic Professional Development Leave Policy (AC206)	---	Updated	Dec 6, 2016	Senior Vice President Academic
Academic Professional Development Leave Procedure (AC206-P)	---	Updated	Dec 6, 2016	Senior Vice President Academic

Title of Policy/ Procedure	Section	Status	Date of Approval	Approving Body
Faculty Evaluation and Professional Development Policy (AC110)	---	Under review	Jan 4, 2013	Senior Vice President Academic
Faculty Evaluation Procedure (AC110 P1)	---	Under review	Jan 4, 2013	Senior Vice President Academic
Program Review Policy (AC109)	---	Under review	Jan 4, 2013	Senior Vice President Academic
Program Review Procedure (AC109 P1)	---	Under review	Feb 28, 2013	Senior Vice President Academic
Student Feedback Questionnaire Policy (AC108)	---	Under review	Jan 4, 2013	Senior Vice President Academic

CAPACITY TO DELIVER

Title of Policy/ Procedure	Section	Status	Date of Approval	Approving Body
Appointment of Adjunct Professors Policy (AC103)	---	Under review	June 25, 2012	Senior Vice President Academic
Appointment of Adjunct Professors Procedures (AC103 P1)	---	Under review	June 25, 2012	Senior Vice President Academic
CAAT Academic Employees Collective Agreement	---	Updated	Oct 1, 2017	College Employer Council and Ontario Public Service Employees Union
Faculty Academic/Professional Credential Requirements Policy (AC105)	---	Under review	Nov 15, 2012	Senior Vice President Academic
Faculty Evaluation and Professional Development Policy (AC110)	---	Under review	Jan 4, 2013	Senior Vice President Academic
Faculty Evaluation Procedure (AC110 P1)	---	Under review	Jan 4, 2013	Senior Vice President Academic
Integrity in Research and Scholarship Policy (AC203)	---	Under review	March 18, 2013	Senior Vice President Academic
Integrity in Research and Scholarship Procedure (AC203 P1)	---	Under review	March 18, 2013	Senior Vice President Academic
Research Grant Applications and Fund Administration Policy (AC204)	---	Under review	Feb 25, 2013	Senior Vice President Academic
Research Contracts and Fund Administration Procedure (AC204 P1)	---	Under review	Feb 25, 2013	Senior Vice President Academic
Student Feedback Questionnaire Policy (AC108)	---	Under review	Jan 4, 2013	Senior Vice President Academic

INTERNAL QUALITY ASSURANCE AND DEVELOPMENT

Title of Policy/ Procedure	Section	Status	Date of Approval	Approving Body
Program Review Policy (AC109)	---	Under review	Jan 4, 2013	Senior Vice President Academic
Program Review Procedure (AC109 P1)	---	Under review	Feb 28, 2013	Senior Vice President Academic

ACADEMIC FREEDOM AND INTEGRITY

Title of Policy/ Procedure	Section	Status	Date of Approval	Approving Body
Academic Freedom Policy (AC106)	---	Under review	Dec 3, 2012	Senior Vice President Academic
Academic Honesty of Faculty and Staff Policy (AC107)	---	Under review	Nov 23, 2012	Senior Vice President Academic
Admission Requirements and Academic Regulations	*Section 16.0* Academic Freedom	Updated	July 12, 2017	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 17.0* Academic Misconduct	Updated	July 12, 2017	Academic Framework Committee
Allegations of a Breach of Academic Honesty of Faculty and Staff Procedure (AC107 P1)	---	Under review	Nov 23, 2012	Senior Vice President Academic
Ethical Conduct for Research Involving Animals Policy (AC201)	---	Under review	Sept 24, 2012	Senior Vice President Academic
Ethical Conduct for Research Involving Humans Policy (AC200)	---	Under review	July 5, 2012	Senior Vice President Academic
Procedures for Ethical Conduct for Research Involving Humans (AC200 P1)	---	Under review	June 15, 2011	Senior Vice President Academic
Integrity in Research and Scholarship Policy (AC203)	---	Under review	March 18, 2013	Senior Vice President Academic
Integrity in Research and Scholarship Procedures (AC203 P1)	---	Under review	March 18, 2013	Senior Vice President Academic
Intellectual Property Policy (AC205)	---	Under review	Sept 20, 2013	Senior Vice President Academic
Intellectual Property Procedure (AC205 P1)	---	Under review	Sept 20, 2013	Senior Vice President Academic
Research Contracts, Grants and Fund Administration Policy (AC204)	---	Under review	Feb 25, 2013	Senior Vice President Academic
Research Grant Applications and Fund Administration Procedure (AC204 P1)	---	Under review	Feb 25, 2013	Senior Vice President Academic
Research Contracts and Fund Administration Procedure (AC204 P2)	---	Under review	Feb 25, 2013	Senior Vice President Academic
Research Involving Biohazardous and Radioactive Materials Policy (AC202)	---	Under review	Sept 24, 2012	Senior Vice President Academic

STUDENT PROTECTION

Title of Policy/ Procedure	Section	Status	Date of Approval	Approving Body
Admission Requirements and Academic Regulations	*Section 17.0* Academic Misconduct	Updated	July 12, 2017	Academic Framework Committee
Admission Requirements and Academic Regulations	*Section 18.0* Grade Review and Academic Appeal	Updated	July 12, 2017	Academic Framework Committee

All of the above listed policies and procedures can be consulted in the PDF "Policies" document provided in section 14 of the application.

APPENDICES

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
	1.1	Provides safe, ethical, competent, compassionate, client-centred and evidence-informed nursing care across the lifespan in response to client needs.	NURS 3031 Helping Relationships Course Outline_2016	See Course Rationale and Learning Outcomes 2.3 and 2.4.	NURS 1011_Weekly Objectives_2016	See Week 1 Objective 4		
	1.2	Conducts a holistic nursing assessment to collect comprehensive information on client health status.	NURS 3066 - Student Project Profile Backstretch Population	This document summarizes a student project repeated annually for student groups in the year 3 community placement. The project requires students to work with the marginalized Backstretch population and engage extensively with community partners in the community assessment phase of the project.	NURS 2041 Health Assessment Course Outline	See Course Outcome 1.4	NURS 2187 Self Directed Learning MAT_NB & KINDER	This is provided to students in a clinical course that provides Maternal/Infant and Kindergarten practical experience. The Comprehensive School Model and the assessment content related to Women and Newborns emphasize the use of tools/frameworks and the involvement of clients and health care teams.
			NURS 1235 Nursing and Wellness Clinical Outline	See Course Outcome 3.2	NURS 2145 Mental Health Challenges Course Outline	See Learning Outcome 1.2	NURS 1011_Weekly Objectives_2016	See Week 1 Objective 8
			NURS 2041 Health Assessment Course Outline	See Course Description and Course Rationale				
	1.3	Uses principles of trauma-informed care which places priority on trauma survivors' safety, choice, and control.	NURS 3065: Community & Population Health: Examine elements of population health (i.e. epidemiology, determinants of health) and discuss interventions, programs and policies to promote positive health status among a range of client populations and communities		NURS 4113: Families Within Populations. Week 6 learning objectives and Seminar topics.			
	1.4	Analyses and interprets data obtained in client assessment to inform ongoing decision-making about client health status.	NURS 4121 Test 2 Sample Questions	This document provides sample questions included in a test for the year 4 Nursing in Complex Situations course. These questions are common in all evaluation methods for the course.	NURS 1225 Nursing and Wellness Course Outline	See Course Outcome 3.3 and weeks 5-12 in Course Content table .	NURS3072 Final Exam Sample Questions	This document provides sample questions included in an exam for the year 3 Acute Health Challenges course. These questions are common in all evaluation methods for the course.
			Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking Skills and Analysis success criteria for evidence of this indicator.				

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
	1.5	Analyses and interprets data obtained in client assessment to inform ongoing decision-making about client health status.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 3.1	NURS 3073 Acute Health Challenges Course Outline	See Course Outcomes 3.1 and 3.3.	NURS 2187 Clinical Young Families Health Course Outline	See Course Outcomes 3.1, 3.3.
	1.6	Evaluates effectiveness of plan of care and modifies accordingly.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking Skills and Analysis success criteria for evidence of this indicator.				
	1.7	Anticipates actual and potential health risks and possible unintended outcomes	NURS 2177 Young Families Health Course Outline	See Learning Outcome 3.1 and 3.3.	NURS 4121 Test 1 Sample Questions	This document provides sample questions included in a test for the year 4 Nursing in Complext Situations course. These questions are common in all evaluation methods for the course.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Knowledge and its Application success criteria for evidence of this indicator.
	1.8	Recognizes and responds immediately when client safety is affected	NURS 2135 Chronic Health Challenges Course Outline	See Course Outcome 1.2 and 1.3.	NURS 2187 Clinical Young Families Health Course Outline	See Course Outcome 3.3.	NURS 4127 Integrated Nursing Practice Elective	See Learning Outcomes 3.2 and 3.4.
	1.9	Recognizes and responds immediately when client's condition is deteriorating	NURS 3072 Test 1 Sample Question	This short answer question reflects a common evaluation method in the year 3 Acute Care Health Challenges course.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking and Skills of Analysis success criteria for evidence of this indicator.	NURS4121 Topic 9 Cardiac disorders	This document is provided to students in preparation for a class in the year 4 course Nursing in Complex Situations. This course focuses on complex health conditions.
			NURS 4123 Clinical Practicum - Nursing Families In Complex Situations	See Course Outcomes 3.1, 3.2, and 3.3 for this year 4 clinical practicum in medical/surgical health care settings.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking/ Skills of Analysis success criteria for evidence of this indicator.	NURS 4121 Fall Exam Sample Questions_ETP 60	These sample questions on a final exam in the year 4 Nursing in Complex Situations course reflect the indicator requirements.

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
1a. Provide safe, competent, ethical, compassionate, and evidence informed care across the lifespan	1.10	Prepares clients for and performs procedures, treatments, and follow up care.	The Daily Clinical Assessment & Organizational & Mini Patient Care Plan, for their assigned clients each clinical practice day, includes: health care team members involved, brief client history data about the client as well as assessment data collected, identified actual and high risk patient problems and problem statement, goals for the plan of care, target dates, nursing/collaborative interventions with rationale and an evaluation of the nursing/collaborative interventions carried out.		NURS 3072: Acute Health Challenges. Topic 1 (Weeks 1 and 2): Collaborative Management of the Client Undergoing Surgery • Preoperative and postoperative care and surgical complications.		NURS 3073: Clinical Practicum. Simulation scenarios- CASN- 1. Post-op Hemorrhage, 2. Post-op pulmonary embolism.	
	1.11	Applies knowledge of pharmacology and principles of safe medication practice.	NURS 2132 Pharmacotheraputics Course Outline	See Course Description and Course Outcomes 1.1, 1.3, and 3.3.	NURS 4121 Test 2 Sample Questions ETP 62	These sample questions on a test in the year 4 Nursing in Complex Situations course reflect the indicator requirements.	NURS 3073 Pre-Assigned Preparation Package	The preparatory manual for the year 3 acute care clinical practicum course.
	1.12	Implements evidence-informed practices of pain prevention, manages client's pain, and provides comfort through pharmacological and non-pharmacological interventions.	NURS 2132 Pharmacotheraputics Course Outline	See Course Content for week 11.	NURS 1225 Nursing Wellness Course Outline	See Course Content for Weeks 8-12.	NURS 2041 Health Assessment Course Outline	See required readings including RNAO BPG regarding pain management.
	1.13	Implements therapeutic nursing interventions that contribute to the care and needs of the client.	NURS 4123 Student Assigned Lab Preparation	This manual reflects skills labs required of students prior to their year 4 clinical practicum in medical/surgical units. Students are evaluated by their clinical instructors in the lab setting.	NURS 3073 Pre-Assigned Preparation Package	This manual reflects skills labs required of students prior to their year 3 acute care clinical practicum. Students are evaluated by their clinical instructors in the lab setting.		
	1.14	Provides nursing care to meet palliative and end-of-life care needs.	NURS 4121 Final Exam Sample Questions ETP 69	These sample questions on a test in the year 4 Nursing in Complex Situations course reflect the indicator requirements.	NURS 2135 Chronic Health Challenges Course Outline	See Course Content Weekly Topics- Week 13 *The Chronic Management of Cancer and End-of-Life Care.*		

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
across the lifespan in response to client needs. 1b. Integrate knowledge, skills, judgment and professional values from nursing and other diverse sources into practice	1.15	Incorporates knowledge about ethical, legal, and regulatory implications of medical assistance in dying (MAiD) when providing nursing care.	NURS 4185: Nursing Leadership: Learning Objectives • Explore nursing students' experiences with and attitudes toward MAiD • Explore nurses' accountabilities related to MAiD • Examine informed consent and when it may be needed during end of life care • Explore the role of the substitute decision-maker Readings College of Nurses of Ontario. (2017). Practice guideline: Consent. http://www.cno.org/globalassets/docs/policy/41020_consent.pdf. College of Nurses of Ontario. (2018). Guidance on nurses' roles in medical assistance in dying.		NURS 4121: Nursing in Complex Situations- Topic 9: Collaborative Management of Clients Requiring 'Palliative Care & End-of-Life' Care. Required Readings: BC Centre for Palliative Care (2019). B.C. Inter-professional Palliative Symptom Management Guidelines (Pain). Retrieved from https://www.bc-cpc.ca/cpc/wp-content/uploads/2019/03/2-BCPC-Clinical-Best-Practices-colour-Pain.pdf College of Nurses of Ontario1. (2017). Consent. Retrieved from http://www.cno.org/globalassets/docs/policy/41020_consent.pdf College of Nurses of Ontario2. (2017). Guidance on Nurses Roles in Medical Assistance in Dying. Retrieved from http://www.cno.org/globalassets/docs/prac/41056-guidance-on-nurses-roles-in-maid.pdf Registered Nurses' Association			
	1.16	Incorporates principles of harm reduction with respect to substance use and misuse into plans of care.	NURS2145: Mental Health Challenges: Weeek 11: Lived Experience with Substance Use and Addictive Disorders, CNO Ethics Practice Standard for client choice, limits to client choice and client well-being in facilitating cultural preferences • RNAO best practice: person and family centered –care		NURS 3031 Helping Relationships Weeks 3-5: The spirit of MI, MI ethics and Nursing ethics, MI principles and Processes. 1. Weekly objectives and Reading list; 2. Scholarly Paper Assignment Theory, lab and assessments; 3. Video Assignment.			

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	1.17	Incorporates knowledge of epidemiological principles into plans of care.	NURS 1235 - Health Fair Community Project	This is a slide presentation for orienting year 1 students to their clinical rotation in highschools and the health fair project they complete. The project is grounded on the social determinants of health and health promotion (primary health care).	NURS 3066 - Student Project Profile Backstretch Population	This document summarizes a student project repeated annually for student groups in the year 3 community placement. The project requires students to work with the marginalized Backstretch population and community partners to advocate for the population's improved quality of life through health promotion and social change.	NURS 3052 Weekly Objectives	See Week 6 weekly objective 5 for this year 3 course on the Canadian Health Care system.
	1.18	Provides recovery-oriented nursing care in partnership with clients who experience a mental health condition and/or addiction.	NURS2145: Mental Health Challenges: Week 11: Lived Experience with Substance Use and Addictive Disorders, CNO Ethics Practice Standard for client choice, limits to client choice and client well-being in facilitating cultural preferences • RNAO best practice: person and family centered –care					
	1.19	Incorporates mental health promotion when providing nursing care.	NURS4111 Paper and Presentation Assessment	This list of topics reflects the current health care issues students draw on to write a year 4 paper and facilitate a presentation.	NURS 2145 Mental Health Challenges Course Outline	See Course Outcomes 1.3 and 3.1.	NURS 2145 Scholarly Methods and Evaluations with Rubric	See outline for Public Service Announcement criteria.
	1.20	Incorporates suicide prevention approaches when providing nursing care	Year 1 Pre-placement clearance requirement for all students: ASIST Certificate [Required to attend the Applied Suicide Intervention Skills Training course and must obtain the Certificate by the beginning of semester 4].		NURS 2145: Mental Health Challenges- Theory delivered during Week 4: Suicide, Anger, Aggression, Violence.		NURS 3031 Helping Relationships. Theory and Lab Weeks 8-10: Addressing dangerous situations; recognizing and responding to change talk. See attached weekly learning objectives and lab activities (lab #4).	

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	1.21	Incorporates knowledge from the health sciences, including anatomy, physiology, pathophysiology, psychopathology, pharmacology, microbiology, epidemiology, genetics, immunology, and nutrition.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Knowledge and it's Application success criteria for evidence of this indicator.	NURS4121 Topic 7 Renal Failure	This is an example of weekly preparatory work given to students in their Year 4 Nursing in Complex Situations course. They must come to class prepared with knowledge of health sciences as related to the clinical condition being discussed.	BIOL2501 Course Outline 2017	See all Course Outcomes for this non-nursing required course.
			NURS 2135 Chronic Health Challenges Course Outline	See Course Outcomes 1.1a and 1.3.	NURS 3073 Acute Health Challenges Course Outline	See Course Description/ Rationale.	NURS 2155 Clinical Practicum_Course Outine	See Course Description/ Rationale.
	1.22	Incorporates knowledge from nursing science, social sciences, humanities, and health-related research into plans of care.	NURS 3082 Middle Range Theory Scholarly Paper - Description	This year 3 assignment requires students to critically appraise a middle range nursing theory for its influence on the students' clinical practice as revealed through reflection on an actual clinical situation.	NURS3082 Week 6 - Comfort Theory Case study	This case study assignment is completed in class by groups of students in the year 3 Nursing Theory course. It reflects the format used for this course whereby students come to class and apply various nursing and borrowed theories to nursing situations.	NURS 4185 Week3 Class 2	See learning objectives for this class on Trends and Leadership in Nursing in regards to the Change Process as applied to Nursing Leadership.
	1.23	Uses knowledge of the impact of evidence-informed registered nursing practice on client health outcomes	NURS 3073 Acute Health Challenges Clinical Practicum Course Outline	See Course Outcomes 1.1, 3.1, 4.2, and 5.5.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 1.2 and 3.1.	NURS 2187 Clinical Young Families Health Course Outline	See Course Outcome 3.1.
	1.24	Uses effective strategies to prevent, de-escalate, and manage disruptive, aggressive, or violent behaviour	NURS 1235 - Clinical Reference Manual - LTC	This lab manual reflects learning students engage in prior to entering their LTC placement. A number of safety topics are included such as infection control, fall prevention, body mechanics, restraint use, etc.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.	NURS4185 Week 5- Class 1	See learning objective 4 for this class on Trends and Leadership in Nursing, a year 4 course.
	1.25	Uses strategies to promote wellness, to prevent illness, and to minimize disease and injury in clients, self, and others	NURS 3052 Assignment Description and Sign up	This year 3 assignment requires students demonstrate knowledge of health issues and identify one strategy that can be used through a lobbying approach to address the issue.	NURS 3065 Course Outline	See Course Description and Purpose as well as Learning Outcome 1.2.	NURS 1235 Nursing and Wellness Clinical Outline	See Course Outcomes 1.3, and 2.2 .
	1.26	Adapts practice in response to the spiritual beliefs and cultural practices of clients	NURS 2155 Clinical Practicum_Course Outine	See Course Outcomes 3.1, 5.1, 5.2, 5.3 and 5.4.	NURS 2135 Chronic Health Challenges Course Outline	See Course Outcomes 4.2 a) and 4.4		

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	1.27	Implements evidence-informed practices for infection prevention and control.	NURS 1235 - Clinical Reference Manual - LTC	The preparatory manual for students entering their first clinical placement in Long-term Care.	NURS 3073 Pre-Assigned Preparation Package	Students are expected to review CNO standards regarding Infection Control prior to their acute care clinical placement.		
	2.1	Demonstrates accountability, accepts responsibility, and seeks assistance as necessary for decisions and actions within the legislated scope of practice.	NURS 1011 Weekly Objectives	See weekly objectives and associated reading for weeks 6, 7, and 10.	NURS4185_Week 1 Class 2	See learning objective 3 for this class on Trends and Leadership in Nursing.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.
			NURS 1011 Weekly Objectives	See weekly objectives and associated reading for week 10.	NURS 3052 Canadian Health Care Systems	See weeks 2 and 3 Topics and Related Activities including reference to Nursing Act and RHPA.	NURS 1235 - Reflection GIBBS Template	This template is completed by students in their first clinical course. They reflect on their practice and identify learning goals accordingily.
			NURS 1011 Weekly Objectives	See weekly objectives and associated reading for week 13.	NURS4185_Week 5 Class 1	See learning objectives for this class on Trends and Leadership in Nursing in regards to interprofessional practice.	NURS 3072 Acute Care Health Challenges Course Outline	See Learning Outcome.
			Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.				
	2.2	Demonstrates a professional presence, and confidence, honesty, integrity, and respect in all interactions.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.	NURS4185 Week 5 Class 2	See learning objectives for this class on Trends and Leadership in Nursing in regards to models of Professional Leadership (Emotional and Social Intelligence; Transformational Leadership)	NURS 1032 Professional Relationships Course Outline	See description of Group Presentation assignment and its link to course Learning Outcomes focused on professional behaviour.
			NURS4185 Week 5 Class 1	This document reflects content of a class on workplace civility in the year 4 Trends and Leadership in Nursing course.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.	NURS 4127 Integrated Nursing Practice Elective	See 2.3, 4.3 and 5.5.

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	2.3	Exercises professional judgment when using agency policies and procedures, or when practising in their absence.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.				
	2.4	Maintains client privacy, confidentiality, and security by complying with legislation, practice standards, ethics, and organizational policies.	NURS 4127 Integrated Nursing Practice Elective	See Learning Ouctomes 1.3 and 4.1 .	NURS 1011 Nursing as a Profession Course Outline	See Learning Outcome 4.1 .	NURS 2132 Pharmacotheraputics Course Outline	See Learning Outcome 4.1.
			NURS 1011 Weekly Objectives	See week 9 for an outline of student learning regarding confidentiality and privacy, including the context of social media.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.		
	2.5	Identifies the influence of personal values, beliefs, and positional power on clients and the health care team and acts to reduce bias and influences.	NURS4185 Week 6 Class 2	See learning objectives 2 and 3 for this class on Trends and Leadership in Nursing, a year 4 course.	NURS 3031 Helping Relationships Course Outline	See Course Outcomes 4.5 and 5.5 .	NURS 4123 Clinical Practicum - Nursing Families In Complex Situations	See Course Outcome 5.4.
			NURS 3082 Personal Philosophy of Nursing Project - Description	This year 3 assignment outline reflects students' accountability to demonstrate an awareness of their values and beliefs and how they impact their philosophy, and ultimately practice, of nursing.	NURS 3031 Helping Relationships Course Outline	See Course Description and Course Outcomes 4.2 and 4.4.	NURS 4123 Clinical Practicum - Nursing Families In Complex Situations	See Course Outcomes 4.2 and 5.2.
2a. Commit to the health and well-being of clients. 2b. Uphold the profession's practice standards and ethics and be accountable to the public and the profession.			NURS 4127 Integrated Nursing Practice Elective	See Learning Outcomes 2.2, 2.3, 2.4, 4.3, 5.4 and 5.5.	NURS 1032 Professional Relationships Course Outline	See Course Outcomes 4.2 and 4.4.		
	2.6	Establishes and maintains professional boundaries with clients and the health care team.	NURS 1032 Midterm Exam Sample Questions ETP 77	This document provides sample questions on an exam in the year 1 course about Professional Relationships reflecting evidence for this indicator.	NURS 4123 Clinical Practicum - Nursing Families In Complex Situations	See Course Outcomes 5.2 and 5.4 .	NURS 1032 week 2 - ppt slides	See class slides for this class related to nurses' relational accountabilities regarding boundaries.
	2.7	Identifies and addresses ethical (moral) issues using ethical reasoning, seeking support when necessary.	NURS4185 Week 1 Class 2	This class outline document reflects attention to ethical guidelines in regards to leadership in nursing.				
	2.8	Demonstrates professional judgment to ensure social media and information and communication technologies (ICTs) are used in a way that maintains public trust in the profession.	NURS 3073 Acute Health Challenges Course Outline	See Course Outcome 2.5	NURS 2041 Health Assessment Course Outline	See Course Outcome 1.3.	NURS 3052 Assignment Description and Sign up	This document describes a media assignment in a year 3 course that includes the requirement for students to create a lobbying strategy, including the use of video/audio, social media, etc.

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		Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by						
		a) assessing own practice and individual competence to identify learning needs.	NURS 2155 Clinical Practicum Course Outine	See the description of self reflection assignments required in this clinical course.	NURS 1011 Weekly Objectives	See week 7 topic and associated readings.	Clinical Learning Summary	This document reflects a requirement of all students transitioning from one year to the next in regards to their learning goals going forward to clinical placements.
			NURS 4127 Integrated Nursing Practice Elective	See Learning Outcome 4.2 and 4.5.	NURS 2187 Clinical Young Families Health Course Outline	See Course outcome 4.5.		
	2.9	b) developing a learning plan using a variety of sources	NURS 2155 Clinical Practicum_Course Outine	See the description of self reflection assignments required in this clinical course.	NURS 1011_Weekly Objectives	See week 7 topic and associated readings.	Clinical Learning Summary	This document reflects a requirement of all students transitioning from one year to the next in regards to their learning goals going forward to clinical placements.
			Clinical Learning Summary	This document reflects a requirement of all students transitioning from one year to the next in regards to their learning goals going forward to clinical placements.	NURS 4127 - Learning Plan Template	This template is used by students in their final pre-grad clinical placement to identify their priority learning goals.		
		c) seeking and using new knowledge that may enhance, support, or influence competence in practice	NURS 2155 Clinical Practicum_Course Outine	See the description of self reflection assignments required in this clinical course.	NURS 1011_Weekly Objectives	See week 7 topic and associated readings.	Clinical Learning Summary	This document reflects a requirement of all students transitioning from one year to the next in regards to their learning goals going forward to clinical placements.
			NURS 3082 Theory Course Outline	See Learning Outcome 4.5 .	NURS 3092 Course Outline	See Learning Outcome 2.1 and 4.2 a,b,c.		
		d. Implementing and evaluating the effectiveness of the learning plan and developing future learning plans to maintain and enhance competence as a registered nurse.	NURS 2155 Clinical Practicum_Course Outine	See the description of self reflection assignments required in this clinical course.	NURS 1011_Weekly Objectives	See week 7 topic and associated readings.	Clinical Learning Summary	This document reflects a requirement of all students transitioning from one year to the next in regards to their learning goals going forward to clinical placements.
			Clinical Learning Summary	This document reflects a requirement of all students transitioning from one year to the next in regards to their learning goals going forward to clinical placements.				
	2.10	Demonstrates fitness to practice.	NURS4185_Week1Class2	See required attention to the CNO QA program in this introductory class of the year 4 Trends and Leadership in Nursing course.	NURS 1011_Weekly Objectives	See Week 7 class outline regarding Nursing Organizations.		

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	2.11	Adheres to the duty to report.	NURS 4185 Assessments	This course outline provides descriptions on hows students are assessed throughout the Trends and Leadership course where students learn how to apply standards and regulations related to unsafe practice/ misconduct.				
	2.12	Distinguishes between the mandates of regulatory bodies, professional associations, and unions.	NURS 1011 Weekly Objectives	See Week 10 outline regarding the RHPA and Nursing Act.	NURS 3052_Weekly Required Readings FINAL	See week 2 topics and required readings.		
			NURS 1011_Weekly Objectives	See Week 8 class outline regarding Nursing Organizations .	NURS 3052_Weekly Required Readings	See Week 1 topic and associated readings.		
	2.13	Recognizes, acts on, and reports, harmful incidences, near misses, and no harm incidences.	NURS 2132 Pharmacotheraputics Course Outline	See Course Description.	NURS4185_FinalExam Sample Questions ETP	These sample questions on a final exam in the year 4 Trends and Leadership in Nursing course reflect the indicator requirements.		
			NURS 2132 Test1 Sample Questions ETP	This document provides sample questions that are typical on the tests and exams in the pharmacology course in year 2.	NURS 3052 Weekly Objectives	See guidelines for Group 1 and Group 2 in week 11.		
	2.14	Recognizes, acts on, and reports actual and potential workplace and occupational safety risks.	NURS 1235 - Clinical Reference Manual - LTC	This preparatory manual for students entering their first clinical placement in Long-term Care.	NURS 3073 Pre-Assigned Preparation Package	Students are expected to review CNO standards regarding Infection Control prior to their acute care clinical placement.		
	3.1	Introduces self to clients and health care team members by first and last name, and professional designation (protected title).	NURS 1011 Nursing as a Profession Course Outline	See Course Outcome 4.1 and Learning Resources (page 4) reflecting attention to a number of CNO standards including Professional Standards.	NURS 1032 Week 1 - therapeutic communication	See slide presentation which includes this indicator in the context of nurses' professional accountabilities.		

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3. Use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.	3.2	Engages in active listening to understand and respond to the client's experience, preferences, and health goals.	NURS 1032: Professional Relationships - Active listening theory, labs, assessments- Weeks 3, 4, 6, 7.		NURS 1235: Clinical Practicum Nursing Wellness. Week 2/3: Nurse/Client therapeutic relationship, bridges and barriers to communication, active listening, and considering your own values and biases in relation to the Older Adult. Exploring personal values, beliefs and biases about the older adult • Forming a relationship with the older adult • Conversations with the older adult visitors		NURS 1235: Clinical Practicum Nursing Wellness. Week 2/3: Nurse/Client therapeutic relationship, bridges and barriers to communication, active listening, and considering your own values and biases in relation to the Older Adult. Exploring personal values, beliefs and biases about the older adult • Forming a relationship with the older adult • Conversations with the older adult visitors	
	3.3	Uses evidence-informed communication skills to build trusting, compassionate, and therapeutic relationships with clients.	NURS 1032 Professional Relationships Course Outline	See Course Outcome 2.3.	NURS 2187 Clinical Young Families Health Course Outline	See Course Outcomes 2.3 and 4.3		
			NURS 3066 - Student Project Profile Backstretch Population	This document summarizes a student project repeated annually for student groups in the year 3 community placement. The project requires students to work with the marginalized Backstretch population and engage extensively with community partners in the community assessment phase of the project.	NURS 2041 Health Assessment Course Outline	See Course Outcome 1.4.	NURS 2187 Self Directed Learning MAT_NB & KINDER	This learning manual is provided to students in a clinical course that provides Maternal/Infant and Kindergarten practical experience. The Comprehensive School Model and the assessment content related to Women and Newborns emphasize the use of tools/frameworks and the involvement of clients and health care teams.
	3.4	Uses conflict resolution strategies to promote healthy relationships and optimal client outcomes.	NURS4185_FinalExam Sample Questions ETP 8	These sample questions on a test in the year 4 Trends and Leadership in Nursing course reflect the indicator requirements.	NURS 3031 Helping Relationships Course Outline	See Learning Outcome 2.4 .	NURS 3065 Course Outline	See Course Outcome 2.2.
	3.5	Incorporates the process of relational practice to adapt communication skills.	NURS 1032 Professional Relationships Course Outline	See Course Outcome 2.3 on page 2 as well as Units 1 through 4 on Course Content table.	NURS 3031 Helping Relationships Course Outline	See Course Description and Rationale as well as Course Outcome 2.3. In the Learning Labs (x6) students learn and practice basic and advanced communication skills.		
	3.6	Uses information and communication technologies (ICTs) to support communication.	NURS 3073 Acute Health Challenges Course Outline	See Course Outcome 2.5 .	NURS 2041 Health Assessment Course Outline	See Course Outcome 1.3.		

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	3.7	Communicates effectively in complex and rapidly changing situations.	NURS 3072 Test 1 Sample Question	This short answer question reflects a common evaluation method in the year 3 Acute Care Health Challenges course.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking and Skills of Analysis success criteria for evidence of this indicator.	NURS4121 Topic 9 Cardiac disorders	This document is provided to students in preparation for a class in the year 4 course Nursing in Complex Situations. This course focuses on complex health conditions.
			NURS 4123 Clinical Practicum - Nursing Families In Complex Situations	See Course Outcomes 3.1, 3.2, and 3.3 for this year 4 clinical practicum in medical/surgical health care settings.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking/ Skills of Analysis success criteria for evidence of this indicator.	NURS 4121 Fall Exam Sample Questions_ETP 60	These sample questions on a final exam in the year 4 Nursing in Complex Situations course reflect the indicator requirements.
	3.8	Documents and reports clearly, concisely, accurately, and in a timely manner.	NURS 2041 Health Assessment Course Outline	See Course Outcome 2.1 . See week 3 theory content.	NURS 3073 Acute Health Challenges Course Outline	See Course Outcome 2.1.		
			NURS 2041 Health Assessment Course Outline	See Course Outcome 2.1 .	NURS 3073 Acute Health Challenges Course Outline	See Course Outcome 2.1.	NURS 4127 Integrated Nursing Practice Elective	See Course Outcome 2.1.
4. Perform an integral role in the health care team partnership.	4.1	Demonstrates collaborative professional relationships.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Social Justice/Effective Citizenship success criteria for evidence of this indicator.	NURS 2155 Clinical Practicum_Course Outin	See Learning Outcomes 1.4, and 4.3.		
			NURS 1032 Professional Relationships Course Outline.	See Course Outcome 2.4 b)	NURS 4113 Families within Populations Course Outline	See Seminar Participation description for student accountabilities to provide peer feedback and facilitate scholary discussion.		
	4.2	Initiates collaboration to support care planning and safe, continuous transitions from one health care facility to another, or to residential, community or home and self-care.	NURS 4127 Integrated Nursing Practice Elective	See Learning Outcome 5.1 which relates in part to identifying disparities in health care resources and collaborating with the team and client when discharge planning.	NURS 3052 Weekly Objectives	See presentation topics for Weeks 9 and 10 which provide students with the opportunity to explore disparities in resource access.		
			NURS 1011_Weekly Objectives	See discussion topic #2 in Week 13 class outline.	NURS 3052_Weekly Required Readings_	See weeks 2 and week 5 for topics and related readings reflective of this indicator.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 1.4.

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	4.3	Determines their own professional and interprofessional role within the team by considering the roles, responsibilities, and the scope of practice of others.	NURS4185_Week5Class1	See learning objectives for this class on Trends and Leadership in Nursing in regards to Interprofessional Practice and quality patient care.	NURS4185_Week4Class1	See learning objectives for this class on Trends and Leadership in Nursing in regards to using conflict resolution skills and CNO standards to enable others and effectively delegate.		
	4.4	Applies knowledge about the scopes of practice of each regulated nursing designation to strengthen intraprofessional collaboration that enhances contributions to client health and well-being.	NURS 1011_Weekly Objectives	See discussion topic #2 in Week 13 class outline.	NURS 3052_Weekly Required Readings	See weeks 2 and week 5 for topics and related readings reflective of this indicator.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 1.4.
			NURS 1011_Weekly Objectives	See discussion topic #2 in Week 13 class outline.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 1.4.		
	4.5	Contributes to health care team functioning by applying group communication theory, principles, and group process skills.	NURS 1032 Professional Relationships Course Outline	See Course Outcomes 2.4 a and b.	NURS 3065 Course Outline	See Course Outcome 2.2.		
	5.1	Consults with clients and health care team members to make ongoing adjustments required by changes in the availability of services or client health status.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.				
			NURS 3073 Acute Health Challenges Course Outline	See Course Outcome 4.3.	NURS 3065 Course Outline	See Learning Outcome 5.2.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.
			NURS 3073 Acute Health Challenges Course Outline	See course Outcome 4.3.				
	5.2	Monitors client care to help ensure needed services happen at the right time and in the correct sequence.	NURS 3073 Acute Health Challenges Course Outline	See course Outcome 4.3.				
			NURS 3073 Acute Health Challenges Course Outline	See Course Outcome 2.1 ON	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking Skills and Analysis success criteria for evidence of this indicator.		

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5. Coordinate point-of-care health service delivery with clients, the health care team, and other sectors to ensure continuous, safe care.	5.3	Organizes own workload, assigns nursing care, sets priorities, and demonstrates effective time management skills	NURS 4123 - Daily Clinical Assessment Sheet	This template is used by students in the Year 4 medical surgical placement to organize and prioritize client care.	NURS 4127 - Daily Clinical Assessment & Organization Tool & Mini Nursing Care Plan	This template is used by students in pre-grad placement to organize and prioritize client care.		
			Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking Skills and Analysis success criteria for evidence of this indicator.	NURS4185_Week2Class2	See learning objectives for this class on Trends and Leadership in Nursing in regards to values clarification and moral courage.		
	5.4	Demonstrates knowledge of the delegation process.	NURS4185_Week4Class1	This class outline reflects attention to CNO Practice Standard on Authorizing Mechanisms.	NURS4185_FinalExam Sample Questions 89b	These are sample questions from the final exam for the year 4 Trends and Leadership in Nursing course.		
	5.5	Participates in decision-making to manage client transfers within health care facilities.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.				
			NURS 2135 Chronic Health Challenges Course Outline	See Course Outcomes 1.1b).	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Critical Thinking/ Skills of Analysis success criteria for evidence of this indicator.		
	5.6	Supports clients to navigate health care systems and other service sectors to optimize health and well-being.	NURS 2135 Chronic Health Challenges Course Outline	See Learning Outcome 1.1a.	NURS 3031 Helping Relationships Course Outlin	See Course Rationale .		
			NURS 1235 - Health Fair Community Project	This slide presentation provides an overview of a year 1 health fair project based on comprehensive health promotion frameworks that include resource access for populations.	NURS 3066 - Clinical Practicum Preparation - Student Copy	This practicum preparation guide supports students entering their year 3 community placement where they are required to do a community assessment including an evaluation and mobilization of resources.		

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
			NURS 2155 Clinical Practicum_Course Outline	See Course Outcome 1.4 and 3.1 . Client choice and consent as per CNO standards form a bases for this course as do legal accountabilities including Mental Health Forms.	NURS 1011_Weekly Objectives	See Week 6 regarding Personal and Professional Accoutability/ Ethics including client choice (#6).		
	5.7	Prepares clients for transitions in care.	The Daily Clinical Assessment & Organizational & Mini Patient Care Plan, for their assigned clients each clinical practice day, includes: health care team members involved, brief client history data about the client as well as assessment data collected, identified actual and high risk patient problems and problem statement, goals for the plan of care, target dates, nursing/collaborative interventions with rationale and an evaluation of the nursing/collaborative interventions carried out.		NURS 3072: Acute Health Challenges. Topic 1 (Weeks 1 and 2): Collaborative Management of the Client Undergoing Surgery • Preoperative and postoperative care and surgical complications		Clinical Simulation scenarios- Years 2, 3 and 4.	
	5.8	Prepares clients for discharge.	NURS 3065 Course Outline	See Learning Outcomes 2.2, 2.4, and 2.5.	NURS 3031 Helping Relationships Course Outline	See Course Rationale.		
	5.9	Participates in emergency preparedness and disaster management	NURS 3065 - Class Objectives Weeks7-13 -	See outline for class 12 .	NURS 3065 EmergPrepPPT	These are the slides that frame the teaching described in evidence #1.		
	6.1	Acquires knowledge of the Calls to Action of the Truth and Reconciliation Commission of Canada.	NURS 3052: Canadian Health Care Systems Week 12: Culturally Competent Health Care Services in Indigenous Communities.		Land acknowledgments are printed at the top of all course outlines. Land acknowledgments are also encouraged at the beginning of all student or professor-led presentations		NURS 4113: Families within Populations Week 7: Shifting Perspectives and the Family.	
	6.2	Integrates continuous quality improvement principles and activities into nursing practice.	Students Guide to Reflection on Practice	This workbook is provided to all students across all pathways and years to support their reflective practice in their clinical placements. It supports their learning in regards to critically reflecting on their practice.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.	NURS 2187 Clinical Young Families Health Course Outline	See Course Outcome 4.5 .

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
	6.3	Participates in innovative client-centred care models.	NURS 3052 - Media Assignment - Description and Evaluation Criteria	This document describes a year 3 assignment that requires students demonstrate knowledge of health care system issues across levels (national, international, regional).	NURS 3065 - Class Objectives Weeks7-13 -	These weekly outlines for a year 3 theory course reflect a range of emerging issues taught to students. This includes the highlighted topics of Indigenous Health and Emergency Preparedness		
			NURS 4113 Families within Populations Course Outline	See Course Outcome 5.3	NURS 3065 - Class Objectives Weeks7-13	See weeks 8 and 9 learning outcomes and associated readings, including population health as impacted by nursing practice.		
			NURS 3073 Acute Health Challenges Course Outline	See Learning Outcome 5.2 .	NURS 3066 - Clinical Practicum Preparation - Student Copy	This preparatory handbook is completed by students prior to the community clinical placement. See Clinical Preparation Study Questions on page 1 for evidence (Chapter 1, Question 2).	NURS 1225 Nursing Wellness Course Outline	See Learning Outcomes 1.4 and 5.2.
	6.4	Participates in creating and maintaining a healthy, respectful, and psychologically safe workplace.	NURS 1032 Professional Relationships Course Outline	Course Outcome 2.3 as well as Units 1 through 4 on Course Content table .	NURS 3031 Helping Relationships Course Outline_2016	See Course Description and Rationale as well as Course Outcome 2.3 on page 2. In the Learning Labs (x6) students learn and practice basic and advanced communication skills.		
	6.5	Recognizes the impact of organizational culture and acts to enhance the quality of a professional and safe practice environment.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 1.4 .	NURS 3052 Canadian Health Care Systems Course Outline F17	See Course Outcomes 1.2, 3.2
			NURS4185_Week5Class1	This class outline reflects attention to workplace incivility as a trend in healthcare. Nursing Leadership is explored for its impact on improving the work environment.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.	NURS4185_Week1Class2	This class outline reflects attention to RNAO's fact sheet on Healthy Work Environments fact shee.

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
6. Support clients to voice their needs to achieve optimal health outcomes and advocate for clients who cannot advocate for themselves.	6.6	Demonstrates self-awareness through reflective practice and solicitation of feedback.	NURS 3082 Personal Philosophy of Nursing Project - Written Feedback Template	This feedback template is completed by students as a means of providing contructive feedback to their peers in regards to their creative representation of their philosophy of nursing project in year 3.				
	6.7	Takes action to support culturally safe practice environments.	NURS 3065 Course Outline	See Course Outcomes 2.4, 4.4 and 5.3.	NURS 2177 Young Families Health Course Outline	See Course Outcome 5.2.	NURS 3052 Weekly Objectives	See guidelines for Group 1 and Group 2 in week 12.
			NURS 3082 Personal Philosophy of Nursing Project - Description	This year 3 assignment outline reflects students' accountability to demonstrate an awareness of their values and beliefs and how they impact their philosophy, and ultimately practice, of nursing.	NURS 1032 Professional Relationships Course Outline	See Course Description and Course Outcomes 4.2 and 4.4 .	NURS 4123 Clinical Practicum - Nursing Families In Complex Situations	See Course Outcomes 4.2 and 5.2.
	6.8	Uses and allocates resources wisely.	Simulation Manual Final 2017	This manual provides detailed accountabilities for students in regards to lab space at the College. It prepares students for the responsible care of resources in the clinical setting.				
	6.9	Provides constructive feedback to promote professional growth of other members of the health care team.	NURS 3082 Personal Philosophy of Nursing Project - Written Feedback Template	This feedback template is completed by students as a means of providing contructive feedback to their peers in regards to their creative representation of their philosophy of nursing project in year 3.				
			NURS 3052_Weekly Required Readings	This document provides detailed outlines of classes, reflecting comprehensive attention to nurses' accountabilities for healthcare reform across levels.	NURS4185_Week6Class2	This class outline document reflects attention to global healthcare responsibilities within nursing.	NURS 4185 Week 6 Class 1	This class outline document reflects attention to national healthcare responsibilities within nursing.
			NURS 3052_Weekly Required Readings_ FINAL	This document provides detailed outlines of classes, reflecting comprehensive attention to nurses' accountabilities for healthcare reform across levels.				

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
	6.10	Demonstrates knowledge of the health care system and its impact on client care and professional practice.	NURS 3052_Weekly Required ReadingsFINAL	This document provides detailed outlines of classes, reflecting comprehensive attention to nurses' accountabilities for healthcare reform across levels.				
			NURS 2187 Self Directed Learning MAT_NB & KINDER	This preparatory workbook orients students to the school as an agency level system (see page 28) within which students will be developing health promotion projects.				
			NURS 2155 Clinical Practicum_Course Outine	See Course Content table on page 4, week 2 orientation.	NURS 3073 Acute Health Challenges Course Outline	See Course Content table, week 2 orientation.		
	6.11	Adapts practice to meet client care needs within a continually changing health care system.	NURS 4127 Integrated Nursing Practice Elective	See Learning Outcomes 2.2, 2.3, 2.4, 4.3, 5.4 and 5.5 .	NURS 1032 Professional Relationships Course Outline	See Course Outcomes 4.2 and 4.4 .		
			NURS 1011_Weekly Objectives_2016	See discussion topic #2 in Week 13 class outline.	NURS 3052_Weekly Required Readings_2015 FINAL	See weeks 2 and week 5 for topics and related readings reflective of this indicator.	NURS 2155 Clinical Practicum_Course Outin	See Course Outcome 1.4.
			NURS 1032 Professional Relationships Course Outline	See Course Outcomes 2.4 a and b .	NURS 3065 Course Outline	See Course Outcome 2.2 .		
			Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Professional Identity success criteria for evidence of this indicator.				
	7.1	Recognizes and takes action in situations where client safety is actually or potentially compromised.	NURS 2132 Pharmacotheraputics	See Course Outcome 5.4 .	NURS 3065 - Class Objectives Weeks7-13 -	See Learning Outcomes and associated readings for Weeks 8, 11 and 12 regarding advocacy and harm reduction from a Community/ Population Health perspective	NURS 3073 Acute Health Challenges Course Outline W17	See Learning Outcome 4.3 .
			NURS2177 Week 11 Objectives and Readings	This document reflects the objectives and associated readings related to child maltreatment for one week of a year 2 course.	NURS4113 Week 5 objectives	This document reflects the objectives and associated readings regarding family violence for one week of year 4 course.	NURS 2187 Self Directed Learning MAT_NB & KINDER	See Learning Outcome 10.
	7.2	Resolves questions about unclear orders, decisions, actions, or treatment.	NURS 4121 Final Exam Sample Questions	This document provides 2 sample questions that are typical in the exams for the year 4 Nursing in Complex Situations course.	NURS4185 Trends Leadership in Nursing Course Outline	See Learning Outcome 4.5.		

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
	7.3	Advocates for the use of Indigenous health knowledge and healing practices in collaboration with Indigenous healers and Elders consistent with the Calls to Action of the Truth and Reconciliation Commission of Canada.	NURS 3065: Community and Population Health: Indigenous health and cross-cultural collaboration with First Nation communities (course outline & guest speaker biography). See evidence folder		NURS 4113: Families within Populations Week 7: Shifting Perspectives and the Family. See evidence folder			
	7.4	Advocates for health equity for all, particularly for vulnerable and/or diverse clients and populations.	NURS4111 Paper and Presentation	This list of topics reflects the current health care issues students draw on to write a year 4 paper and facilitate a presentation.	NURS 2145 Mental Health Challenges Course Outline	See Course Outcomes 1.3 and 3.1 .	NURS 2145 Scholarly Methods and Evaluations with Rubric	See outline for Public Service Announcement criteria.
	7.5	Supports environmentally responsible practice.	Simulation Manual Final 2017	This manual provides detailed accountabilities for students in regards to lab space at the College. It prepares students for the responsible care of resources in the clinical setting.				
	7.6	Advocates for safe, competent, compassionate and ethical care for clients.	NURS 2132 Pharmacotheraputics	See Course Outcome 5.4.	NURS 3065 - Class Objectives Weeks7-13	See Learning Outcomes and associated readings for Weeks 8, 11 and 12 regarding advocacy and harm reduction from a Community/ Population Health perspective.	NURS 3073 Acute Health Challenges Course Outline	See Learning Outcome 4.3 .
			NURS4185_Week3Class2	This document reflects a class outline for the year 4 Trends and Leadership in Nursing course.	NURS 4127 Integrated Nursing Practice Elective	See Course Outcomes 2.3, 2.4, 3.3, and 5.3.		
			NURS 3073 Acute Health Challenges Clinical Practicum Course Outline.	See Course Outcome 5.2 and 5.3	NURS 3052 Weekly Objectives Fall 2016	See Group 1 and Group 2 topics for Week 10.		
			NURS 3066 Clinical Community Pop Health Nrsg Course Outline	See Course Outcome 5.2	NURS 3073 Acute Health Challenges Course Outline	See Course Outcome 4.3	NURS 3052 Weekly Objectives Fall 2016	See Group 2 discusson guidelines (#4 and #5) related to Developmental Disability for this year 3 course.
	7.7	Supports and empowers clients in making informed decisions about their health care, and respects their decisions.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 1.4 and 3.1. Client choice and consent as per CNO standards form a bases for this course as do legal accountabilities including Mental Health Forms.	NURS 1011_Weekly Objectives_	See Week 6 regarding Personal and Professional Accoutability/ Ethics including client choice (#6).		
			NURS 1011 Nursing as a Profession Course Outline.	See Course Content Weekly Topics: Week 7 Learning objectives; draws on CNO Practice Standard: Ethics	NURS 1011_Weekly Objectives	See Week 6 discussion topics in regards to CNO ethical accountabilities for client choice.		

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
7. Influence and inspire others to achieve optimal health outcomes for all.	7.8	Supports healthy public policy and principles of social justice.	NURS 3066 Clinical Community Pop Health Nrsg Course Outline	See Course Outcome 5.2	NURS 1235 Nursing and Wellness Clinical Outline	See Course Outcome 5.2 .	NURS 4113 Families within Populations Course Outline	See Learning Outcomes 4.4 and 5.3.
	7.9	Assesses that clients have an understanding and ability to be an active participant in their own care, and facilitates appropriate strategies for clients who are unable to be fully involved.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Communication success criteria for evidence of this indicator.	NURS 1225 Weekly Objectives	See Week 2 learning objectives and related readings focused on Client Education.		
	7.10	Advocates for client's rights and ensures informed consent, guided by legislation, practice standards, and ethics.	NURS 3092 Course Outline F17	See Course Outcomes 5.1a) and b) consent in the context of research participation.	NURS 2155 MH Independent Learning Package	Independent learning package for students entering their mental health clinical placement.		
	7.11	Uses knowledge of population health, determinants of health, primary health care, and health promotion to achieve health equity.	NURS 3052_Seminar assignment_	This document summarizes a seminar assignment in year 3. See purpose of assignment including reference to the determinants of health.	NURS 1225 Nursing Wellness Course Outline	See Course Outcomes 1.4 and 3.2 .	NURS 1225 Weekly Objectives W17	See weeks 1 and 2 topics .
			NURS 2177 Young Families Health Course Outline	See Calendar Description and Course Outcome 5.3.	NURS 3065 Course Outline	See Course Description and Course Outcomes 1.1 and 3.2.	NURS 2155 Clinical Practicum_Course Outine	See Course Description and Course Outcomes 1.2 and 5.3 .
			NURS 1235 - Health Fair Community Project	This is a slide presentation for orienting year 1 students to their clinical rotation in highschools and the health fair project they complete. The project is grounded on the social determinants of health and health promotion (primary health care).	NURS 3066 - Student Project Profile Backstretch Population	This document summarizes a student project repeated annually for student groups in the year 3 community placement. The project requires students to work with the marginalized Backstretch population and community partners to advocate for the population's improved quality of life through health promotion and social change.	NURS 3052 Weekly Objectives	See Week 6 weekly objective 5 for the year 3 course on the Canadian Health Care system.
	7.12	Assesses client's understanding of informed consent, and implements actions when client is unable to provide informed consent.	NURS 3092 Course Outline	See Course Outcomes 5.1a) and b) consent in the context of research participation.	NURS 2155 MH Independent Learning Package	This independent learning package for students entering their mental health clinical placement.		
			NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 1.4 and 3.1. Client choice and consent as per CNO standards form a bases for this course as do legal accountabilities including Mental Health Forms.	NURS 1011_Weekly Objectives	See Week 6 regarding Personal and Professional Accoutability/ Ethics including client choice (#6).		

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
	7.13	Demonstrates knowledge of a substitute decision maker's role in providing informed consent and decision-making for client care.	NURS 2145: Mental Health Challenges. Theory on Ontario legislation regarding Health Care Consent Act and CNO document on consent. Knowledge is assessed on midterm and final exams. Reading used: College of Nurses of Ontario1. (2017). Consent. Retrieved from http://www.cno.org/globallassets/docs/policy/41020_consent.pdf		NURS 4121: Nursing in Complex Situations. Learning objective: Explain what an informed consent is, and when they may be needed during End of Life care, and the role of a Substitute Decision Maker (CNO, pp.4-8). Reading used: College of Nurses of Ontario1. (2017). Consent. Retrieved from http://www.cno.org/globalassets/docs/policy/41020_consent.pdf		The Daily Clinical Assessment & Organizational & Mini Patient Care Plan, for their assigned clients each clinical practice day, includes: health care team members involved, brief client history data about the client as well as assessment data collected, identified actual and high risk patient problems and problem statement, goals for the plan of care, target dates, nursing/collaborative interventions with rationale and an evaluation of the nursing/collaborative interventions carried out. Information regarding Substitute Decision Maker, POA, and Code status are to be included on these daily plans.	
	7.14	Uses knowledge of health disparities and inequities to optimize health outcomes for all clients.	NURS 3066 - Student Project Profile Backstretch Population	This document summarizes a student project repeated annually for student groups in the year 3 community placement. The project requires students to work with the marginalized Backstretch population and engage extensively with community partners in the community assessment phase of the project.	NURS 4113 Families within Populations Course Outline	See Course Outcome 5.3.	NURS 3065 Course Outline	See Learning Outcomes 1.1, 5.1, 5.2, and 5.3
	8.1	Develops an education plan with the client and team to address learning needs.	NURS 3031 Helping Relationships Course Outline	See Course Rationale and Learning Outcome 2.3 on page 2. In the Simulated Learning Labs (x6) students learn and practice basic and advanced counseling skills using the framework of Motivational Interviewing to help clients identify and work towards their health goals.	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Social Justice/Effective Citizenship success criteria for evidence of this indicator.		

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
8. Identify learning needs with clients and apply a broad range of educational strategies towards achieving optimal health outcomes.			NURS 1225 Weekly Objectives	See Weekly Objectives for week 2	Guide for Completing Midterm and Final CASA on K4Y	This document is provided to students in each year of the program to guide their self assessment of competencies in their clinical courses. See Communication success criteria for evidence of this indicator.		
	8.2	Applies strategies to optimize client health literacy.	NURS 1225 Nursing and Wellness: Weeks 1-6 Learning objectives and readings; Scholarly Paper.		NURS 1235: Clinical Practicum Nursing and Wellness: see Evidence folder for Student Lab Manual (highlighted text re: health literacy); week 2-7 teaching plan and activities.			
	8.3	Selects, develops, and uses relevant teaching and learning theories and strategies to address diverse clients and contexts, including lifespan, family, and cultural considerations.	NURS 2177 Young Families Health Course Outline	See Course Description.	NURS 2155 Clinical Practicum_Course Outine	See Course Description and Course Outcome 1.2 regarding family transition theory.	NURS 1225 Nursing Wellness Course Outline	See Learning Outcome 1.2b.
	8.4	Evaluates effectiveness of health teaching and revises education plan if necessary.	NURS 1235: Clinical Practicum Nursing and Wellness: see Evidence folder for Student Lab Manual; Mock Fair & Health Fair; CASA.		The Daily Clinical Assessment & Organizational & Mini Patient Care Plan, for their assigned clients each clinical practice day, includes: health care team members involved, brief client history data about the client as well as assessment data collected, identified actual and high risk patient problems and problem statement, goals for the plan of care, target dates, nursing/collaborative interventions with rationale and an evaluation of the nursing/collaborative interventions carried out.			

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
	8.5	Assists clients to access, review, and evaluate information they retrieve using information and communication technologies (ICTs).	At Humber, students engage in progressive learning opportunities to develop abilities related to information communication technology use throughout the curriculum. Opportunities specifically focus on facilitating students' understanding of personal health information; how to identify potential risks associated with technology use in health care; professional standards and legislation related to nurses' obligation for maintaining privacy and security of personal health information in practice. Examples of formative and summative learning opportunities at Humber include: Year 1 midterm evaluation of students'		In all clinical courses students are evaluated on their ability to use available information and communication technology to support learning, professional communication, partnerships, nursing and interdisciplinary practice, as well as client care, within each clinical placement (NURS 1235 [2.5]; 2187 [1.1]; 2155 [1.1]; 3066 [2.5]; 3073 [2.5]; 4123 [2.5]; 4127 [2.5] – CASA evaluation).		Humber has incorporated CASN/Canada Health InfoWay's (2017) Digital Health Module 3 in Winter Year 4 (2020), as a learning resource within the curriculum to further support students' judgement, ethics, and professional accountability for information communication technology use in practice. (NURS 4185 - learning objectives & readings).	
	9.1	Uses best evidence to make informed decisions.	NURS 3092 - Critical Appraisal Papers - Description	This year 3 assignment requires students to critically appraise one qualitative and one quantitative research study including its implications for nursing practice.	NURS4113 Annotated Bibliography Assignment description	This document details criteria for an assignment that requires students determine the relevance/value of research related to a topic for their clinical practice		
			NURS 2187 Clinical Young Families Health Course Outline	See Course Outcome 3.1.	NURS 4113 Families within Populations Course Outline	See Course Outcomes 1.2, 3.2 and 3.2 on page 2. See Assignment Descriptions for Critical Annotated Bibliography assignment.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcomes 1.4 and 3.1.
			NURS 3073 Acute Health Challenges Clinical Practicum Course Outline	See Course Outcomes 1.1, 3.1, 4.2, and 5.5 .	NURS 2155 Clinical Practicum_Course Outine	See Course Outcome 1.2 and 3.1 .	NURS 2187 Clinical Young Families Health Course Outline	See Course Outcome 3.1.

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
9. Demonstrate a lifelong commitment to excellence in practice through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.	9.2	Translates knowledge from relevant sources into professional practice.	NURS 3082 Middle Range Theory Scholarly Paper - Description	This year 3 assignment requires students to critically appraise a middle range nursing theory for its influence on the students' clinical practice as revealed through reflection on an actual clinical situation	NURS 4113 Families within Populations Course Outline	See Course Content Weekly Topics: Week 2.		
			NURS 4113 Seminar Leadership Rubric	This document reflects the guidelines for a seminar facilitation assignment in year 4.	NURS 3052_Seminar assignment_	This year 3 assignment document reflects student involvement in critical discussions/ seminars related to health care issues.		
	9.3	Engages in self-reflection to interact from a place of cultural humility and create culturally safe environments where clients perceive respect for their unique health care practices, preferences, and decisions.	At Humber, students' understanding and application of abilities pertaining to relational practice, cultural safety/humility, and social/political advocacy and action are fostered. Examples at Humber include: Clinical placements within the Greater Toronto Area offer students opportunities to work with clients and communities from diverse ethnic backgrounds and socioeconomic circumstances (Generic - Clinical placements listing).		Examine elements of population health (i.e. epidemiology, determinants of health) and discuss interventions, programs and policies to promote positive health status among a range of client populations and communities (NURS 3065 – seminar description, rubric and topics; NURS 4113 – course outline, seminar description, rubric, and topics).		In Year 3, students engage in communication learning labs with clients from diverse backgrounds and complete an evaluation focused on motivational interviewing competencies to support clients considering health behavior change (NURS 3031 lab manual, video assignment). Students also gain theoretical knowledge about culture care theory, cultural humility, patient advocacy, and safety voice (NURS 3082 - weekly readings/objectives, class slides, reflective questions, and quiz).	
	9.4	Engages in activities to strengthen competence in nursing informatics.	NURS 3073 Acute Health Challenges Course Outline W17	See Course Outcome 2.5	NURS 2041 Health Assessment Course Outline	See Course Outcome 1.3.	NURS 3052 Media Assignment Description and Sign up	This document describes a media assignment in a year 3 course that includes the requirement for students to create a lobbying strategy, including the use of video/audio, social media, etc.

Program Learning Outcomes	CNO Competency Number	CNO Competency	Source of Evidence (one entry per cell)	Descriptor	Source of Evidence # 2 (one entry per cell)	Descriptor# 2	Source of Evidence # 3 (one entry per cell)	Descriptor # 3
	9.5	Identifies and analyzes emerging evidence and technologies that may change, enhance, or support health care.	NURS3082 Middle-Range Theory Scholarly Paper - Description	This year 3 assignment requires students to critically appraise a middle range nursing theory for its influence on the students' clinical practice.	Students Guide to Reflection on Practice	This workbook is provided to all students across all pathways and years to support their reflective practice in their clinical placements. It supports their learning in regards to critically reflecting on their practice		
	9.6	Uses knowledge about current and emerging community and global health care issues and trends to optimize client health outcomes.	NURS 2187 Clinical Young Families Health Course Outline	See Course Outcome 3.1.	NURS 4113 Families within Populations Course Outline	See Course Outcomes 1.2, 3.2 and 3.2 . See Assignment Descriptions for Critical Annotated Bibliography assignment.	NURS 2155 Clinical Practicum_Course Outine	See Course Outcomes 1.4 and 3.1 .
	9.7	Supports research activities and develops own research skills.	NURS 3092 Course Outline F17	See Course Outcomes 3.3b, 4.2 and 5.1a and b.				
	9.8	Engages in practices that contribute to lifelong learning.	NURS 4127 Integrated Nursing Practice Elective	See Learning Outcome 4.2 and 4.5.				

Nursing Advisory Committee Team Meeting – Minutes

June 13, 2018 | 8:45 am – 10:15 am

Attendees

Sheila West (Host)	Lisa Hahn
Nadine Janes (Host)	Patricia Skol
Nazlin Hirji	Hilda Swirsky
Judy Martin	Jennifer Hynes
Pamela Adams	Kristen Campbell
Sandra Filice	Candace Crook (Note taker)

Meeting Objective: Identify gaps in student practices with a focus on patient safety

Welcome and Introductions (Humber Updates)

- See presentation slides

BN CNO Pilot Approval Update and PN Updates

BN CNO Pilot Approval Update:
- See presentation slides

PN Updates:
- 94% pass rate for CNO 2017
- Approval from CNO
- No large changes to PN program
- New to CE:
  - Cannabis with new legislation (ie. *Cannabis 101*)
  - LGBTQ training for healthcare professionals
  - Condensed courses: increase of open enrollment for 7 week courses → Positive responses so far

Applied Research: Center of Innovation: Aim is to work with industry partners to solve partner issues, (students can work on "real-life" issues) especially from technology perspective. NOT limited to SHS students, i.e. School of Applied Technology students (space design, automation, et al.)

Send information as completed

Patient Safety

Discussion:
- Focus on avoiding blame behavior and be proactive (from higher levels, as "Nurses are the last rung before error occurrence")

Community Issues:

Transfer of Care/Information

- Jennifer Haynes: Effective transfer of information: patients go through multiple transfers of information.
- *SHS: Opportunity to have a comprehensive 'real-life' "course" for multiple SHS students and programs. (i.e. Paramedic → Nursing) Being able to see the transfer of care and identify gaps/pitfalls, (lack of information/duplicate information). Possibly located in the COI.

Avoiding Shortcuts

- Patricia Skol: Completed shifts, nurses relying on notes from previous shift nurse summary. Must complete a thorough check before administering care. HOWEVER: Does time allow for this? Is this information readily available? (thought: paper and/or electronic information storage, accessing EPR, Co-signing) High-risk medications and various practices.

Lack of Questioning Computer Based Information (Critical Thinking)

- "Desensitized to what one is "clicking" on"
- Decision Aids and Alerts: helping/hurting?
- Lack of questioning Doctor orders, prepackaged medications
- Generational differences in practice as **technology** has evolved: Alert students to risks and benefits (balance) of technology.

Process of Identifying Student Near Misses/Errors

- Analysis of quality and risk management: students were not open to having faculty present

Closing Remarks

Clinical Competency Committee (CCC): As student issues arise: Stephanie Santorsola will be a coach/mentor in clinical practice setting for one-on-one with students, freeing up the teacher to continue focus on other several students. Roll-out message to be expected from Placement Advisor.

Date and Time of Next Meeting

Next Meeting: November 12, 2018 *(June/ November ✓ | morning meetings ✓ | 2 hour period ✓)*
- Focus on learning outcome follow-up
- Full-day meeting confirmation to be emailed: Avoid March/April/December.

Tuesday Oct 15, 2019. 1200hr.-1500hr.

Attendees: Dr. Pamela Adams – Humber BN Program, Dr. Barbara Chyzzy- Humber BN program, Judy Martin- Humber PN Program; Dr. Jaime Lapeyre- Humber BN Program, Marylou Di Placito- Humber LAS, Dr. Sandra Filice- Humber OEL, Ivanka Kasabov- William Osler, Sharon Foster- RPNAO-; Vera Gueorguieva- Sick kids; Piroska Bata- RNAO

Recorder: Dr. Jaime Lapeyre

1. **Writing in Nursing**-

WRIT121- Professor Marylou Di Placito presented the course outline for WRIT121 discussing how the course is tailored to health care professionals. Question posed as to what clinical partners are looking for in terms of writing skills for nurses.

Vera G. shared that nurses in her setting were expected to take part in policy writing and required more skills to be able to do that. Vera also reported that free text documentation is being removed from Sick Kids e-chart.

Continued need for writing, continued need for self-reflection; progress notes; writing clear, defendable statements (i.e. transfer of accountability- requires improved literacy skills- both reading and writing).

2. **Clinical accommodations-**

Distributed flowchart for Humber's decision-making process for clinical accommodations. Discussion regarding duty to accommodate and accommodations within the classroom setting.

Advisory committee members discussed the accommodations that have been made for students in the past including: shift accommodation; length of shift; rest breaks; physical limitations; hearing impairments; chronic pain; anxiety.

Discussion regarding the need for disclosure of the disability in order to accommodate for it. Has occurred in the past that student does not disclose the disability to the practice setting.

Documentation is required for students to return to regular duties in clinical practice following a disability- related absence/accommodation.

3. Program Approvals

Judy Martin discussed the CNO Program Approval and mapping to the new ETP competencies. Advisory committee members provided information regarding additional training programs available to students to meet new ETP competencies, including:
- RPNAO Workplace Health and Safety Training for students
- Sick Kids- de-escalation and violent behaviour- training for all staff

Next meeting: April- TBD

Figure 1.3 The process of an Eclectic Model

EXPERIENCE

DESCRIPTION

What happened?
Who was involved?
What were the key
influencing factors?

REFLECTION

What was my role?
What actions did I
take and why?
How did I and others
act?

ACTION PLAN

What will I do if this situation
arises again?
How will I gain knowledge or
experience that would help
me with this situation?

FEELINGS

How do I feel (why)?
How did others feel
(how do I know that)?

**NEW
PERSPECTIVE**

What else could I
have done?
What have I learned
(about myself and
practice)?
How do I feel now?

ANALYSIS

What else could I
have done?
What have I learned
(about myself and
practice)?
How do I feel now?

CONSEQUENCES

What were the consequences for me,
Clients, or / and Colleagues?
Were these as expected?

Confused?

These models and other frameworks are only aids to reflecting. If the questions or stages result in repetition, it may be that you have missed a difference between the questions or stage. The models do need to be used with flexibility in each situation. If you find one stage particularly difficult, try and think why (it's unlikely that you are the only one, discussion with a colleague may help).

Trying out different models will help you identify the most helpful one for you, both generally and for your module assignment. In addition to journal keeping, Individuals find a variety of different activities help them reflect. Some people find reflecting with a peer helpful, others find discussions with a mentor valuable.

Reflection is not just about examining your feelings. It also identifies knowledge and personal theories and is about being willing to change and learn from experiences. You must think about what methods you are going to use to help you reflect and how you are going to record reflections and learning? What was difficult, unclear, could be improved?

Summary

In this workbook you have explored reflective practice, why it is important and several useful models to achieve successful reflection. By keeping a reflective journal you will be continually challenged to evaluate your learning experiences. Once you have undertaken all the activities in this workbook you will be in a position to select a model to guide your reflection, giving a brief rationale, work though the stages of the research process using your model to guide you. You will also have developed and practised a skill that you will need throughout your career. Good luck!

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Humber Libraries: Learning Resources for Bachelor of Nursing Degree

Databases and Journals

Humber Libraries has access to over 105,500 scholarly journals and magazines in electronic format across 157 eResource subscriptions; full-text content is included in many of these subscriptions. All electronic journals are available 24 hours per day both on and off campus. 221 print subscriptions are accessible at the North and Lakeshore campus libraries.

Articles from 425 journals under the *Health & Biological Sciences: "Nursing"* subject heading are indexed in Humber Libraries' print and electronic journal holdings.

Databases with journal/magazine collections to support the Bachelor of Nursing degree are listed below**.**

Core Databases/Collections

- **CINAHL with Full Text** (EBSCO database package)
- **Health Source: Nursing/Academic Edition** (EBSCO database package)
- **MEDLINE** (EBSCO database package)
- **Nursing and Allied Health Database** (ProQuest Central package)
- **PsycARTICLES**
- **Psychiatry Online**
- **PubMed**
- **RxTx (includes eCPS)**
- **Science Direct**
- **Taylor & Francis/Informa Healthcare Collections:**
    - **Allied and Public Health Collection**
    - **Mental Health and Social Care**

Supplemental Databases

- **Academic Search Complete** (EBSCO database Package)
- **Alt Health Watch** (EBSCO database Package)
- **Canadian Documents Collection**
  Note: Includes Canadian Public Policy and Canadian Health Research Collections.
- **Canadian Newsstream**
  Note: Access to the full text of nearly 300 Canadian newspapers.
- **Healthstar** (EBSCO database package)
- **Natural Medicines**
  Note: Evidence-based information on natural medicines and alternative therapies.
- **Public Health Database** (ProQuest Central package)
- **Sage Journals**
- **ScienceDirect**
- **Sociology Abstracts/Database** (ProQuest Central package)
- **Visible Body** (both Human Anatomy Atlas & Muscle Premium editions)

Humber Libraries Collection

Print Collections for Nursing: Humber Libraries offers BN students access to 1,700 print monographs specifically related to nursing, and another 8,000+ related to health and medicine. An additional 50-100 print books are added each year.

Electronic Collections for Nursing: Complementing the physical collection, Humber Libraries provides access to a wide range of electronic resources. eBook purchases have increased to facilitate wider access to popular titles/subject areas across programs and campuses.

Humber Libraries provides access to over 5.1 million eBooks across a range of topics. Access to eBooks is provided through the library catalogue and the Discover search tool from the library home page.

The Library subscribes to Books@Ovid and Canadian Health Research Collections, and provides online access to medical dictionaries, encyclopedias, and reference materials.

Both print and electronic collections are regularly assessed and analyzed with a view to student needs and curriculum goals. Together with Collections Librarians, the Faculty of Health Sciences and Wellness librarian monitors publishers of e-book collections, maintain subscriptions to collection development services, and regularly review relevant publishers' print catalogues.

Humber's **General Collection** continues to grow. The following chart outlines all of our holdings:

Books	87,898 print titles (North) 31,321 print titles (Lakeshore) 5,185,875 eBooks
Journals	149 print titles (North) 72 print titles (Lakeshore) 105,523 eJournals
eResources	157 subscription eResources
DVDs, CDs & Records	5,370 titles (North) 4,420 titles (Lakeshore)
Streamed Videos	191,878 titles

Textbook Collection

A textbook collection was developed in 2015. Students have been pleased with the improved access to course textbooks, which can be borrowed as three-day loans. There is also a textbook reserve service available at the circulation desk.

Multi-Media Collection

Humber Libraries has access to over 191,000 streaming videos through the library catalogue and Discover search tool, and over 4,000 DVDs at the North Campus (where the BN program is hosted). BN students have access to nearly 1,200 streaming videos and DVDs specifically related to the subject of Nursing. Streaming video content is accessible online 24 x 7 by logging in to library services.

Program Support and Research Skills Instruction

Program Librarian

Amy Weir is the Liaison Librarian associated with the Bachelor of Nursing program and Faculty of Health Sciences and Wellness.

To ensure relevancy, comprehensiveness and currency of library services and resources for nursing students and faculty, the Librarian:

- Facilitates regular and ongoing collaboration with faculty members to communicate updates related to new resources, changes in library services, and analysis of operations, as well as to obtain feedback and guidance from faculty members.
- Attends, and gives input to, review meetings for relevant BN courses, and when requested, develops resources to support teaching and learning.
- Conducts yearly collections development and evaluation.
- Facilitates ongoing training for library staff, ensuring staff are equipped to support BN students and faculty at the research help desk.

Research Skills Instruction

Liaison librarians are available to teach research skills in classes or via online modules based on faculty requests. These sessions are tailored to the needs of the program and are often assignment specific. The goal of this service is to map to key courses in a program where research assignments are part of the curriculum. For more information on the sessions, please visit the Research and Digital Literacy Instruction service menu.

Both students and faculty find this service beneficial to student success:

- 78% of students agreed or strongly agreed that they **did better on their assignment** as a result of what they learned from a librarian presentation in their class.

- After having a library presentation in one of their classes, 96% of faculty respondents agreed or strongly agreed that their **students were more aware of library resources**, while 90% agreed or strongly agreed that their **students were more likely to use library resources and had done better on their assignments**.

To ensure that nursing students are familiar with the collections and services offered by Humber Libraries, instructional workshops are delivered each year to Bachelor of Nursing students by Amy Weir. Many of these take place in the first year, first semester NRS 1011 course, as well as in first semester Bridging and Second Entry courses. These workshops introduce students to Library services as well as research foundations including information searching and retrieval strategies. Other lessons focus on advanced search strategies, including scholarly and web-based research, taught in a graduated fashion as students develop refined skills over the course of their nursing studies. All information literacy sessions contain a critical thinking or hands-on component.

In lieu of in-person library instruction, some instructors have opted to collaborate with Amy on teaching materials, online tutorials, and research guides to support students.

Research Guides for Nursing Students

Research guides, hosted on the Library website, have been developed by the liaison librarian to support nursing students. These guides provide links to database and journal collections, contain resources to support APA referencing, and other library-related services. Faculty can upload research guides into their individual course Blackboard sites to provide additional library and research-related support. It also includes contact information for the program's liaison librarian.
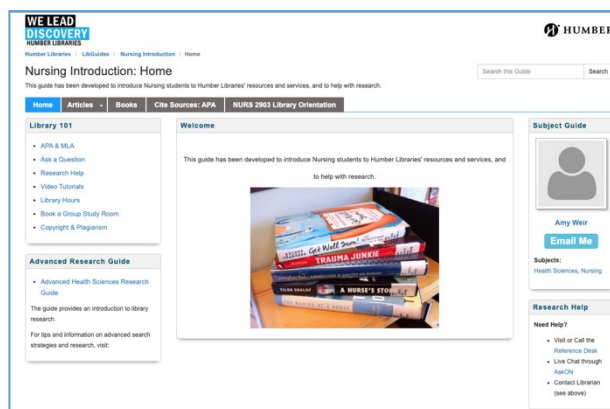
Intro to Nursing Research Guide: http://libguides.humber.ca/nursingintro
Advanced Health Sciences Guide: http://libguides.humber.ca/c.php?g=489448

General Library Services

Research Support

Librarians and library research staff provide custom research support to students via one-on-one research consultations, email assistance, and reference desk services. These multiple points of support are available to students seeking assignment or research assistance.

In addition to in-person services, Humber Libraries is a member of askON, an online research support chat service offered by the Ontario Colleges Library Service.

Library Website

The Library's content-rich website was updated in 2017 (https://library.humber.ca/), and provides 24/7 on-campus and remote access to the Library's catalogue and various online resources such as ebooks, ejournals, databases and streamed video content.

The Discover search tool provides a "Google-like" interface and integrated search results for both the Library catalogue and many key databases. Users can also search for resources by their program and by type of resource (e.g. ebooks). The website is AODA compliant and accessible on mobile devices.

Course Resource Pages

Online library content (ebooks, ejournal articles and streamed videos) can be embedded into Humber Blackboard course sites via the creation of course resource pages. Faculty can develop lists of the resources they wish to use. Alternatively, librarians are available to help identify relevant readings. Organized by week or by theme, these pages are very easy for students to access and use.

Video Tutorials

The Library has created a suite of video tutorials providing 24/7 self-help options for students that demonstrate how to navigate various eResources, the Discover feature, as well as how to find books and access their library accounts https://library.humber.ca/video-tutorials. The videos are AODA compliant.

The Library launched a series of APA in Minutes instructional videos in the summer of 2013. The videos were created in response to a growing need for APA assistance as voiced by students. The series currently consists of 12 videos covering a range of topics such as in-text citation and citing social media, which have been collectively viewed close to 700,000 times: https://library.humber.ca/help/apa .

The Library plans to update the videos in Summer 2020 to reflect the 7th edition of APA.

Technology Lending

In response to student feedback for more technology in our spaces, the Library started a laptop loan program in 2016 at the North campus. Thirty laptops are available for four-hour loans and can be used anywhere on campus. More recently our technology lending service has expanded to include phone chargers and HDMI cables.

Interlibrary Loan

Intercampus loan services (resource sharing among Humber's three campuses) and interlibrary loan services (resource sharing with external libraries) are provided to Humber students and faculty so they may directly borrow library materials from any Ontario community college library. Library staff will also arrange loans from Ontario universities.

Accessible Content ePortal (ACE)

Humber Libraries participates in the Accessible Content ePortal (ACE), which contains alternative formats of the print book collections of participating Ontario colleges and universities. Content is made available to students with print disabilities in these formats: B&W PDF, DAISY, TXT and ePub. ACE is managed by Scholars Portal, a service of the Ontario Council of University Libraries.

Copyright Services

The Library leads the College's copyright education program and has created an online tutorial for faculty. The Library will also secure permissions for materials not in our collections by faculty request.

Library Orientation & Outreach

Mobile Library Tour: The Library has developed a mobile library tour, launched in September 2018, to show students library spaces, services and physical collections. Faculty are encouraged to promote this mobile tour to new students.
https://library.humber.ca/librarytour

International Student Orientation: The Library participates in the international student orientation to increase awareness of our services and supports. International students are encouraged to complete the mobile library tour as part of their orientation.

Learning Commons Technology Workshops: During Orientation week, Humber Libraries offers technology workshops for new students with the goal of equipping them with tools to navigate Humber-specific technology. Topics include connecting to Wi-Fi, printing, photocopying and scanning, lab locations, troubleshooting techniques, how to access free software available to students, booking online study rooms, borrowing equipment and resetting passwords.

Faculty Orientation: The Library partners with the Centre for Teaching and Learning to create and deliver training for new faculty on the breadth and depth of library resources and services available. A new faculty collection fund allocates $1,000 to each new faculty member for library resource purchases such as books, ebooks and journals. New faculty collaborate with their liaison librarian to spend the allocated funds.

Outreach Activities

The North Learning Commons hosts a St. John's Ambulance therapy dog once a week during the Fall and Winter semesters. Percy's visits are very popular with students and provide a welcome study break in a dynamic space.

The Library also hosts an annual event called **Recess**, which takes place over three to four separate days. Recess is designed to promote and instruct students on library services through fun and engaging activities, while developing partnerships with academic schools and departments. During the 2018-2019 academic year, the themes were: Library Olympics, APA & Play, The Love Edition (tied to Valentine's Day) and Reflect & Recharge.

The Library Team

Staffing

The Library team has 11 full-time liaison librarians, all with American Library Association accredited Masters degrees in Information Studies or Library Science. Liaison librarians are responsible for research support, research instruction, collection development and often coordinate the delivery of the Library's many services.

Twelve full-time and ten part-time Library Technicians staff the research help desk in the Libraries and the help desks in two Learning Commons spaces. Library Technicians also support the Library's core services in learning resource acquisitions and cataloguing, copyright services, interlibrary loan and course resource pages.

There are five Clerks and one Library Technician who staff the borrower services desks in our two campus libraries. The Library has five administrators, four of whom have a Masters in Library Science or Information Studies. One of the administrators is the Manager for the Humber Archives. The Library also recently hired a Library Systems Specialist, whose focus is the website and the various systems that support our services.

Professional Development

Librarians are encouraged and supported financially to attend conferences, symposiums, webinars and seminars relevant to their subject areas and the services they support. The Library also covers the cost for all interested library staff to attend the Ontario Library Association's annual Super Conference in Toronto, the largest library conference in Canada.

The research help team launched an eTraining program in May, 2016. eTraining lessons are sent to all research help staff each with learning objectives, an activity such as articles to read or videos to watch, as well questions to answer. All the questions are based on staff input and real-life reference questions. Trainings are taken up in-person and via video for evening and weekend teams.

Connect5, an annual one-day conference for library staff at the Greater Toronto Area colleges, is supported and attended by Humber Libraries' team members.

Spaces & Technology

North Campus Library & Learning Commons

The North Campus Library is located on the 4th floor of the Learning Resource Commons (LRC) building, neighboured by the Learning Commons on the 3rd floor, together occupying approximately 60,000 square feet. The LRC is an academic support and student services facility that enhances the learning experience at North campus, providing group and independent study space, the Library, and centralized student services.
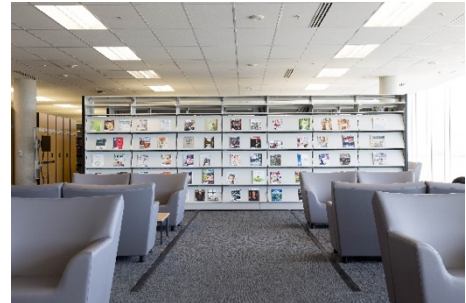
The North Campus Library and Learning Commons feature:

- 1,180 seats on the two floors. Compact shelving for library collections has been implemented in order to maximize the space for student use
- 25 bookable group study rooms on the 3rd and 4th floors; 16 of the 25 are equipped with collaborative multimedia equipment
- Quiet rooms on the 3rd and 4th floors; a total of 191 study carrels
- 194 computers on the 3rd and 4th floors including a computer teaching lab with 40 computers
- 8 multi-function printers with copying and scanning capabilities
- An adaptive technology room with space for 12 workstations
- Wireless internet and electrical outlets available throughout both spaces
- Self-checkout for books and DVDs on the 4th floor
- 24 x 7 study space in the 3rd floor learning commons where students have access to computers, printers, group study rooms and quiet study
- Proximity to Humber's Writing and Math Centre, as well as peer tutoring services

The North Library is open seven days a week during the fall and winter semesters, six days a week in May and June and five days per week in July and August. The Library provides research and IT support at the Learning Commons Help Desk and oversees this 24 x 7 space.

The Idea Lab

The Idea Lab is a new Library initiative designed to support digital literacies at Humber College. Opened in Fall, 2019, The Idea Lab has three components: studio spaces, workshops, and online resources.

The Idea Lab currently has four bookable spaces on the third floor of the LRC building at North campus: a video studio, an audio studio, and two 3D printer workstations. There are regular open workshops on a variety of topics such as creating animated videos, infographics, building simple websites, live-action videos, as well as 3D design introductions, 3D printing, presentation primers and podcasting. Idea Lab staff are building and curating a suite of online resources to support the creation of digital media such as podcasts, videos, and digital stories.

Quality Assurance

The Library and Learning Commons run a student survey every other year and a faculty survey during alternate years. Survey results are used to adapt our spaces, services and collections to reflect the learning and research needs of both these populations.

2018 Student Survey

- 6,900 students started the survey and 5,059 completed it (5.7% more than in 2016).

- Over 77% of students agreed or strongly agreed that Library staff are helpful, courteous, knowledgeable and responsive.

- 78% of students agreed or strongly agreed that they **did better on their assignment** as a result of what they learned from a librarian presentation in their class.

- Students show a high satisfaction level with all library resources: 67% to 80% were either satisfied or very satisfied with the resources.

- Please see the infographic and the executive summary for more results from the student survey.

To date, the Library's response to the 2018 student survey includes:

- A new laptop lending program at Lakeshore Library and Learning Commons started in August, 2018.

- Two new committees have been created to improve patron experience in the Library: the CX (Customer Experience) Committee as well as the Policies and Procedures Review Committee.

- Humber is the only Ontario college to offer a Bachelor of Nursing program
- Humber is 1 of 6 institutions offering a Bachelor of Nursing program
- Humber is 1 of 5 institutions where students take all 4 years at institution they were admitted for
- **Excerpt from Ministry Submission – September 30, 2004**
  - "During the 1996/97 academic year, Humber entered into negotiations with Ryerson Polytechnic University to develop a "Collaborative Nursing Program" but in September 2000, Ryerson's executive team indicated that they could not obtain Senate approval of the proposed, jointly developed program. With the Ryerson's inability to approve the proposed collaborative BScN program, Humber approached UNB to expand on an existing partnership to include, subject to approval, offering the UNB/BN at Humber College under Ministerial Consent. This opportunity was directly relevant to the UNB Faculty of Nursing's mandate to deliver a BN program at offcampus locations. The UNB Faculty of Nursing was expanding at both the undergraduate and graduate levels and the proposal for a collaborative program was aligned with UNB's strategic plan. A Letter of Understanding was signed on September 26th, 2000, which laid out the principles to be followed in the development of the academic plan and the formal Memorandum of Understanding to offer the UNB/BN in Toronto." (Section 2, p.1)
  - "The University of New Brunswick is fully accredited as a degree granting institution incorporated in legislation by the Province of New Brunswick and is a member of the Association of Universities and Colleges of Canada. The first graduates from the University of New Brunswick, Bachelor of Nursing program completed their Bachelor of Nursing (BN) degrees in 1963. The UNB Bachelor of Nursing program offered in collaboration with Humber meets all of the University's academic standards including admission requirements, curriculum, qualifications of faculty, the hours of instruction received by students, access to library resources, availability of laboratory facilities, provision of clinical experience and the requirements for promotion and graduation." (Section 4, p.1)
  - "entire UNB/Humber program is taught by Humber faculty (approved by the University of New Brunswick) on the Humber North campus in Toronto." (p. 65)

HUMBER COLLEGE - Bachelor of Nursing

SIMILARITIES	DIFFERENCES
- Admissions same for all Ontario colleges - Programs are all collaborative with a university across Canada - Pathways – Davenport University has an agreement with several other colleges - Curriculum – nearly identical to other colleges due to standards and regulated body - All 4 years of university undergraduate degree at Humber College - BUT, students at Algonquin College may study at either Algonquin or University of Ottawa - Students enrolled at the following colleges may take all 4 years at the institution they were admitted for: - Northern College - Conestoga College - Mohawk College - Sault College	- Collaborative program with the University of New Brunswick - Graduates receive a BN degree from UNB - On-campus cadaver lab

LIST OF BACHELOR OF NURSING/BACHELOR OF SCIENCE IN NURSING PROGRAMS IN ONTARIO

Institution	Partner Institution	Program
Algonquin College	University of Ottawa	Bachelor of Science in Nursing

Cambrian College	Laurentian University	Bachelor of Science in Nursing
Canadore College	Nipissing University	Bachelor of Science in Nursing
Centennial College	Ryerson University	Bachelor of Science in Nursing
Conestoga College	McMaster University	Bachelor of Science in Nursing
Confederation College	Lakehead University	Bachelor of Science in Nursing
Durham College	Ontario Tech University	Bachelor of Science in Nursing
Fanshawe College	Western University	Bachelor of Science in Nursing
Fleming College	Trent University	Bachelor of Science in Nursing
George Brown College	Ryerson University	Bachelor of Science in Nursing
Georgian College	York University	Bachelor of Science in Nursing
Humber College	University of New Brunswick	Bachelor of Nursing
La Cité Collégiale	University of Ottawa	Bachelor of Science in Nursing
Lambton College	University of Windsor	Bachelor of Science in Nursing
Loyalist College	Brock University	Bachelor of Science in Nursing
Mohawk College	McMaster University	Bachelor of Science in Nursing
Northern College	Laurentian University	Bachelor of Science in Nursing
Sault College	Laurentian University	Bachelor of Science in Nursing
Seneca College	York University	Bachelor of Science in Nursing
St. Clair College	University of Windsor	Bachelor of Science in Nursing
St. Lawrence College	Laurentian University	Bachelor of Science in Nursing

LIST OF BACHELOR OF NURSING/BACHELOR OF SCIENCE IN NURSING PROGRAMS OUTSIDE ONTARIO

Institution	Partner Institution	Program
Brandon University	N/A	Bachelor of Nursing
British Columbia Institute of Technology	N/A	Bachelor of Science in Nursing
Dalhousie University	N/A	Bachelor of Science in Nursing
Kwantlen Polytechnic University	N/A	Bachelor of Science in Nursing
MacEwan University	N/A	Bachelor of Science in Nursing
McGill University	N/A	Bachelor of Science in Nursing
Memorial University	Centre for Nursing Studies Western Regional School of Nursing	Bachelor of Nursing
Mount Royal University	N/A	Bachelor of Nursing
Nunavut College	Dalhousie University	Bachelor of Science in Nursing (Arctic Nursing)
Saint Francis Xavier University	N/A	Bachelor of Science in Nursing
Selkirk College	University of Victoria	Bachelor of Science in Nursing
University of Alberta	Keyano College Grand Prairie Regional College Red Deer College	Bachelor of Science in Nursing
University of Calgary	Medicine Hat College	Bachelor of Nursing
University of Lethbridge	Lethbridge College	Bachelor of Science in Nursing
University of Manitoba	University College of the North	Bachelor of Nursing
University of Northern British Columbia	College of Caledonia	Bachelor of Science in Nursing

University of Prince Edward Island	N/A	Bachelor of Science in Nursing
University of Regina	Saskatchewan Polytechnic	Bachelor of Science in Nursing
University of the Fraser Valley	N/A	Bachelor of Science in Nursing
University of Toronto	N/A	Bachelor of Science in Nursing

RN - Palliative Systems Navigator

Link to Live Job Posting: Posting is no longer active

Location: Scarborough

Company: Scarborough Centre For Healthy Communities

Job Title: Registered Nurse

RN - Palliative Systems Navigator Scarborough Centre for Healthy Communities 629 Markham Road Unit 2, Scarborough, ON Job summary + Starting date : As soon as possible + Number of positions available : 1 +

Salary :

To be discussed + Work schedule : Full time + Job status : Contract + Work shift : - Work environment 1 2 3 4 Description Scarborough Centre for Healthy Communities (SCHC) is dedicated to meeting the diverse, holistic health needs of the people of Scarborough by addressing the physical, mental, social, financial and environmental aspects of their health. Through the promotion of healthy lifestyles and delivery of a comprehensive range of culturally competent health and social services, we cultivate vital and connected communities. We are currently looking to hire a: Palliative RN System Navigator (Palliative Care Community Team) 1-Full Time - 18 Month Contract (35 hrs/week)

Reporting To:

Director, Community Health Teams Purpose:

Scarborough has implemented a Palliative Care Community Team (PCCT). The Scarborough PCCT model optimizes an integrated, trans-disciplinary network of service providers in comprehensive, seamless, holistic service delivery for individuals with life-limiting illness and their families to positively impact quality of life and the illness journey. The model integrates primary, secondary and tertiary teams across the continuum of care improving accessibility to 24/7 quality palliative care through a variety of program services and supports both clinical and non-clinical.

Key areas of responsibility:

System Navigation + Drive proactive continuity of care; collaboration/referrals with circle of care partners; assist seamless care transitions and provider intersection + Strengthen linkages in the delivery of comprehensive individualized set of wrap around services + 24/7 triage, live answer clinical expert support empowering confident, proactive, optimized pain and symptom management; decrease family/caregiver distress; advance care responsiveness; crisis navigation; reducing avoidable medical/ ER visits Community of Practice Partner engagement + Relationship building across trans disciplinary teams and community partners formalizing processes to strengthen efficient transitions across the care sector; acute care to community and LTCH Operations + Utilizing effective communications strategies; shared care plans; and EHR benefits + Meet performance indicators and data collection Essential Qualifications (Knowledge, Experience): + Bachelor of Science in Nursing or Diploma in Nursing from an accredited academic institution + Registered Nurse in good standing with the College of Nurses of Ontario + Minimum five years palliative care nursing experience, preferably in visiting community setting + CNA Certification in Hospice Palliative Care Nursing/ CHPCN(C) required or in progress + Comprehensive Advanced Palliative Care Education (CAPCE) or equivalency; LEAP asset + RNAO Membership + Current BCLS Essential Competencies (Skills and Attributes): + Oral and/or written fluency in other languages would be considered an asset + Proficiency in the use of computers and various software applications including EHR applications + Demonstrated knowledge of health care system as it relates to palliative care delivery + Demonstrated problem solving and critical thinking + Demonstrated time management and ability to work autonomously + Excellence in communication, partnership building and inter professional care commitment + Demonstrated commitment to continuous learning and professional development

Significant Working Conditions:

+ Ability to work flexible hours including on-call tele-practice rotations evenings and weekends + Ability to travel across Scarborough to a variety of care settings + Valid driver's license + Car required

Remuneration:

$37.29 - $43.39 On-call compensated on a bi-weekly basis Please note: All other conditions of employment are set out in the collective agreement between SCHC and SEIU. Please reply in confidence to

HR:

By email: hr@schcontario.ca

Note:

Please quote

APN - RN

System Navigatorin the subject line.

Deadline:

Until filled. All applications must be received by this date for consideration. We would like to thank all applicants; only those invited to interviews will be contacted. Scarborough Centre for Healthy Communities is strongly committed to diversity within its community and inclusive workforce that reflects the communities that we serve. SCHC encourages applications from visible minority group members, women, aboriginal persons, persons with disabilities and members of sexual minority groups. In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), SCHC will provide accommodation in all parts of the hiring process as required, upon request from applicants. For more information about our programs and services, please visit our website at www.schcontario.ca. Requirements Level of education College Diploma DEP Completed Work experience (years) 3-5 years Written languages undetermined Spoken languages undetermined Equal Opportunity Employer This employer is an equal opportunity employer committed to diversity and inclusion. We are pleased to consider all qualified applicants for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veterans status, Aboriginal/Native American status or any other legally-protected factors. Disability-related accommodations are available on request for candidates taking part in all aspects of the selection process. Upload your resume

Public Health Nurse

Link to Live Job Posting: Posting is no longer active

Location: [Unknown]	Company: Halton Region
Job Title: Municipal Medical and Health Service Nurse	

Public Health Nurse Halton Region - Halton, ON (5 hours ago) Apply Now _____ The successful candidate must possess a Bachelor of Science in Nursing and hold a current Certificate of Annual Registration from the College of Nurses of Ontario. The incumbent will have broad knowledge and experience in health promotion strategies, project management, evaluation, healthy public policy and community development in a public health or community health setting. The candidate will have the skills to build community relationships, coalitions, and provide consultation specific to child and youth health promotion. Excellent communication skills, both written and verbal, and strong computer skills are required. Knowledge and practical experience in promoting healthy schools, child and youth mental health promotion, asset building and parenting are assets. French or additional language skills would be considered an asset.

Working Conditions:

The successful candidate will be made an offer of employment on condition that the Regional Municipality of Halton receives a current (obtained within the past six (6) months), original and acceptable Criminal Records Check, including Vulnerable Sector Screening by the first day of employment. Travel will be required; incumbent must provide their own transportation. The incumbent will be required to provide a copy of their driver's license by their first day of employment. The incumbent must be able to provide a current complete record of immunization according to the Ontario provincial immunization schedule. Flexibility in working hours will be required. This position requires weekend and evening work to meet program needs.

Duties:

Using standards of promoting health, building individual/community capacity, building relationships, facilitating access and equity, and professional responsibility and accountability, the nursing duties will include the following:
- Consults with schools on building healthy school communities, healthy child and youth development, child and youth assets, parenting, mental health promotion, chronic disease prevention and substance, injury and violence prevention.
- Builds community and school relationships, partnerships and coalitions specific to child and youth health promotion and strategies.
- Represents the health department on community and corporate committees.
- Functions as a member of a team: collaborates with health department, division and the community to implement health promotion programs.
- Keeps accurate health records and statistical information.
- Assists in strategy and project development within the School Years Program.
- Performs other duties, as assigned.

Apply Now

Community Health Nurse

Link to Live Job Posting: Posting is no longer active

Location: [Unknown]

Company: Peetabeck Health Services

Job Title: Municipal Medical and Health Service Nurse

Community Health Nurse Peetabeck Health Services - Fort Albany, ON (27 days ago) Apply Now _____ Under the general supervision of the Health Director, the Community Health Nurse is responsible for the delivery of the community health program. These programs and services shall be acknowledged and supported by the Peetabeck Health Services Board and the Chief and Council. The Community Health Nurse shall assist in with the planning, organizing implement, and evaluation of a comprehensive community health program for the health and wellness throughout the community. To act as a Supervisor tot he Community Health Department staff to provide supervision and direction to ensure compliance with the Human Resources Policy and to ensure that month end and other reports are submitted.

- Must be a registered nurse holding current registration with the College of Nurses.
- Preference will be given to a Bachelor of Science in Nursing or a certificate in community health from a recognized university.
- Must be currently a member in good standing with the College of Nurses of Ontario and have malpractice and legal coverage with the RNAO.
- Prefer a minimum of two years nursing experience. Must be certified in Venipuncture and Immunization Program at time of hiring or willing to be certified.
- Knowledge of principles, practices of professional Nursing and to incorporate to the community environment.
- Demonstrated knowledge of Nursing legislation.
- Able to plan, prioritize, implement and evaluate programs.
- Computer skills are an asset.
- Possess a valid driver's license.
- The Community Health Nurse must have a thorough understanding of the cultural environment in which they serve.
- The ability to speak Cree is considered a definite asset.
- Must include current C-PIC with resume.
- Must have CPR/First Aide.

We offer a very competitive salary and benefits package including relocation, rent-free housing, northern allowance, semi-annual travel benefits, continuing education opportunities, specialized professional experience, links to a variety of health care professionals and organizations, strong community and nursing support.

Job Type:

Full-time Experience:

- nursing: 2 years (Preferred) Apply Now

Registered Nurse - Psychiatry

Link to Live Job Posting: maxeor.ca ↗

Location: Toronto	Company: University Health Network
Job Title: Registered Nurse	

University Health Network Registered Nurse
- Psychiatry in Toronto, Ontario Registered Nurse
- Psychiatry
- Toronto, Ontario

ONA JOB POSTING

#837179

Position:

Registered Nurse Organization:

Toronto General Hospital Department:

Psychiatry (General)

Reports To:

Nurse Manager Scale/Grade:

E006

Wage Schedule:

$32.66
- $46.

76 per hour (Start rate determined in accordance with collective agreement requirements).

Hours:

Anticipated Hours of the Position 22.50 Hours/ Week; 11.25 hour shifts,

Days/Nights and Weekends Status:

Permanent Part-time Transforming lives and communities through excellence in care, discovery and learning ... At University Health Network, which consists of Toronto General, Toronto Western, Princess Margaret and Toronto Rehab hospitals, nothing is more important to us than our team of dedicated employees. UHN focuses on creating and maintaining a workplace of choice, where our people are recognized and valued. We focus on creating a workplace where people enjoy the challenge of their career, create and engage in best practices and are treated with respect. Toronto General Hospital (TGH) is leading the way in cardiac care, organ transplants and the treatment of complex patient needs. Home to three of UHN's major program groupings Peter Munk Cardiac Centre, Transplantation, and Surgery and Critical Care, our highly skilled teams and dedicated volunteers are committed to UHN's vision of achieving global impact. On the Intensive Care, General and Geriatric Inpatient Psychiatric Unit, the Registered Nurse practices in accordance with the Canadian Standards for Psychiatric-Mental Health Nursing. The Registered Nurse will specifically be responsible for: developing a therapeutic alliance with clients, collaborating with team members and the client regarding a treatment plan and implementing the plan, management of patients who at times exhibit disorganized, dis-inhibited or aggressive behavior, knowledge of ECT procedures and pre/post assessment; mental status assessment, peer consultation; psycho-tropic medication administration and monitoring of side effects; discharge planning; providing patient and family support, co-facilitating groups with the interdisciplinary team. Group facilitation skills would be an asset.

QUALIFICATIONS

- Current registration with the College of Nurses of Ontario
- Bachelor of Science in Nursing required
- Current Basic Cardiac Life Support (B.C.L.S.) Certification
- CPI Certification required, will train
- Two years' experience in inpatient psychiatric setting required
- Experience in, participation with, and/or willingness to be trained for Eating Disorder coverage
- Excellent interpersonal skills
- Superior communication skills
- Emerging leadership abilities

Posted Date:

February 7, 2019

Closing Date:

Until Filled For current UHN employees, only those who have successfully completed their probationary period, have a good employee record along with satisfactory attendance in accordance with UHN's attendance management program, and possess all the required experience and qualifications will be given first consideration. University Health Network thanks all applicants, however, only those selected for an interview will be contacted. UHN is a respectful, caring, and inclusive workplace. We are committed to championing accessibility, diversity and equal opportunity. Requests for accommodation can be made at any stage of the recruitment process providing the applicant has met the Bona-fide for the open position. Applicants need to make their requirements known when contacted.
- University Health Network
- Registered Nurse
- Psychiatry
- Toronto
- Ontario

Teaching (Self-Care) Nurse

Link to Live Job Posting: Posting is no longer active

Location: Mississauga

Company: University Health Network

Job Title: Home Health Nurse

Teaching Nurse (Registered Nurse)

- Sussex Centre
- Mississauga, Ontario Back to Search Results Non Union Posting #837835

Position:

Teaching (Self-Care)

Nurse Site:

UHN Satellite

- Sussex Centre Assisted Care Dialysis Unit
- 90 Burnamthorpe Road West, Suite 208 Mississauga, ON L5B 3C3 Reports to:

Manager Scale/Grade/Range:

F0:01

- $32.66
- $46.

76 per hour

Hours:

22.5 hours per week (2 shifts)

Status:

Permanent Part Time University Health Network (UHN) is looking for an experienced professional to fill the key role of Teaching Nurse in our Sussex Centre. The Energy of the City. The Rewards of a Great Career. The University Health Network, where "above all else the needs of patients come first", encompasses Toronto General Hospital, Toronto Western Hospital, Princess Margaret Cancer Centre, Toronto Rehabilitation Institute and the Michener Institute of Education at UHN. The breadth of research, the complexity of the cases treated, and the magnitude of its educational enterprise has made UHN a national and international resource for patient care, research and education. With a long tradition of groundbreaking firsts and a purpose of "Transforming lives and communities through excellence in care, discovery and learning", the University Health Network (UHN), Canada's largest research teaching hospital, brings together over 16,000 employees, more than 1,200 physicians, 8,000+ students, and many volunteers. UHN is a caring, creative place where amazing people are amazing the world. Sussex Centre Assisted Care Dialysis Unit has been in the Mississauga community for over 23 years under the administration of the University Health Network. Located close to Square One and the 403 in Mississauga. At the self care centre, our philosophy is to encourage patients to develop independence and control over their disease and to assume responsibility for their treatment. We believe that a commitment to self care and dialysis in a non-hospital setting promotes a greater sense of well being and self esteem.

We believe that patients play a vital role in the learning process and as such will be treated as individuals with different needs and learning styles. We believe that research and change is essential for sustaining growth. We believe in the multidisciplinary approach and that communication and cooperation is essential to the attainment of the highest level of patient care.

QUALIFICATIONS

- Current Registration as a Registered Nurse with the College of Nurses of Ontario
- Basic Cardiac Life Support (B.C.L.S.) certification
- Canadian Nephrology Certification (C Neph (c))
- Excellent interpersonal and decision-making skills
- Bachelor of Science in Nursing
- Minimum 5 years Hemodialysis experience
- Nephrology Nursing Certificate
- Patient teaching experience preferred

POSTED DATE

February 21, 2019

CLOSING DATE:

February 28, 2019 If you are interested in making a contribution at UHN, please apply on-line. You will be asked to copy and paste as well as attach your resume and covering letter. You will also be required to complete some initial screening questions. For current UHN employees, only those who have successfully completed their probationary period, have a good employee record along with satisfactory attendance in accordance with UHN's attendance management program, and possess all the required experience and qualifications should apply. University Health Network thanks all applicants, however, only those selected for an interview will be contacted. UHN is a respectful, caring, and inclusive workplace. We are committed to championing accessibility, diversity and equal opportunity. Requests for accommodation can be made at any stage of the recruitment process providing the applicant has met the Bona-fide for the open position. Applicants need to make their requirements known when contacted. Back to Search Results

H+ HUMBER RIVER HOSPITAL

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Registered Nurse, Nursing Resource Team - New Graduate Guarantee

5 days ago

Program Professional Practice   **Department/Unit** Nursing Resource Team

Employee Type Temporary Full-Time   **Employee Group** ONA   **Job ID** 2020-9455

Job Category Registered Nurse (RN)

Position Profile

Humber River Hospital is committed to revolutionizing patient care for our diverse community. At our new facility, North America's first fully digital hospital, the future is very exciting for our people and programs. And we're looking for exceptional individuals to join our great team: people who share our passion to deliver excellent, patient-focused, expert care. The Hospital is formally affiliated with both the University of Toronto and Queen's University.

Humber River Hospital's Nursing Resources Team is part of the Staffing Resource Centre within the Hospital. The Registered Nurses within the Nursing Resources Team are trained to cover all Medicine and Surgical Inpatient Units. Members of the Nursing Resource Team have the opportunity to be trained in specialty areas when needed.

Right now we are looking for a **Registered Nurse** to work with our **Nursing Resource Team**.

Reporting Relationship: Manager, Nursing Resource Team

Hiring Salary Range: $33.23 - 47.57

Position Responsibilities:

The successful candidate will be responsible for Registered Nurse duties in all Medical and Surgical Inpatient Units. It is the expectation that members of the Nursing Resources Team are available for all rotating shifts.

Qualifications:

- Current RN registration with the College of Nurses of Ontario
- Current BCLS certification or demonstrated competency.
- Recent Medical and/or Surgical experience is mandatory. Minimum 2 years experience preferred.
- Coronary Care I or actively pursuing the Coronary Care Certification is an asset.
- Commitment to complete Coronary Care II within 12 months of starting on the unit is preferred
- Excellent interpersonal and communication skills with an ability to work effectively with a variety of staff, patients and families from diverse cultural and socioeconomic backgrounds
- Excellent physical assessment skills is required preference will be given to applicants that have taken the physical assessment course
- Good patient/family teaching skills
- Excellent critical thinking skills, with anability to set priorities and work effectively in a fast paced environment
- Ability to work effectively/collaboratively in a team environment
- Excellent attendance and discipline free record required.

Location: Humber River Hospital – Wilson Site, Finch Site

Hours of work: Rotating shifts, 8 or 12 hours, days/evenings/nights/weekends

Union: ONA

Why Humber? Why Now?

Humber River Hospital is on an exciting transformation journey of redefining patient care as we leverage the most advanced technologies to enhance all aspects of delivering high-quality, safe care. We continue to build a people-centered workplace with excellent staff and physician engagement by hiring passionate, diverse and inclusive healthcare professionals. People who care and live our values of *Compassion*, *Professionalism* and *Respect*. People who are committed to making a positive difference.

We are a **Studer Group** hospital, focused on building our evidence-based leadership practice and hardwiring a culture that WOWs.

Why? Because at Humber River Hospital, we know it's our people and our ability to innovate that allows us to consistently deliver a great patient experience and the best quality outcomes. After all,

Registered Nurse- PT

Posting Number
OSLER09257

Job Title
Registered Nurse- PT

Contract Type
Permanent

Job Type
Part Time

Job Location
Brampton Civic Hospital

Department
N. Medicine Oncology

Union
ONA

Posted Date
2020/03/09

Closing Date
2020/03/16

Job Posting Details

William Osler Health System (Osler) is a multi-site hospital system serving 1.3 million people in one of the fastest-growing and most culturally-diverse regions in Ontario.

With our new 2019-24 Corporate Strategic Plan, *Going Beyond for Healthier Communities* as our roadmap, we are shifting traditional thinking and re-imagining health care to help people live healthier lives, reduce chronic disease and improve access to care.

At Osler, we are committed to providing safe, equitable, high-quality care in a fulfilling work environment that inspires our staff, physicians and volunteers to learn, innovate and grow. We are proud to be recognized, year after year, as one of Greater Toronto's Top Employers and Canada's Best Diversity Employers.

Here you will work alongside a highly-committed and respected team that understands what it means to go beyond to meet the health care needs of our communities.

HOURS: Currently Days/Nights, 8 and 12 hour shift including weekends and statutory holidays
(Subject to change in accordance with operational requirements)

JOB SUMMARY:

The Registered Nurse (RN) is a regulated health care professional who is accountable and responsible for providing quality patient focused nursing care to patients in the Oncology and Palliative Care Unit. As part of the inter-professional health care team, the RN will practice according to the nursing practice expectations set by William Osler Health System, the regulatory practice standards of the College of Nurses and the legislative requirements set by the Regulated Health Professions Act (RHPA).

CORE COMPETENCIES:

- Current registration, and in good standing, with the College of Nurses of Ontario
- Sound knowledge of nursing process, theory, and responsibilities to the nursing profession

- BCLS required
- Demonstrated excellent interpersonal, communication, problem-solving, conflict-resolution and decision-making skills required
- Demonstrated ability to work collaboratively as a member of an inter-professional team
    - Demonstrated knowledge of patient and family-centred care
- Demonstrated experience with patient and family health teaching required
- Demonstrated leadership and facilitation skills required
- Demonstrated excellent customer service, organizational and critical-thinking skills required
- Demonstrated commitment to continuous learning and professional development as it applies to the profession and related field
- Demonstrated ability to work in a stressful and fast paced environment
- Exemplary clinical practice within an inter-professional team to develop appropriate strategies for patient care
- Ability to prioritize patient care needs and make autonomous decisions
- Excellent physical assessment skills required
- Ability to promote a healthy work environment and practice excellent Client Safety guidelines
- Knowledge and understanding of the Occupational Health and Safety Act
    - Must demonstrate Osler Values of Respect, Excellence, Accountability, Diversity, Innovation
    - May be required to travel and work between all Osler campuses
    - Excellent attendance, punctuality and work record
    - Knowledge and understanding of information systems and technology

THE ONCOLOGY and PALLIATIVE CARE RN IS RESPONSIBLE FOR:

- Safe nursing practice in all aspects of the nursing process: Assessment, planning, implementation and evaluation of patient care
- Compliance with policies and procedures associated with observations
- Professional, patient-centred care to ensure patient safety and physiological and psychological well-being, associated with creating a therapeutic relationship and environment
- Providing care in a compassionate and caring manner within a diverse cultural environment.
- Practicing according to the infection control and prevention measures.
- Responding to emergency situations by recognizing changes in patient's health status and consulting appropriately when necessary using Transfer of Accountability principles
- Providing health teaching to patients and families including thorough discharge instructions to ensure the continuity of care in the community

UNIT QUALIFICATIONS:

- Experience within the last 5 years in Palliative and Oncology Nursing experience required
- Palliative Care Certificate or Certified Hospice Palliative Care Nurse (CHPCH) certificate required
- Foundation in Oncology Nursing Practice course required
- Provincial standardized Chemotherapy and Biotherapy course required
- Certified in Oncology Nursing Canada (CONC) preferred
- Foundations of Oncology for Emergency Nurses course required, or successful completion within one (1) year of hire

Osler values inclusivity and diversity in the workplace. We welcome and encourage applicants from diverse backgrounds. We are committed to providing accessible employment practices that are in compliance with the Accessibility for Ontarians with Disabilities Act. (AODA). If you require an accommodation at any stage of the recruitment process, please notify Human Resources at human.resources@williamoslerhs.ca*.*

While we thank all applicants, only those selected for an interview will be contacted. Any information obtained during the course of recruitment will be used for employment recruitment purposes only, and not for any other purpose.

#LI-NS1

Current Positions

Wellness Manager (RN)

Location: Cochrane
Job Code: 14019
Status: FULLTIME
Date Posted: March 09, 2020

About Us:

SE Health (previously Saint Elizabeth Health Care) is a Social Enterprise applying our knowledge, vision and drive to forever impact how people live and age at home. With Canadian roots and 110 years of expertise, SE Health is a not-for-profit charitable organization delivering quality care, innovative solutions and education to people where and when they need it. Through our team of 9,000 Leaders of Impact, we deliver 20,000 care exchanges daily,totaling 50 million in the last decade alone.

POSITION SUMMARY

We require a Wellness Manager to provide direct supervision to a SE Health site, ensuring the efficient and effective delivery of services to clients to create an exceptional experience environment

RESPONSIBILITIES:

- Interview and select support staff to meet ongoing staff requirements.
- Provide staff with regular and ongoing feedback related to outcomes, professional and person-centred development. Provide formal feedback in the form of probationary and annual performance appraisals.
- Utilize the Performance Management system to coach, support and evaluate personal support staff.
- Facilitate orientation of new staff along with ongoing education and development of staff
- Strategize with service coordination and customer service to facilitate operational processes.
- Lead staff team meetings.
- Collaborate with the Director and Supervisor colleagues to meet or exceed benchmarks for operational efficiencies and to assist in the attainment of all required contractual and performance standards.
- Actively participate as a leadership team member in project/program development and implementation.
- Participate in creating, delivering and maintaining an exceptional quality program
- Creating an environment that builds on the principles of integrated team approach (nurses, coordinators and HCAs)
- Day hours, with flexibility in covering evenings and week-ends related to business needs, staff training and delegating needs.

- Participate in an on call rotation.
- Participate in community site visits with personal support staff, and other partners

REQUIREMENTS:

- A regulated health care professional RN, holding a current professional license, in good standing, to practice in Alberta
- Experience working in a Senior Living facility is an asset
- Minimum 1 year leadership/management is preferred.
- A current CPR certificate.
- Role models Saint Elizabeth's MVV, professionalism and accountability in daily practices.
- Excellent interpersonal and verbal/written communication skills.
- Excellent time management skills.
- Thrives in a fast paced environment, with multiple competing priorities.
- Outcome-oriented and able to achieve desired results.
- An ability to deal with conflict and excellent problem solving skills.
- A vehicle and valid driver's license and the ability to travel.
- Basic keyboarding skills.
- Willing and able to provide care for our clients, if required.
- Performance management experience is preferred.
- Experience in the design and/or delivery of adult learning activities is preferred.
- Familiarity with the funding and administration of community health services is preferred.

Location
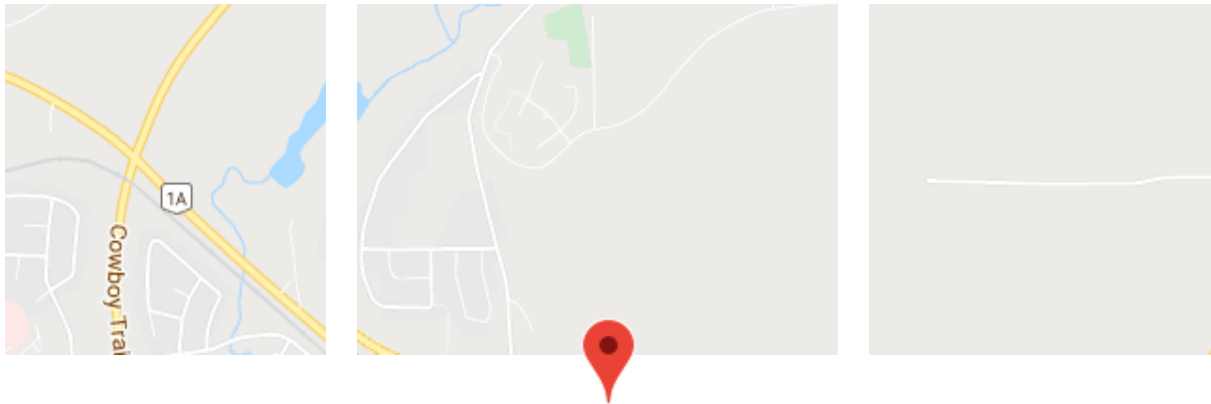
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- Date Posted: March 09, 2020
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Policies

Humber's policies and procedures are reviewed on a regular basis. The following chart outlines current and updated policies.

Admission, Promotion, and Graduation

Title of Policy/ Procedure	Section	Date of Approval	Status	Approving Body
Admission Requirements and Academic Regulations	Section 5.1.a *Eligibility Categories Criteria for Degrees*	July 12, 2019	Updated	Academic Framework Committee
Admission Requirements and Academic Regulations	Section 11.1 *Promotion & Progression Requirements*	July 12, 2019	Updated	Academic Framework Committee
Admission Requirements and Academic Regulations	Section 7.9 *Experiential Learning*	July 12, 2019	Updated	Academic Framework Committee
Admission Requirements and Academic Regulations	Section 13.2 *Graduation Requirements*	July 12, 2019	Updated	Academic Framework Committee
Admission Requirements and Academic Regulations	Section 17.0 *Academic Misconduct*	July 12, 2019	Updated	Academic Framework Committee
Admission Requirements and Academic Regulations	Section 18.0 *Grade Review & Academic Appeal*	July 12, 2019	Updated	Academic Framework Committee
Admission Requirements and Academic Regulations	Section 6.0 *Recognition of Previous Learning*	July 12, 2019	Updated	Academic Framework Committee
Admission Requirements and Academic Regulations	Section 6.11 *Prior Learning Assessment and Recognition (PLAR)*	July 12, 2019	Updated	Academic Framework Committee

Program Delivery

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
Quality assurance of program delivery method(s)	Program Review Policy	Under review	Jan 4, 2013	Vice President Academic
	Program Review Procedure	Under review	Feb 28, 2013	Vice President Academic
	Faculty Evaluation and Professional Development Policy	Under review	Jan 4, 2013	Vice President Academic
	Faculty Evaluation Procedure	Under review	Jan 4, 2013	Vice President Academic
	Academic Freedom Policy	Under review	Dec 3, 2012	Vice President Academic
Mechanisms and process for student feedback regarding program delivery	Student Feedback Questionnaire Policy	Under review	Jan 4, 2013	Vice President Academic
Professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills	Faculty Evaluation and Professional Development Policy	Under review	Jan 4, 2013	Vice President Academic
	Academic Professional Development Leave Policy	Updated	Dec 6, 2016	Senior Vice President, Academic
	Academic Professional Development Leave Procedure	Updated	Dec 6, 2016	Senior Vice President, Academic

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
Distance education if such components are part of the program	N/A			

Capacity to Deliver

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
Academic/professional credentials required of present and future faculty teaching courses in the program	Faculty Academic/Professional Credential Requirements Policy	Under review	Nov 15, 2012	Vice President Academic
	Appointment of Adjunct Professors Policy	Under review	June 25, 2012	Vice President Academic
	Appointment of Adjunct Professors Procedures	Under review	June 25, 2012	Vice President Academic
Academic/professional credentials required of present and future faculty acting as research/clinical/exhibition supervisors in the program	Faculty Academic/Professional Credential Requirements Policy	Under review	Nov 15, 2012	Vice President Academic
	Appointment of Adjunct Professors Policy	Under review	June 25, 2012	Vice President Academic
	Appointment of Adjunct Professors Procedures	Under review	June 25, 2012	Vice President Academic
	Integrity in Research and Scholarship Policy	Under review	March 18, 2013	Vice President Academic
	Integrity in Research and Scholarship Procedures	Under review	March 18, 2013	Vice President Academic

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
	Research Contracts and Fund Administration Procedure	Under review	Feb 25, 2013	Vice President Academic
	Research Grant Applications and Fund Administration Policy	Under review	Feb 25, 2013	Vice President Academic
The requirement to have on file evidence, supplied directly to the college by the granting agency, of the highest academic credential and any required professional credential claimed by faculty members	Faculty Academic/Professional Credential Requirements Policy	Under review	Nov 15, 2012	Vice President Academic
	Appointment of Adjunct Professors Policy	Under review	June 25, 2012	Vice President Academic
	Appointment of Adjunct Professors Procedures	Under review	June 25, 2012	Vice President Academic
The regular review of faculty performance, including student evaluation of teaching and supervision	Faculty Evaluation and Professional Development Policy	Under review	Jan 4, 2013	Vice President Academic
	Faculty Evaluation Procedure	Under review	Jan 4, 2013	Vice President Academic
	Student Feedback Questionnaire Policy	Under review	Jan 4, 2013	Vice President Academic
The means for ensuring the currency of faculty knowledge in the field	Faculty Evaluation and Professional Development Policy	Under review	Jan 4, 2013	Vice President Academic
	Faculty Evaluation Procedure	Under review	Jan 4, 2013	Vice President Academic
Faculty teaching and supervision loads	CAAT Academic Employees Collective Agreement	Updated	Effective Oct 1 2017 to Sept 30 2021	College Employer Council and Ontario

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
				Public Service Employees Union
Faculty availability to students	CAAT Academic Employees Collective Agreement	Updated	Effective Oct 1 2017 to Sept 30 2021	College Employer Council and Ontario Public Service Employees Union

Internal Quality Assurance and Development

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
Internal periodic review of the program	Program Review Policy	Under review	Jan 4, 2013	Vice President Academic
	Program Review Procedure	Under review	Feb 28, 2013	Vice President Academic

Academic Freedom and Integrity

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
Academic freedom	Academic Freedom Policy	Under review	Dec 3, 2012	Vice President Academic
	Admission Requirements and Academic Regulations: Section 16.0 Academic Freedom	Updated	July 12, 2017	Academic Framework Committee
Academic honesty and the college's plan for informing faculty and students about, and ensuring their	Academic Honesty of Faculty and Staff Policy	Under review	Nov 23, 2012	Vice President Academic

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
compliance with, policies pertaining to academic honesty				
	Allegations of a Breach of Academic Honesty of Faculty and Staff Procedure	Under review	Nov 23, 2012	Vice President Academic
	Admission Requirements and Academic Regulations: Section 17.0 Academic Misconduct	Updated	July 12, 2017	Academic Framework Committee
	Integrity in Research and Scholarship Policy	Under review	March 18, 2013	Vice President Academic
	Integrity in Research and Scholarship Procedures	Under review	March 18, 2013	Vice President Academic
The ownership of intellectual products of its employees and students	Intellectual Property Policy	Under review	Sept 20, 2013	Vice President Academic
	Intellectual Property Procedure	Under review	Sept 20, 2013	Vice President Academic
Research involving humans and /or animals, and the management of research funds	Integrity in Research and Scholarship Policy	Under review	March 18, 2013	Vice President Academic
	Integrity in Research and Scholarship Procedures	Under review	March 18, 2013	Vice President Academic
	Research Contracts, Grants and Fund Administration Policy	Under review	Feb 25, 2013	Vice President Academic

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
	Research Grant Applications and Fund Administration Procedure	Under review	Feb 25, 2013	Vice President Academic
	Research Contracts and Fund Administration Procedure	Under review	Feb 25, 2013	Vice President Academic
	Ethical Conduct for Research Involving Animals Policy	Under review	Sept 24, 2012	Vice President Academic
	Ethical Conduct for Research Involving Humans Policy	Under review	July 5, 2012	Vice President Academic
	Procedures for Ethical Conduct for Research Involving Humans	Under review	June 15, 2011	Vice President Academic
	Research Involving Biohazardous and Radioactive Materials Policy	Under review	Sept 24, 2012	Vice President Academic

Student Protection

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
The resolution of students' academic appeals, complaints, grievances, and/or other dispute	Admission Requirements and Academic Regulations: Section 18.0 Grade Review and Academic Appeal	Updated	July 12, 2017	Academic Framework Committee

Policy/Procedure	Name of Policy/ Procedure	Changes in Policy/Procedure	Date of Approval	Approval
Student dismissal	Admission Requirements and Academic Regulations: Section 17.0 Academic Misconduct	Updated	July 12, 2017	Academic Framework Committee

2019-2020

**HUMBER COLLEGE INSTITUTE
of TECHNOLOGY and ADVANCED LEARNING
July 12, 2019**

1.0 PURPOSE

The purpose of the *Humber Admission Requirements and Academic Regulations* (the *Academic Regulations*) is to document and provide a framework for policies and procedures related to the admissions, registration, progression, graduation, and academic requirements of their program of study for the programs of study at Humber College Institute of Technology and Advanced Learning (hereafter referred to as "Humber" or "the College").In addition, this document outlines the requirements of all Humber students to fulfill and uphold their academic responsibilities for the duration of their program. Furthermore, the *Academic Regulations* provide an outline of the processes involved in resolving issues when informal resolution is not possible.

The policies and procedures outlined in the *Academic Regulations* are exclusive to Humber students and are not intended for students registered at the University of Guelph-Humber (hereafter referred to as "Guelph-Humber") or the University of New Brunswick- Humber Collaborative Nursing program unless specifically stated.

2.0 SCOPE

The *Academic Regulations* apply to all faculty, staff and all (prospective, confirmed, and registered) students of the College from the time of application to a course or program through to completion of the course or graduation from the program, where these activities or actions are a component of the relationship between the (prospective) student and the institution. Non-credit general interest courses with open admission are not covered under these regulations; those courses are covered in the specific course outline for each course.

The policies and procedures contained within this document apply to all students registered in any Humber course or any program offered by the College, in any location or in any format. In addition to these *Academic Regulations*, there may be *Supplemental Regulations* that may apply and be administered by the Academic Faculty or program area. It is the responsibility of students to familiarize themselves with the applicable requirements that may apply within their Faculty or program. At times, the individual circumstances of a particular campus or a particular program may require a minor variation in procedure. These will be communicated to students at the commencement of the program or particular course.

The *Academic Regulations* do not supersede or negate any rights or responsibilities provided by law, and do not seek to limit the rights or freedom of expression as provided by law; however, behaviour that interferes with Humber's operations, a student's ability to learn and successfully graduate, and/or the academic integrity of the institution, is unacceptable and is addressed in part within this document.

Note: Decisions on whether a violation of the *Academic Regulations* has occurred will be based upon a review of evidence provided by the parties involved, gathered by the investigator and assessed on the standard of balance of probabilities.

Disclaimer: The policies and procedures contained within this document are current at the time of publication. Where changes occur, Humber will endeavor to communicate these changes immediately to

students and provide them with as much advance notice as possible. Information on recent changes can be obtained from the Office of the Registrar.

3.0 RELATED POLICIES, PROCEDURES, and CODES

In addition to these *Academic Regulations*, there are a number of academic program and institutional policies, procedures, and codes that may apply and which may be administered by the Academic Faculty or area where the rules originate. Policies can be found at http://humber.ca/policies.

3.1 Related Policies

Use of the following Humber policies, procedures, and/or codes may be required in conjunction with administration of the *Academic Regulations*:

- Academic Freedom Policy
- Academic Honesty of Faculty and Staff Policy and Procedure
- Accessibility Policy
- Accessible Customer Service Policy
- Code of Ethics
- Code of Student Conduct
- Copyright Policy
- Human Rights Policy and Procedure
- Intellectual Property Policy and Procedure
- Integrity in Research and Scholarship Policy and Procedure
- Midterm and Final Grade Submission Policy
- Program Suspension/Cancellation Policy
- Student Support and Intervention: Non-Academic Voluntary/Involuntary Withdrawal Policy and Procedure

3.2 Multiple Policies, Procedures, or Codes

In some instances the actions of a student may violate more than one Humber policy, procedure, or code. Where multiple internal policies, procedures, or codes apply, those responsible for initiating the processes will confer to determine which college policies, procedures, or codes should be applied first, whether multiple procedures are warranted and which takes precedence (for example, in an instance where both the Humber *Academic Regulations* and the *Code of Student Conduct* are violated). To the extent that there is any conflict or overlap between the provisions of any applicable policies, codes, or regulations, such conflict will be resolved by consultation between the parties responsible for the administration of the relevant policies, procedures, or codes.

4.0 RIGHTS, ROLES, and RESPONSIBILITIES

4.1 Student Rights

All Humber community members have rights that are protected under the Ontario Human Rights Code as well as the Canadian Charter of Rights and Freedoms. These rights are subject to limitations as described by law and some activities (rights) that are acceptable in a public place may not be appropriate in certain contexts in an institution of higher education.

Students have a right to have these *Academic Regulations* as well as all other Humber policies and procedures adhered to, in order to ensure an ethical, positive, and optimal learning environment based on procedural fairness and academic integrity.

Students have a right to procedural fairness in the investigation and determination of responsibility as it relates to these *Academic Regulations*. These rights include:

a. the right to a fair hearing including being made aware of and given an opportunity to respond to, correct or contradict any evidence available, in person and/or in writing;
b. the right to appeal based on the conditions explained in the "Appeals" section of the *Academic Regulations*; and
c. the right to have an advisor or support person of their choice present at any hearing or meeting, if desired.

4.2 Roles and Responsibilities

All Community Members: Responsibility to Report

All Humber community members are expected to report incidents that are in contravention of these *Academic Regulations* when there may be any risk of academic dishonesty or otherwise fraudulent misrepresentation of a (prospective) student's credentials, skills, or academic work submitted for evaluation.

Humber community members may inform any staff or faculty member of a violation, and they in turn will provide the information to the Office of the Registrar, who will take any action required, and, in cooperation with the associated Academic Faculty and other Departments, initiate any investigative process in order to fully address the misconduct or misrepresentation.

Students

All students have a responsibility to be aware of the academic policies and procedures that govern the admissions, registration, progression, graduation, and academic requirements of their program of study. Where these policies and procedures are violated and not resolvable informally, formal processes will be engaged.

Academic Faculties

Incidents of academic misconduct will require more formal and/or documented follow-up with a designate of the related Academic Faculty, in accordance with the Faculties and/or Humber's policies and procedures. Incidents which come to the attention of the Associate Dean and which warrant a formal letter will be communicated to the Office of the Registrar.

Office of the Registrar

The Office of the Registrar is responsible for administering the policies and procedures outlined herein. Academic appeals that cannot be resolved through the Faculty-level appeal process require the support of the

Office of the Registrar. ([see Section 18](#)).

Office of Student Success and Engagement

Investigation and incidents of academic misconduct that cannot be informally resolved may require the support of the Office of Student Success and Engagement, through the provision of a student advisor, during the academic appeal process. ([see Section 18](#))

5.0 ADMISSION

Admission Requirements

In order to give College applicants the greatest opportunity for success, their suitability for admission to a program will be assessed and considered based on a range of factors including their academic history and credentials. Each Humber program has academic, language, and residency requirements that applicants must satisfy in order to be admitted to that program. Specific admission requirements may vary from program to program. Details of the program-specific academic or secondary requirements are referenced in the College Calendar.

Since applicants may be ranked based on a range of factors, meeting the minimum requirements for admission in any one year does not guarantee acceptance into a Humber program in a following year, as applicants are competing with others in the applicant pool for each admissions term. Admission is competitive and will be based on the applicant's overall qualifications and the availability of space in the program.

Applicants may apply in one of the three categories identified in [Section 5.1, *Applicant Categories*](#).

Equivalent Admission Requirements

Applicants who attended secondary school in another province or country must provide documentation as proof of their credentials' academic equivalency to the Ontario Secondary School Diploma (OSSD).

Conditional Offers of Admission

In some cases, a student's offer letter will stipulate conditions that need to be satisfied in order for Humber to complete the offer of admission. Terms of the conditional offer of admission, as stated in the offer letter, must be met prior to beginning studies at Humber, or as otherwise stated in the offer letter. Failure to complete the conditional requirements will result in withdrawal from the program by the Admissions Office.

Readmission to Program of Study

For information on interruption of studies and subsequent requests for readmission to programs, see [Section 11.3, *Readmission to Program of Study*](#).

5.1 Eligibility Categories and Criteria

The following section outlines the admission categories and general eligibility criteria for each credential.

5.1.a   Eligibility Categories Criteria for Degrees

Degree - Secondary School Graduate

Applicants must possess:

    a. an Ontario Secondary School Diploma (OSSD) or equivalent;
    b. a minimum average of 65% including Grade 12 University English or OAC English 1, or equivalent; and
    c. six Grade 12 University or University/College (U or M) courses;
    d. a final grade of not less than 60% in each of the published subject requirements for the applicant's program of interest.
    e. Has not previously attempted any postsecondary studies.

Degree - Mature Student Applicants

Applicant must:

    a. be at least 21 years of age on the first day of classes;
    b. not have graduated from secondary school;
    c. have been away from secondary school studies for at least two (2) years;
    d. not have previously attempted any postsecondary studies;
    e. possess the published secondary school subject requirements, or equivalents, and meet the minimum admission average of 65% based on these subjects;
    f. submit official copies of transcripts for her/his secondary school grades, or any other academic work

Degree - Transfer Student Applicants

Applicants, who have undertaken previous full-time postsecondary studies, will be considered as a Transfer Student applicants. Criteria for consideration for admission of Transfer Students are determined by level of previous study and outlined below.

    1. **Previous Studies in a Bachelor's Degree Level Program**

An application will normally be considered for admission provided the applicant meets *each* of the following criteria.

    a. The applicant possesses an Ontario Secondary School Diploma (OSSD) with the specific published subject requirements, or equivalents, for the program of interest.
    b. The applicant has completed at least one (1) year of study at the postsecondary level.
    c. The applicant is eligible to return to her/his most recent institution in good standing. If the student is ineligible to return to continue studies, the student's application will not be considered for admission until the period of rustication has expired.

    2. **Previous Studies In a Diploma or Certificate Level Program**

If the applicant has previously been admitted to a postsecondary program that did not require him/her to meet OSSD requirements, with the published subject requirements, the applicant may still be considered for admission, provided the applicant meets each of the following criteria.

    1. The applicant possesses the specific published subject requirements, or equivalents, for the program of interest.
    2. The applicant has demonstrated her/his ability to study at the degree level through *one* of the following:

- completion of at least one (1) year of a college diploma level program with a minimum average of 65% or equivalent, including all attempted courses; or
- completion of a *General Arts and Science, College or University Transfer Program* in an Ontario college or university with a minimum average of 65%, or equivalent; or,
- completion of an Ontario College Certificate program with a minimum average of 65%. Typically, pre-postsecondary certificate programs will not be considered.
- A transfer student's application will be considered for admission in competition with other applicants. More information can be found online: http://humber.ca/transferoptions

Students, who fail to disclose previous postsecondary studies and are admitted based on incomplete information, will be subject to a disciplinary hearing, the results of which may be expulsion from Humber.

International credentials and English proficiency will be validated to Canadian standards. Refer to the *English Language Proficiency Policy* for more information. Meeting the minimum requirements does not guarantee admission to the program.

5.1.b   Eligibility Categories and Criteria for Postsecondary Diplomas and Certificates

Diploma and Certificate - Secondary School Graduate

Applicant must possess:

- an Ontario Secondary School Diploma (OSSD) or equivalent;
- published academic and secondary requirements for the applicant's program of interest; and
- admission cut-offs and grades required for published subject requirements which will vary from program to program.

Diploma and Certificate - Mature Student Applicants

An applicant, who does not possess the minimum academic admission requirements but can demonstrate the potential to study at the postsecondary diploma or certificate level, may be considered for admission as a Mature Student provided the applicant:

a. will be at least 19 years of age at the beginning of the term in which studies will commence; and
b. has not graduated from secondary school with the required Grade 12 credits.

International credentials and English proficiency will be validated to Canadian standards. Refer to the *English Language Proficiency Policy* for more information. Meeting the minimum requirements does not guarantee admission to the program.

5.1.c   Eligibility Categories and Criteria for Ontario Graduate Certificates

Ontario Graduate Certificate - Secondary School Graduate

Applicants, who possess only an Ontario Secondary School Diploma (OSSD), or equivalent, are not eligible to apply for Ontario Graduate Certificates.

Ontario Graduate Certificate - Mature Student Applicants

Applicants who do not possess an undergraduate degree or a completed College diploma, as outlined in Humber's College Calendar, may be considered for admission to an Ontario Graduate Certificate program. Individuals must possess some postsecondary education plus significant, related, work experience. Documentation and a personal interview may be required.

Ontario Graduate Certificate – Transfer Student Applicants

Applicants seeking admission to Ontario Graduate Certificate programs must possess either an undergraduate degree or a College diploma, as outlined in Humber's College Calendar, to be eligible for admission. Students who do not possess a completed credential may be considered as mature students for admission. Additional program-specific admission requirements for each of the Ontario Graduate Certificate programs are published in the College Calendar.

International credentials and English proficiency will be validated to Canadian standards. Refer to the *English Language Proficiency Policy* for more information. Meeting the minimum requirements does not guarantee admission to the program.

5.1.d   Eligibility Categories and Criteria for General Interest Courses

For most postsecondary courses, including those offered evenings and weekends a student must be 19 years of age or possess an Ontario Secondary School Diploma (OSSD) or equivalent. For many of the general interest courses offered, the above qualification normally does not apply. Refer directly to the Course Calendar and specific courses for admission requirements.

Humber reserves the right to determine a minimum literacy and language proficiency level as a prerequisite to any course. In some cases, students will be required to complete placement testing prior to being able to register for classes, as in the case with English and math courses. Students who are unable to meet an acceptable level of applicable verbal and written skills will be withdrawn from the course/program until the acceptable literacy level is achieved.

5.1.e   Eligibility Categories and Criteria for Academic Upgrading and Apprenticeship

Academic Upgrading

Academic Upgrading provides learners with the opportunity to improve their English, math and/or science skills in order to meet the admission requirements for further post-secondary studies at the diploma or certificate levels. Fully funded by the Ministry of Training, Colleges and Universities, this program may be suited to individuals who are unemployed, out of school, and/or who want to improve their reading and writing skills in order to explore different employment opportunities.

To be eligible for Academic Upgrading, learners must be 19 years of age or older, a resident of Ontario, and legally able to work in Ontario. Meeting eligibility requirements does not guarantee admission to Academic Upgrading.

Contact the School of Liberal Arts and Sciences for specific admission requirements and intake processes, including dates for information and assessment sessions. More information can be found online: http://humber.ca/liberalarts/programs/academic-upgrading.

Apprenticeship

Apprenticeship is an on-the-job training program for people who want to work in a skilled trade or occupation and includes learning new skills from skilled journeypersons as well as classroom instruction. The Ministry of Training, Colleges and Universities (MTCU) contracts Humber to deliver the in-school portion of certain apprenticeship programs.

Students must find an employer and be approved by the MTCU prior to being approved for admission by the College. Some apprenticeships are regulated by the *Trades Qualification and Apprenticeship Act*. Applicants are required to register through their local Apprenticeship Branch Office of the MTCU.

To be eligible for the program, applicants must meet the specific and varied admission requirements for the program in question. More information and detailed admission requirements are published in the College Calendar by program.

5.2 Denied Admissions

Humber reserves the right to deny admission if an Applicant's previous academic progress, academic history or conduct has been unsatisfactory. Admission may also be denied to students who have financial accounts that are in arrears with the College. Applicants denied admission for the reasons noted above, may submit a letter indicating how their circumstances have changed and/or documentation that supports their ability to undertake postsecondary studies to be reviewed by the Admission Review Committee.

Prior to reapplying, applicants must comply with any academic requirements and/or non-academic sanctions that were previously identified by Humber, such as withdrawn or suspended from Humber, withdrawn or suspended from a specific program and/or withdrawn or suspended from a program with common curriculum.

5.3 English Language Proficiency Policy

Since most activities (lectures, seminars, laboratories, clinical, and work placements) at Humber are conducted in English, it is essential that all students possess the writing, reading, listening, and speaking skills necessary to cope with the rigors of the academic curriculum and successfully complete the practical (co-operative, clinical, field placement, work term, etc.) components of their programs.

If a student's first language is not English, or if a student's previous education has not been conducted in English, the student will be required to demonstrate acceptable proficiency in English by undertaking and submitting the results of one of a range of English language proficiency tests. Specific details of these requirements can be found in the *English Language Proficiency Policy*.

5.4 International Student Admission

Applicants applying from outside Canada must review and adhere to admission requirements and equivalencies by country. The requirements, equivalencies and process can be found here.

Admission Requirements

International applicants must provide proof that they meet English language proficiency requirements. This can be demonstrated through various tests (i.e. TOEFL, IELTS, CAEL, MELAB). *Transcripts, TOEFL, IELTS, CAEL and MELAB scores must be original or attested copies.* Refer to the *English Language Proficiency Policy* for more information and further acceptable tests and scores.

Additional program-specific requirements can be found in the program pages of the postsecondary and postgraduate calendars. Admission requirements are subject to change without notice.

Conditional Acceptance through English for Academic Purposes

Students who do not meet Humber's English language requirements may satisfy these requirements through completion of the English for Academic Purposes (EAP) program.

EAP students may be granted conditional acceptance into many of Humber's certificate, diploma, degree, and Ontario graduate certificate programs after successful completion of the program as stated in the *English Language Proficiency Policy*.

5.5 Admission Appeals

An applicant who has been refused admission to a Humber program has the right to request an appeal within ten (10) business days of the admission decision. Such requests must be made in writing to the Associate Registrar, Enrolment Services. Information can be found here.

6.0 RECOGNITION of PREVIOUS LEARNING

Humber's strives to support the development of pathways for students and maximize student mobility. The primary purpose of recognizing previous post-secondary learning is to increase student access to post-secondary education at Humber by facilitating mobility within and between other recognized institutions and Humber. When possible, Humber will maximize a student's ability to satisfy program requirements through transfer credit.

Humber's Transfer Credit Policy is aligned with the Ministry of Training, Colleges and Universities (MTCU) student mobility strategic plan, which supports a transparent and consistent transfer credit framework that will ensure student mobility success

Once the applicant has been approved for admission, the applicant may apply to have Humber assess previous postsecondary credentials for possible credential recognition, transfer of credit, and block transfer credit into a program (see Section 6.1 Definitions). The student may also apply to have previous formal or informal learning recognized through the Prior Learning Assessment and Recognition (PLAR) processes. All requests for Transfer Credit, Block Transfer Credit and PLAR require the proper application form(s) and documentation and payment of any applicable fees, where appropriate.

Graduates from the same MTCU-approved programs will be awarded equal block transfer credit regardless of the originating institution. If a student has attended postsecondary institutions outside of the province of Ontario, the student's transfer credit will be assessed on an individual basis.

In all transfer credit arrangements the academic integrity of Humber's courses and programs will be protected and preserved.

6.1 Definitions

Articulation: The process of assessing courses or programs offered at other institutions to determine whether to grant credit towards the earning of a Humber post-secondary credential. Articulation is therefore the process, while Block Transfer Credit or Transfer Credit is the end result.

Articulation Agreement: A formally recognized agreement between Humber and a sending or receiving institution that specifies the terms and conditions enabling students to transfer between specific programs.

Block Transfer: The granting of a block of credit for the completion of a group of courses, typically based on the completion of an approved credential or program, from Humber or another institution.

Grouped Credit: The credit awarded when two or more courses must be combined in order to obtain Transfer Credit.

Transfer Credit: The granting of credit for coursework undertaken at another recognized institution

6.2 Recognized Institutions

Humber considers the following as "recognized" for the purposes of evaluating transfer credit and awarding block transfer credit:

a. Member institutions of the Ontario Council on Admission and Transfer (ONCAT)
b. Canadian public post-secondary institutions
c. Universities Canada member institutions
d. International institutions considered accredited or recognized in their country, as determined by the Office of the Registrar and/or the International Centre through accreditation reference materials or the Ministries of Education of that country
e. All other institutions are considered unrecognized. This would include but is not limited to private institutions that do not meet any of the criteria listed above
f. Any educational institution or other organization that is not a post-secondary institution (e.g., secondary schools, professional organizations).

The Office of the Senior Vice President, Academic, may approve credits obtained from any institution or organization that does not meet the above criteria upon consultation with the Registrar and at the request of the appropriate Senior Dean.

6.3 Articulation and the Awarding of Transfer Credit

General Guidelines

a. Transfer credit decisions are normally precedent-setting and will be recorded in Humber's transfer credit database.
b. Transfer credit decisions remain active in Humber's transfer credit database for a maximum of five years for post-secondary credit courses.
c. Transfer credit will be awarded for approved courses with a minimum grade of 60% or equivalent except in the case of transfer from diploma-level to degree-level programs where a minimum of 65% is required. Some exceptions by program may be required at the direction of regulatory bodies.
d. Transfer credit will normally be assessed for course work completed within 5 years of the term of admission for core courses and 10 years of the term of admission for general education, breadth, English and Mathematics courses.
e. Applicants or students seeking transfer credit must provide an official transcript from each institution at which the course(s) being considered for transfer credit were taken.
f. If an articulation agreement does not already exist for the course(s) or program, it is the student's responsibility to provide a detailed course outline(s) for each course being considered for transfer credit.

    For documents that are not in English, a translation by a certified translator is required. For documents from a country other than Canada a WES or ICAS course-by-course evaluation is required.

g. The grade for transferable courses will be recorded on the student's academic record as "TRC", and will indicate the number of credits at Humber for which transfer credit is granted. The grade from the sending institution will not be used in the calculation of any Humber GPA.

h. Transfer credit decisions are recognized by Humber regardless of a student's program, but the application of transfer credit for any particular course is determined by the department responsible for the course or the appropriate Academic Faculty.

i. When course information is reviewed and transfer credit is denied, appropriate reasons shall be provided and made available.

j. Transfer credit decisions are normally considered final. Requests for an additional review will only be considered if the student submits additional relevant information along with a written request and rationale for a second review.

k. Admission to Humber programs as a result of the awarding of transfer credit is based on availability in the program. Meeting minimum eligibility does not guarantee admission.

When courses have been articulated for precedent-setting transfer to Humber, credential evaluation staff will grant transfer credit. When precedent-setting transfer has not been established, the following guidelines will be used:

Institutions Not Recognized by Humber: The decision to award transfer credit for courses from institutions not recognized by Humber requires approval of the Office of the Senior Vice President, Academic.

Non-credit Courses and Non-credit Programs: Transfer credit is not normally given for non-credit courses or non-credit programs taken at any institution, except when, upon review of detailed course and/or program material, transfer credit is recommended by the appropriate Senior Dean, and the transfer credit is approved by the Office of the Senior Vice President, Academic.

Special Types of Programs and Courses: Clinical, practice, field study courses, internships, and cooperative education courses will be given transfer credit according to any existing agreements. When no agreements exist, transfer credit is not automatically assigned; however, the appropriate Senior Dean may approve transfer credit for courses from recognized institutions that are comparable to Humber courses as per the guidelines above.

Assigning of Credit: In order to receive transfer credit, it is expected that a course be comparable in breadth and depth in its essential features. Not all elements of the curriculum need be identical. When a course from another recognized institution is deemed equivalent to a Humber course, credit will normally be assigned as follows:

a. Courses completed at recognized institutions will normally be given transfer credit for credits comparable, but not necessarily identical in number to the number of credits given at the originating institution.

b. Courses with equivalent learning outcomes will normally be awarded an equivalent number of credits as the Humber course.

c. If a student is awarded transfer credit for a course AND takes the equivalent course at Humber, both courses will become part of the student's academic record. If the Humber course is a passing grade, it will be used in the calculation of the student's GPA. If the Humber course is a failing grade, the transfer credit will be used to meet graduation eligibility and the Humber course will not be used in the calculation of the student's GPA.

6.4 Granting Block Transfer Credit

The following guidelines are used to establish block credit:

a. The amount of block credit assigned will be determined by the academic faculty together with the department of Program Planning, Development and Renewal and the Office of the Registrar. Transfer agreements require the approval of the Office of the Senior Vice President, Academic, and must be accompanied by an approved Schedule of Study which follows consultation between the appropriate Academic Senior Dean, Dean of Program Planning, Development and Renewal and Registrar.

b. A student granted block credit will be assigned credit based on the equivalent number of semesters or courses determined in the approved Schedule of Study. Individual courses will not be listed on the student's record but will be recorded as "Block" credit.

c. Credit gained through "Block" credit cannot be used for additional transfer credit in a second credential.

6.5 Granting Grouped Credit

Credit for groups of courses is given where equivalencies to Humber coursework can be established. Individual courses must still meet the minimum GPA required in each course. No averaging of grades is permitted.

6.6 Transfer Credit as Part of the Academic Record

Residency Requirement- Transfer of credit for courses, including those obtained through Letter of Permission and Block Transfer Credit, will not exceed 75% of the credits contained in the certificate, diploma, advanced diploma or degree program. Student must take at least 25% of their credits for the program at the appropriate credential level at Humber in order to satisfy Humber's residency requirement.

Duplicate Transfer Credit will not be awarded- When a student has completed courses at multiple institutions and the courses are equivalent to the same Humber course, Humber will only grant transfer credit once.

6.7 Required Documents

Applicants for assessment of credit are responsible for submitting official documents. A transcript is considered to be official only when it is sent directly to Humber through ontariocolleges.ca, from the originating institution or issuing body. Hard copies must be received in the original sealed envelope signed by the institution or bearing an official stamp or seal or they will be deemed unofficial. Exceptions may be made when it is not possible for a transcript to be sent directly to Humber, provided the Office of the Registrar can reasonably determine the document's authenticity.

Documents submitted to Humber become the property of Humber and are normally not returned to the student. In cases where documents are irreplaceable, the documents will be returned to the student provided the student requests return of the documents upon submission. Electronic images of documents will be retained by Humber.

In cases where a course has not yet been recorded in the Transfer Credit Database, the applicant will be asked to provide detailed course outlines.

If the issuing institution is not able to provide an official document in English, the student must arrange to have the document translated by an Ontario-certified translator. In this instance the documents should be sent directly from the issuing institution and Humber will provide the student with a copy for translation. Cost of translation will be the responsibility of the student.

6.8 Authority and Responsibility

a. Transfer credits are assessed by a designate of the academic school responsible for the delivery of the course at Humber.
b. The Office of the Registrar has the responsibility to maintain a record of precedent-setting decisions within the Transfer Credit Database.
c. The Office of the Registrar has the authority and responsibility to equate the students' grades to Humber's grading system, and to record all transfer credit decisions and appropriate grades in each student's permanent student record.

6.9 Timelines of Evaluation Process

In order to facilitate students' admission, registration and program planning, Humber endeavors to ensure timely evaluation of transfer credit. Normally, the following time limits apply:

a. Up to four weeks to assess courses that are not recorded in the Transfer Credit Database.
b. Students should refer to their Academic Progress in MyHumber and may consult with student advisors and/or the Program Coordinator to determine if and how transferred courses apply toward satisfying graduation requirements.
c. Requests for transfer credit should be submitted as early as possible for efficiency and to maximize potential transfer credit. Requests for transfer credit should be received prior to the last date for withdrawal without academic penalty in the student's final semester of their current program.

6.10 Course Equivalency

If a Humber student transfers from one program to another program within the same credential level at Humber, the student will be subject to a course equivalency policy and process.

Course equivalency for individual courses is awarded when a student is granted credit for Humber credit work completed previous to their current program. That Humber credit work must be equivalent in content to credit work covered in the course/unit in question. No other course needs to be substituted.

A student may apply for course equivalency after having been admitted into a program. The student must initiate the course equivalency process by submitting a completed *Course Equivalency Form* to the Office of the Registrar.

Upon request, the applicant may be required to submit institutionally issued course outlines for the courses appearing on her/his transcripts.

The Registrar, on the recommendation of the appropriate Associate Dean or designate, will grant students course equivalency. To earn a course equivalency, students must have earned a minimum passing grade of 50% in the completed course. The amount of credit granted will depend on the academic content of the applicant's previous studies, the grades received, and the requirements of the program to which the applicant has been admitted.

6.11 Prior Learning Assessment and Recognition (PLAR)

6.11.a Definitions

Recognition of Prior Learning (RPL): The process that allows individuals to identify, document, have assessed, and gain recognition for prior post-secondary and non-formal/experiential learning

Prior Learning Assessment and Recognition (PLAR): The process of evaluating the knowledge and skills gained through experiential and/or non-formal learning for the purpose of obtaining academic credit.

Portfolio: A collection of material that identifies an individual's achievements, documents their experiences, and analyzes and organizes the knowledge and skills acquired. It is developed by a learner and can be used for college credit recognition; workplace learning recognition; career mobility; or job search.

Challenge Assessment: A method of assessment other than portfolio, developed and evaluated by faculty subject matter experts to measure an individual's learning achievements against subject learning outcomes.

6.11.b PLAR for Academic Credit

Applicants, who can demonstrate knowledge and skills gained outside a formal education environment through work, volunteer, or other life experiences, may apply for Prior Learning Assessment and Recognition (PLAR) if that knowledge and skill corresponds to a specific Humber course or program.

Failed courses are not eligible for PLAR. Students must be out of the course for one year and be able to show new knowledge and skills acquired through non-formal, informal or other formal training in order to PLAR a failed course in the future.

Granting of credit for prior learning does not guarantee entry into a program of study. You must follow the normal admission procedure to gain admission into Humber College.

Assessment and Awarding of Credit

To receive credit for prior learning, an applicant will need to:

- analyze prior learning and achievements
- compare prior knowledge and skills to specific learning outcomes for specific Humber courses or programs
- demonstrate knowledge, skills, and learning acquired, as opposed to experience gained

Requirements will vary from program to program and course to course. Generally, applicants and students will be required to demonstrate skills and knowledge in one or more of the following ways:

- development of a portfolio (a collection of materials that documents skills and knowledge
- demonstration of skills through role-playing or simulations
- written tests, oral exams, and/or structured interviews; and/or
- completion of assignment(s) or development of product(s) designed to demonstrate specific knowledge and skills in action
- challenge exam

Humber reserves the right to determine the PLAR assessment method for a particular course.

PLAR as Part of the Academic Record

Depending on the method used to demonstrate and assess the skills and knowledge the applicant has acquired, credits earned through PLAR will be recorded on the student's transcript either as a percentage grade or as a SAT (Satisfactory) grade. Unsuccessful PLAR attempts **will not** be recorded on the student's transcript.

PLAR grades that were obtained through a challenge exam will be calculated into the student's weighted cumulative program grade point average (CPGPA). PLAR grades that were obtained through a portfolio

review (SAT) **will not** be calculated into the student's weighted cumulative program grade point average (CPGPA).

Students are granted only one opportunity to PLAR a course.

Note: A reduction of course load as a result of earning credits through PLAR may affect a students' eligibility for financial assistance through OSAP.

Residency Requirement

Credit for courses obtained through PLAR may normally replace no more than 50% of the course credits required for any degree program and 75% required for any diploma or certificate program.

Application Process and Required Documentation

Applicants who wish to apply for PLAR should meet with their Program Coordinator to assess eligibility. Once you have reviewed the course/program learning outcomes and are able to demonstrate your learning, you must submit a PLAR Application Form with the required documentation and assessment fees to the Office of the Registrar.

https://humber.ca/admissions/assets/files/pdfs/PLARApplication.pdf

Authority and Responsibilities

- PLAR challenges are assessed by the designate of the academic school responsible for the delivery of the course at Humber.
- The Office of the Registrar has the responsibility to maintain a record of the PLAR application and grade.

Timelines and Evaluation Process

In order to facilitate student's recognition of prior learning, Humber endeavours to ensure timely evaluation of PLAR applications. Normally, the following time limits apply;

- Students who are enrolled in the course for which they are seeking PLAR should continue to attend class until they receive their results in order to ensure the course requirement is met.

- PLAR results will be assessed within four to six weeks of the application being submitted to the Office of the Registrar.
- Processing may be longer depending on portfolio submission time and scheduling of challenge exam
- PLAR requests should be submitted as soon as possible, preferably 6-8 weeks prior to the start of the semester for which the PLAR is being challenges. Student's should be aware of the academic calendar add/drop deadline dates for refunds and withdrawl without academic penalty and apply accordingly.

Grade Review Process

An applicant who disputes the results of a Prior Learning Assessment may appeal that decision under the Grade Review and Academic Appeal process (see Section 18.0).

6.11.c PLAR from Work Experience or Previous Work Placement

Applicants who can demonstrate knowledge and skills gained through previous postsecondary placements or work experience may apply for PLAR. The knowledge and skills must correspond to a specific Humber

program and the Academic Faculty responsible for the program must have available a mechanism for assessing work experience credit. Students may receive no more than 50% of the work placement requirements (paid or unpaid experiences) once registered in a program.

It may be possible to receive credit for prior learning for a work term. Applicants will need to:

a) analyze their prior learning and achievement gained through previous placement and/or work experience;

b) compare the learning value of the previous placements/work experience to the specific program level work placement standards.

Credit will be awarded only for demonstrated learning value and not simply life/work experience. Specific requirements will vary from program to program but normally, applicants will be required to demonstrate skills and knowledge through the development of a portfolio (a collection of materials that document skills and knowledge against the degree level work placement qualifications standard.) The amount of credit given will be determined by the assessment of the portfolio and the quality of the evidence provided.

Applicants who wish to apply for PLAR must submit a PLAR Application along with the required documentation and assessment fees.

PLAR work equivalent hours will be kept on file in the Academic Faculty and combined with any remaining degree work placement credits before the completion of the work experience is documented on the student transcript as SAT (Satisfactory).

Note: Degree students who do not complete a work term, including any PLAR work credits, prior to the final academic semester of study will be required to defer the final academic semester requirement until the work term requirement is successfully completed.

6.12 Awarding of a Second Credential

Humber is committed to recognizing learning common across curricula while ensuring that each credential earned recognises new learning by the student. The intent is not to allow a student to earn multiple credentials for studying the same subject areas and completing the same evaluation methods.

A student who has completed one credential at the College and wants to apply credits and courses toward a second credential, in a related or unrelated area of study, must meet the admission requirements for the second program and complete all outstanding credits.

A student must meet all the current standards and credential requirements of a program in order to be awarded a Humber College credential as outlined in the *Academic Regulations, section 13.2 Graduation Requirements*. Students must complete a volume of new learning for each subsequent credential. The volume of new work must be 25% to 40% unique for the subsequent credential. These courses must be completed at Humber in order to satisfy Humber's residency requirement.

Courses considered for transfer to a second credential will be considered automatically for transfer if they have been completed within five years for core courses and 10 years for elective/breadth courses. Completed courses which exceed this time limit will be considered on a case-by-case basis.

Students who have completed the highest level of a credential in a field of study do not qualify to receive credentials at a subordinate level.

Students who already received a credential for a given program that repeat the same program in whole or in part, are not eligible to receive a second credential for the same program.

7.0 REGISTRATION

A degree, diploma, or certificate schedule of study prescribes the number and types of courses required to complete the specific credential. Upon receipt of the prescribed payment a registered student is entitled to receive instruction up to the maximum number of courses/hours of instruction as set out in the official schedule of studies for each semester of the program. Should a student wish to a) take one or more additional courses over the course limit for the semester, b) repeat a course taken previously, c) be required to take foundation-level courses, or d) be required to take a course outside of the curriculum (eg. CPR) such additions will result in an increase in the hours of instruction and additional tuition fees will be charged for the semester.

Notes:

1. A student may register in degree-level courses only if they have met the degree program admission requirements and have been formally admitted into the degree program.
2. A student enrolled in a degree program may not take diploma, Ontario graduate certificate, or certificate level courses for degree credit recognition.

7.1 Full-time and Part-time Status

Full-time Student

Students must be enrolled in a Ministry approved full-time program. Students are considered to be a full-time student if they are officially enrolled in at least 66.66% (two-thirds) of a full-time course load or if the student is enrolled in at least 70% of the contact hours prescribed for the semester in the student's current program. Students with disabilities, who require a reduced course load as an accommodation, and who are registered with Accessible Learning Services, may be considered full-time students when they are registered in 40% or more of a full course load. Students should contact Accessible Learning Services.

Students wishing to exceed the normal course load will pay additional fees.

A student registered in a non-Ministry approved program and funded programs, such as Certificates of Achievement, will be considered part-time.

Part-time Student

A student, who is registered in less 66.66% full-time course load, or less than 70% of the contact hours prescribed for the Ministry approved program in the current semester, will be considered to be a part-time student.

Additionally, a student who registers in multiple postsecondary courses offered in the evening, weekend, or online may be considered full-time if enrolled 66.66%of a full-time course load in a given semester as specified in the program's schedule of study. The Office of the Registrar will identify and notify the student as to the adjustment of their student status classification, fees, and tax information.

7.2 Registration Procedures

New and Returning Students

All new and returning students must complete the registration process by the deadline date set for each term. Prior to the registration, a prescribed fee must be paid. Full payment is due before the tenth (10) day of class. It is the student's responsibility to ensure that these are paid or that satisfactory arrangements are made for the

payment of fees prior to the payment deadline. A late payment penalty will apply if payment is not made by the fee payment due date.

Course Prerequisites and Co-requisites

A student wishing to enroll in a course for which the student does not have the stated course prerequisites and or co-requisite must seek permission from the appropriate Program Coordinator to have these waived.

Returning Students: Eligibility to Continue Studies

Returning students who complete the registration process are advised that such registration is conditional on their eligibility for continuation of study in the next term. A student who is required to withdraw for academic or other reasons may not attend classes and the student's registration will be withdrawn.

7.3 Financial Deregistration and Reinstatement

Financial deregistration occurs when a student fails to settle their financial account (pay in full or have an arrangement for payment approved by the Registrar's Office) by the published payment deadline date. Financial deregistration is the removal of all course sections in a specific semester. Dates and deadlines for fees are posted in MyHumber and as per Humber's academic calendar.

Prior to financial deregistration taking place payment reminder emails and paper invoices are sent. If the account is still not settled, financial deregistration occurs. Students are notified by email to the student's email account on file and by mail to the student's mailing address on file. In addition to all course sections in the specific semester being removed, any tuition and compulsory fees already paid will be retained by Humber.

Reinstatement of courses following financial deregistration requires a student to settle their account with the Registrar's Office. Students must be reinstated five days following a financial deregistration. Following the five day deadline, students will not be allowed to re-register until the next semester. A reinstatement fee may apply. A student who is being reinstated is not guaranteed the same timetable/schedule as originally selected during the registration process.

7.4 Course/Timetable Changes after Registration (Added or Dropped Courses)

All course additions to a student's timetable for a given term are to be completed by the end of the fifth (5th) day of classes from the beginning of the term as indicated in Humber's Academic Calendar. The addition of a course after the end of this period will be considered only in exceptional circumstances and will require the approval of the Associate Dean of the program in which the student is enrolled. A late fee will apply if a student registers for courses after the registration deadline.

A course must be dropped prior to Last Day to Withdraw without Academic Penalty as listed in the Academic Calendar for each term. This deadline date is normally at the two-thirds point of the course. For information related to withdrawing from courses see *Section 8.0, Course/Programs Fees and Refunds*.

Students may withdraw from a course through My Humber at http://humber.ca/myhumber. Students must understand that dropping courses may impact their full-time status and change their financial aid (OSAP) status and eligibility. Students wishing to withdraw from their program, including all their courses must make a formal request to withdraw through the Office of the Registrar. The program withdrawal process may not be completed online.

Students who submit formal notification of withdrawal from a full-time program of instruction are entitled to a refund of tuition and ancillary fees as outlined in Section 8.0, *Course/Programs Fees and Refunds*.

7.5 Late Withdrawal

Following the Last Day to Withdraw, as per Humber's Academic Calendar, a late withdrawal without academic penalty may be allowed in cases of illness or other compelling circumstances.

A student seeking withdrawal for such reasons must appeal to the Registrar in writing, with supporting documentation, within 12 weeks of the date of the release of final grades. In the case of illness documentation from a medical professional is required. An appeal committee will consult with the academic faculty. If the appeal is granted, "W" (withdrew) will be assigned to the course. "W" is not considered a grade and will not be included in the GPA calculation. The decision of the appeal committee is final.

7.6 Letter of Permission (Degree Programs)

This process applies to degree students only. Once a student has been enrolled in a degree program, with written approval a student may register in and complete a credit course at another institution and apply the credit(s) to their Humber degree.

The student must submit a completed *Letter of Permission Application Form* with applicable fee and detailed course outline(s) for the course(s) in question to the Office of the Registrar for approval *before registering in a course at another post-secondary institution as a visiting student* and 30 days prior to the start of term. The student must submit separate application forms for courses requested from each distinct host institution.

The Registrar's Office will submit the completed *Letter of Permission Application Form* to the Program Coordinator for consideration of approval of the course. If the Program Coordinator approves the course, the Office of the Registrar will add the course to the student's academic record and communicate the decision to the student. The student will receive an electronic copy of the approval via email that the student will be required to submit to the host institution during the application for course registration as a visiting student. The student is responsible for applying to the host institution and for paying any applicable tuition and ancillary fees. The student is also responsible for knowing and understanding the withdrawal dates and academic regulations of the institution where they are completing the course a Letter of Permission.

In order for a grade to be recorded on the student's academic record, upon completion of the course, the student must provide Humber's Office of the Registrar with an official transcript from the host institution indicating the final grade earned in the course in question. Credit will be awarded for approved courses with a minimum grade of 60% or equivalent. Students must arrange to have an official transcript sent directly from the host institution to Humber's Records Department in the Office of the Registrar. If this official transcript is not submitted to the Office of the Registrar by 20 business days following the end of the course, a UNS grade will be assigned.

Credits earned on Letters of Permission will be noted on a student's transcript with a grade of LOP (Letter of Permission). Courses completed through a Letter of Permission will not be included in the calculation of a Cumulative Program Grade Point Average (CPGPA) but will count as a course attempt. If the student fails the course, it will be recorded as an UNS (Unsatisfactory) grade on the transcript. For more information see Section 14.3, *Special Grades*. Courses completed through Letters of Permission will be considered for progression purposes. Students will be granted Letter of Permission only if they are currently registered in good standing in their Humber degree program.

Students who do not register in, or withdraw from, approved Letter of Permission course(s) must request written verification of this fact of the host institution and submit this verification to Humber's Records

Department in the Office of the Registrar. The Office of the Registrar will remove the Letter of Permission course from the student's academic record. There will be no refund of the application fee.

Students completing their last course on a Letter of Permission must have their official transcript sent from the host institution to the Humber Records Department in the Office of the Registrar by May 1st for the Spring Convocation Ceremony or by September 30th for the Fall Convocation Ceremony. Students who do not meet this deadline will not be included in the Convocation Booklet.

7.7 Audited Courses

Where applicable, a student may request to audit a course. A student must obtain written permission to audit a course from the appropriate Associate Dean. The Associate Dean will submit appropriate authorization to the Office of the Registrar and the faculty member teaching the course so that they are aware of the student's status in the course. The request to obtain audit status in a course must be submitted and approved prior to the fifth (5th) day of class. The Associate Dean, in consultation with the faculty member, will provide documentation to the student prescribing the extent to which the student may participate in the content of the course.

The procedures for registration and course changes of audited courses are the same as for regular course registrations, except that, after the end of the fifth (5th) day of classes, a student who is registered under audit status for a particular course is committed to that status and may not convert to credit status for the same course. With the approval of the Associate Dean, a student may change from credit to audit status up to the end of the fifth (5th) day of class. Students who are auditing courses will not be evaluated, nor will credits be earned for that course. The regular course fee will apply.

Audited courses will be noted on the transcript however audited courses will not be used in the determination of eligibility for continuation of study.

Audited courses are considered part of the normal course load for a student's term, but **not for the purposes of assessing eligibility for Financial Assistance (OSAP).**

7.8 Leave of Absence

A student may withdraw from a course or program without academic penalty up to the ***Last Day to Withdraw without Academic Penalty*** as listed in Humber's Academic Calendar for each term http://humber.ca/academic-calendar.

This deadline date is the two-thirds point of the duration of the course. For courses taught in a condensed format, students should check with the Program Coordinator to confirm the exact date they can withdraw without academic penalty.

Students who drop all of their courses prior to the last day to withdraw without academic penalty will be considered to be withdrawing from the program. This will be considered as a voluntary suspension of studies. Students who withdraw in this manner may be required to apply for readmission to the program. See Section 11.4 *Readmission to Program of Study* for more information.

Withdrawn courses, prior to the last day to withdraw without academic penalty, do not appear on the official transcript and will not be counted as course attempts, or used in the calculations of a CPGPA. See Section 14.3, *Special Grades*, for more information. If a course is dropped after that date, the in progress grade will appear on the official transcript and will be counted as a course attempt, and used in the calculation of the cumulative program grade point average (CPGPA).

7.9 Experiential Learning

7.9.a Diploma Level Experiential Learning

Experiential Learning, which may include Field Experience, Mandatory Professional Practice, Co-Op, Work Term, Community Service Opportunities, and Internships are facilitated within a competitive environment whereby students are normally required to demonstrate the initiative required to successfully secure an experiential learning opportunity. This includes developing a resume and practicing interview skills in order to secure a position that will meet the requirements of the specific program of study. If students experience difficulty in securing a placement it is expected that the students will continue the search until they are successful. Students may discuss their placement situation with their Program Coordinator.

Students who fail to secure a placement during the period in which the placement is scheduled must re-register and pay the appropriate fees for the course once a placement has been secured. Students who fail to complete the placement prior to exceeding the 200% of the normal program duration must be re-admitted to the program and may be required to complete additional course requirements plus the placement to qualify for graduation.

7.9.b Degree Level Experiential Learning

Normally, degree-level study students will complete the experiential learning component as a block placement of 14 consecutive weeks of full-time activity. Placements may be paid or unpaid depending on the nature of the program of study and the opportunities which are available. Opportunities to complete the equivalent of no less than 14 weeks (420 hours,) either in whole or in part, on a part-time basis may be considered and must be approved in advance by the Program Coordinator.

Degree students who do not complete the required experiential learning or field experience prior to the final academic semester of study will be required to defer the final academic semester requirement until the experiential learning requirement is successfully completed.

7.10 Study Abroad

Students may participate in a study abroad activity in order to fulfill credit requirements in their program of studies. When students participate in a semester abroad activity for academic credit, their Program Coordinator must pre-approve their proposed schedule of studies by completing and signing a Learning Agreement. This document must be submitted to the Office of the Registrar prior to departure so that the student can be properly registered.

In accordance with Humber's Travel Policy, the student must also submit a copy of the approved Learning Agreement along with a completed Student Travel Information Form to the International Office three (3) weeks prior to the start of the semester abroad activity.

Semester abroad courses undertaken through a Learning Agreement will not be included in the calculation of any Grade Point Average (GPA). Students will receive a grade of SAT or UNSAT on their Humber transcript.

Upon completion of the semester abroad activity, the student must arrange for the host institution to send an official transcript, indicating the final grades earned, to Humber's Office of the Registrar and resubmit an up-to-date Learning Agreement to the Office of the Registrar in order for a grade to be recorded on the student's academic record. If both these documents are not submitted to the Office of the Registrar within 90 days of course completion, a grade of zero will be assigned.

Students who do not register in or withdraw from courses approved through the Learning Agreement need to request that the host institution submit written verification of this fact. This verification then must be provided to the Program Coordinator and Humber's Office of the Registrar.

Students must follow the academic calendar and regulations of their host institution.

Successfully completed semesters abroad through exchange agreements will not impact OSAP loans. If a student is academically successful and is currently receiving a renewable scholarship from Humber, the scholarship will be eligible for renewal.

8.0 COURSE/PROGRAM FEES and REFUNDS

Tuition and non-tuition fees for all programs are revised each year and are available from the Office of the Registrar. Fees paid for courses not taken in the term for which they were originally scheduled are not transferable and may not be applied to subsequent terms of study.

8.1 Refunds

Full-time and Part-Time Students

A refund for a full-time course or program will be issued only if a student withdraws by the close of business on or before the tenth (10th) day of classes. A non-refundable tuition deposit will apply.

A full-time student who drops a course may or may not be eligible for a refund depending on their remaining course load. Students who have dropped a number of courses and as a result become part-time in status will qualify for a refund. Changing from full-time to part-time status may impact a student's eligibility for Financial Assistance/Aid (OSAP). Students who require courses in addition to a standard course load in subsequent terms will be required to pay additional fees in any future term when the student registers for courses in excess of a standard course load.

Students who submit formal notification of withdrawal from a full-time program of instruction are entitled to a refund of tuition and ancillary fees as follows:

For Domestic Students who have dropped courses within ten (10) business days of the beginning of a term, or onset of study, a full refund of tuition and ancillary fees, minus a $500 tuition deposit, will be issued. If a domestic student drops a course online through MyHumber http://humber.ca/myhumber, the refund is automatically issued.

For International Students who have dropped courses within ten (10) business days of the beginning of a term, or onset of study, a full refund of tuition and ancillary fees, minus a $1,000 administrative fee, will be issued. If an international student drops a course online through MyHumber http://humber.ca/myhumber, the request for a refund will be issued following review by the international office.

As well, a full refund will be paid for any tuition and ancillary fees paid in advance for subsequent terms. Students who have paid for future terms will be eligible for a refund for future terms if they formally withdrawn before the start of classes. Students who formally withdraw from courses after ten (10) business days from the start of the term will only be entitled to a refund of any fees paid in advance for subsequent terms.

General Interest Courses

When a student drops a General Interest course, if they are eligible for a refund, the Office of the Registrar processes the refund when the course is dropped. The request to drop the course must be through MyHumber [MyHumber](#) by a particular deadline in order to be eligible to receive a refund. Students should contact the Registrar's Office for the specific date. Refunds may not be issued for supplies which have already been received by the student.

Where payment was made by Visa or MasterCard, a credit will be made to the credit card that was used. All other refunds will be issued and sent by mail.

8.2 Late Fees

If a student misses a prescribed payment date, a late fee will apply.

9.0 COURSE OUTLINES and EVALUATION

At the beginning of each course, each student will have access to the course outline for the course. This is an important document that specifies the learning agreement between the student and Humber and describes important aspects of taking the course.

In particular, the course outline includes essential course details such as: the course description and content, learning outcomes, delivery methods, prerequisite and co-requisite courses, employability skills, student performance and attendance requirements, and the evaluation methods employed in the course. It also provides information on policies and procedures related to copyright, academic integrity and appeals, research ethics, prior learning recognition, and student support. It is strongly advised that the student read and understand this document at the start of the course.

It is the student's responsibility to read and understand the course outline, including associated timelines and evaluation methods employed in the course. Students are responsible for retaining course outlines for any future requirements they might have to certify or confirm details of the course content.

10.0 EXAMINATIONS and FINAL EVALUATION

10.1 Exam Period

Certificate and Diploma Programs

The final week of each term may be used for final examinations or for final tests. Unless there is a formal exam schedule, these tests and examinations will be conducted in the regularly scheduled class during that period. Students who encounter a conflict between a scheduled midterm or final examination and a religious obligation must contact the faculty member in charge of her/his course to request that alternate arrangements be made to complete the examination. Students must do this as soon as the conflict is identified and in advance of the scheduled final test or examination.

Degree Programs

A five (5) to seven (7) day examination period is set aside following the end of regular classes. During the examination period, Saturday and Sunday are considered business days and exams may be scheduled on these

days. Students who encounter a conflict between a scheduled midterm or final examination and a religious obligation must contact the faculty member in charge of her/his course to request that alternate arrangements be made to complete the examination. Students must do this as soon as the examination schedule is published.

Final tests or final examinations must be held during the examination period.

10.2 Exam Guidelines

Certificate and Diploma Programs

The following guidelines for conducting final tests and examinations have been approved:

a. Students with disabilities who require accommodations during examinations are required to self-identify with the Accessible Learning Services department. Accommodation instructions will be provided to appropriate faculty by Accessible Learning Services. Information can be found online: http://humber.ca/student-life/swac/accessible-learning.

b. Faculty members will retain unreturned final examination papers and final assignments for a period of twelve (12) months after the end of the term, or twelve (12) months after the date of last use. Printed or written materials directly related to examinations conducted in the final examination time, or related to final assignments, shall be made available to a student upon request. The request shall be made by the tenth (10th) day of class of the following term. If the course instructor is not available, the request should be made to the Program Coordinator. Printed or written materials to be made available include: the examination question paper; the marking scheme keyed to desired responses to questions, where appropriate; the student's response to the examination questions; and records taken by examiners during oral and any other examination. Faculty members are encouraged to discuss with the student any questions raised.

Degree Programs

The following guidelines for conducting final examinations have been approved:

a. The final examination period consists of five (5) to seven (7) days and may include Saturday and Sunday.

b. Where final tests or final examinations are to be given, they are to be given during the final examination period.

c. No examination held during the dates scheduled for final examination period shall be longer than three hours.

d. Students with disabilities who require accommodations during examinations are required to self-identify with the Accessible Learning Services department. Accommodation instructions will be provided to appropriate faculty by Accessible Learning Services. Information can be found online: http://humber.ca/student-life/swac/accessible-learning.

e. Faculty members will retain unreturned final examination papers and final assignments for a period of (12) months after the end of the term, or (12) months after the date of last use. Printed or written materials directly related to examinations conducted in the final examination time, or related to final assignments, shall be made available to a student upon request. The request shall be made by the tenth (10th) day of class of the next term. If the course instructor is not available, the request should be made to the Program Coordinator. Printed or written materials to be made available include: the examination question paper; the marking scheme keyed to desired responses to questions, where appropriate; the student's response to the examination questions; and records taken by examiners during oral and any other examination. Faculty members are encouraged to discuss with the student any questions raised.

10.3 Supplemental Privileges

A supplemental privilege is the opportunity to earn credits for a course that a student has failed. Normally, a supplemental privilege will be granted only in instances where the student has successfully passed all evaluation components awarded throughout the course but did not achieve a passing grade after completing the final exam or final evaluation. In such instances, the student's final grade will normally fall between 45% and 49%.

A student who wishes to request a supplemental privilege must apply to the Associate Dean, or designate, of her/his program, using the *Application for Supplemental Examination*, which can be found on the [Academic Regulations](#) webpage. The Associate Dean, or designate, may allow a student to complete up to one (1) supplemental exam or other evaluation measure per term provided they do not have a registered academic or student code of conduct offence in that term. The request for a supplemental privilege must be made within ten (10) business days from the end of the term in which the failed course appears. The ten (10) day period may be extended by the Associate Dean or designate in exceptional circumstances.

If the supplemental privilege is granted, the student must pay a fee through the Office of the Registrar. Once proof of payment is received, a supplemental examination or evaluation will be arranged by the Associate Dean or designate. The maximum grade that a student can achieve through the supplemental privilege process is the minimum passing grade or the minimum grade required for progression purposes. A supplemental exam or evaluation must be completed within six (6) weeks of the end of term in which the failed course appears. Normally, courses that have a prerequisite may not be taken until the prerequisite course(s) has/have been successfully completed and passed.

Supplemental privileges will not be granted for experiential learning courses, such as, but not limited to: mandatory professional practice; cooperative education; internship; and/or field experience courses.

Students who apply for and are granted a supplemental privilege forego the right to pursue an academic complaint, grade review, or appeal of their final grade. More information can be found in [Section 18.0, *Grade Review and Academic Appeal*](#).

It is the student's responsibility to read and understand the course outline, including associated timelines and evaluation methods employed in the course. Students are responsible for retaining course outlines for any future requirements they might have to certify or confirm details of the course content. Policies may vary by Academic School. Applicable supplemental privileges policies can be obtained from the appropriate Academic Faculty.

10.4 Deferred Privileges

Certificate, Diploma, and Degree Programs

In special circumstances, students who are unable to finish the examination (exam) requirements by the end of the examination period (or the specified end of a course) may request and be granted a deferred privilege in order to complete the final examination and have it calculated in their final grade. Deferred grades are issued at the end of the examination period and are not factored into the students CPGPA at the end of term. The deferred grade is not intended to be a permanent grade. It is only a temporary acknowledgment of a legitimate reason for granting a one-time, limited, extension to the time normally allowed to complete all course examination requirements.

A deferred privilege allows a student the opportunity to complete the final exam course requirements after the end of the term's exam period and up until the end of the course change period in the following term (the

course change period is normally the first five (5) days of classes). The Associate Dean grants deferred privileges on the basis of medical, psychological, or compassionate consideration. Normally a student must make the request for a deferred privilege, in writing, to the Associate Dean within 24 hours of the scheduled due date for the final assignment or examination.

In order to be evaluated and counted toward the student's grade, the requirements for the final examination must be completed within a period of time assigned by the College/Faculty/Program (usually by the end of the course change period in the following term). Failure to meet the deadline will result in the deferred grade being changed to permanently represent the student's grade in that course. The final grade in the deferred course will be calculated and recorded with the course work that was complete at the time of the deferral. This grade will be assigned at the end of the course change period in the following term, and will constitute the grade earned at the time the deferred grade was assigned. Students who do not complete the final exam requirements by the end of the course change period in the following term must register for the course again and pay the appropriate fee.

If the requirements for the final examination are completed within the required timeframe, the faculty member notifies the Office of the Registrar of the results of the deferral, normally within five (5) days of its completion.

Applicable deferred privileges policies can be obtained from the appropriate Academic Faculty. A deferred grade for a prerequisite course must be completed prior to being allowed to proceed to a higher-level course unless otherwise approved by the Associate Dean.

11.0 CONTINUATION OF STUDY (PROMOTION and PROGRESSION)

Students must achieve and adhere to certain course and program criteria and requirements in order to progress and be promoted in their program of study.

11.1 Promotion and Progression Requirements

Certificate, Diploma, and Ontario Graduate Certificate Programs

a. The minimum passing grade for a course is 50%.
b. Courses that have a prerequisite may not be taken until the prerequisite course(s) have been taken and passed. A student wishing to enroll in a course for which the student does not have the stated course prerequisite(s) and/or co-requisite(s) must seek permission from the Program Coordinator to have these waived.
c. Students will be provided with a midterm grade and a final grade.
d. Some courses have special grading methods. These will be identified in the course outline. In some courses, grades will be issued to students under the auspices of Humber. In such instances, courses will not be graded nor will they carry with them any academic credits at Humber.

Degree Programs

a. The minimum passing grade for a course is 50%
b. Courses that have a prerequisite may not be taken until the prerequisite course(s) have been successfully completed with the required grade. A student wishing to enroll in a course for which the student does

not have the stated course prerequisite(s) and/or co-requisite(s) must seek permission from the Program Coordinator to have these waived.

c. Students will be provided with a midterm grade and a final grade.

d. Each degree includes a one-term experiential learning component. This experience is integral to the curriculum and is a requirement for graduation. Students are normally required to complete this experiential learning term as scheduled in the program curriculum, prior to commencing the courses scheduled in the fourth year of study. Students who are experiencing difficulty in completing the requirement as scheduled should contact their Program Coordinator as soon as possible to discuss alternatives. The Associate Dean must approve all modifications to this schedule in advance.

Note: In addition to the above requirements, each academic program may have program specific requirements for passing grades, progression, probation, and withdrawal. It is the student's responsibility to review the academic requirements for her/his specific program.

11.2 Academic Standing

A student, who has been required to withdraw for academic reasons, will not be considered for readmission to a program for a period of two (2) consecutive terms. After participating in academic advising regarding the return, the student may be granted readmission into the same program at the discretion of the Associate Dean of the program.

Certificate, Diploma, and Ontario Graduate Certificate Programs

Promotion and progression requirements are based on the principle that students must achieve a Cumulative Program Grade Point Average (CPGPA) of 60% to be eligible to graduate. Continuation of full-time study within a program is based on the academic achievement within the most recent term of study and based on Term Grade Point Average (TGPA).

Students in semester one will be subject to the following progression rules:

GPA Range	Student Standing
TGPA < 40%	Required to Withdraw
TGPA ≥ 40% and < 45%	Probation *
TGPA ≥ 45% and < 60%	Academic Warning
TGPA ≥ 60%	Eligible to Continue

* Students with a TGPA between 40% and 45% will have an "Academic Hold" placed on their record and will be restricted from accessing registration functions until the student meets with their program coordinator or an academic advisor.

Following their 1st semester, students will be subject
to the following progression rules:

Eligible to Continue	Student Standing
TGPA < 40%	Required to Withdraw
TGPA ≥ 40% and < 45%	Probation *
TGPA ≥ 45% and < 60%	Academic Warning
TGPA ≥ 60%	Eligible to Continue

On Academic Warning	Student Standing
TGPA < 40%	Required to Withdraw
TGPA ≥ 40% and < 60%	Probation
TGPA ≥ 60%	Eligible to Continue

On Probation	Student Standing
TGPA < 60%	Required to Withdraw
TGPA ≥ 60%	Eligible to Continue

TGPA - Term Grade Point Average

When students are required to withdraw for academic reasons, they are eligible for re-admission following a period of two consecutive terms. In some cases, students may be recommended to an Interim semester program or allowed to study part-time after being required to withdraw. Students who have been required to withdraw for academic reasons will be placed on probation when they resume study and must clear the probationary requirements in order to continue to study. Failure to clear the probationary status at the end of the first term following readmission will result in permanent withdrawal from the program.

Students in a work term with no additional academic classes will be assigned the Academic Standing from the term immediately preceding the work term.

Degree Programs

Promotion and progression requirements are based on the principle that students must achieve a cumulative program grade point average (CPGPA) of 65% to be eligible to graduate. Continuation of full-time study within a program is permitted provided the standards of academic performance listed below are met.

Students in semester one will be subject to the following progression rules:

GPA Range	Student Standing
TGPA < 60%	Required to Withdraw
TGPA ≥ 60% and TGPA < 65%	Academic Warning
TGPA > 65%	Eligible to Continue

Following semester one, students will be subject to the following progression rules:

Eligible to Continue	Student Standing
TGPA < 60%	Required to Withdraw
TGPA ≥ 60% and TGPA < 65%	Academic Warning
TGPA > 65%	Eligible to Continue

On Academic Warning	Student Standing
TGPA < 60%	Required to Withdraw
TGPA ≥ 60% and < 65%	Probation
TGPA ≥ 65%	Eligible to Continue

On Probation	Student Standing

On Probation	Student Standing
TGPA < 65%	Required to Withdraw
TGPA ≥ 65%	Eligible to Continue

TGPA - Term Grade Point Average

When students are required to withdraw for academic reasons, they are eligible for re-admission following a period of two consecutive terms.

Students who have been required to withdraw for academic reasons will be placed on probation when they resume study and must clear the probationary requirements in order to continue to study. Failure to clear the probationary status at the end of the first term following readmission will result in permanent withdrawal from the program.

Students in a work term with no additional academic classes will be assigned the Academic Standing from the term immediately preceding the work term.

11.3 Required to Withdraw from Program (RTWP)

Programs may have additional program and progression requirements due to industry/sector accreditation. As a result a student may be required to withdraw from their program for not meeting these additional program specific requirements. If a student is Required to Withdraw from the Program (RTWP), they will not be considered for readmission to the same program, or a program with close affinity, for a period of two (2) consecutive terms. Following the two (2) consecutive terms and after participating in academic advising, the student may be granted readmission to the program at the discretion of the Associate Dean. The student may apply and be admitted to a different program at Humber prior to completing the withdrawal period of two (2) consecutive terms.

11.4 Readmission to Program of Study

Students whose studies have been considerably interrupted will be required to petition the Office of the Registrar or the Associate Dean for their program if they desire to continue studies in the same program. There are two categories of readmission to a program of study: Readmission for Interrupted Students in Good Standing, and Readmission for Interrupted Students Required to Withdraw. In all cases, students who will be entering semester 1 of a program are also required to apply through www.ontariocolleges.ca.

Readmission for Interrupted Students in Good Academic Standing

Students who let their registration in courses lapse but have successfully completed previous semesters and are in good academic standing include the following:

a. students who fail to register in consecutive terms; and
b. students who fail to graduate within a particular period of time (a percentage (%) of the normal duration of the program).

Students whose studies have been interrupted but who remain in good academic standing must apply to resume studies using the *Readmission for Interrupted Students in Good Academic Standing* form. This form is available from the Office of the Registrar. Students must apply to be readmitted to their program of study by certain deadlines. See the Office of the Registrar and the Academic Calendar for deadline details. Requests for readmission received after the deadline will be considered only if there is space in the program.

Particular readmission requirements for each credential can be found in [Chart 2: *Conditions of Interruption to Studies*](#).

Readmission for Interrupted Students Required to Withdraw

Students who have been required to withdraw for academic reasons include the following:

a. students who are suspended or withdrawn for academic failure; and
b. students suspended or withdrawn for academic misconduct.

Students who have been required to withdraw from their program will not be considered for readmission to a program in a related discipline for a period of two (2) consecutive terms. Students must reapply to the program using the *Readmission for Students Required to Withdraw* form. This form is available from the Office of the Registrar. Students must apply to be readmitted to their program of study by certain deadlines. See the Office of the Registrar and the Academic Calendar for deadline details. Requests for readmission received after the deadline will be considered only if there is space in the program. Details of the process for applying for readmission can be found under the heading, *Process of Applying for Readmission,* which follows in this section.

In circumstances where a student was involuntarily withdrawn a further review may be required prior to readmission. In such a review, an applicant may be required to submit a résumé and letter of reference from a current work or volunteer position and a personal letter outlining the student's strategies to be successful in the program.

Particular readmission requirements for each credential can be found in Chart 2: *Conditions of Interruption to Studies*. A student who interrupts her/his studies and applies for readmission is subject to the admission requirements, ranking priority, and curriculum requirements for the program in question at the time of application for readmission. Students may be required to repeat courses if the curriculum has changed since their previous registration in the program.

Students are required to apply for readmission to their program when the following conditions apply to the interruption of their studies.

Chart 2: Conditions of Interruption to Studies

Credential	Student in Good Standing	Student Required to Withdraw
Degree	- students who fail to register in four (4) consecutive terms - students who fail to graduate within seven (7) years or 175% of the normal duration of the program	- students who are suspended or withdrawn for academic failure - students suspended or withdrawn for academic misconduct

Credential	Student in Good Standing	Student Required to Withdraw
Certificate and Diploma	- students who fail to register in four (4) consecutive terms - students who fail to graduate within 200% of the normal duration of the program	- students who are suspended or withdrawn for academic failure - students suspended or withdrawn for academic misconduct
Ontario Graduate Certificate	- students who fail to register in two (2) consecutive terms - students who fail to graduate within 200% of the normal duration of the program	- students who are suspended or withdrawn for academic failure - students suspended or withdrawn for academic misconduct

For all credentials, before a student will be readmitted to a program:

- the student must confer with her/his Program Coordinator to confirm her/his program curriculum, prerequisites, and the validity and appropriateness of completed courses; and
- the student who has been required to withdraw for academic failure or misconduct must sit a period of rustication before the student will be allowed to return to her/his program. This period of time will be a minimum of two (2) terms, but possibly more, depending on the program progression or academic offence.

Process of Applying for Readmission

Students whose studies have been interrupted for the above reasons will be required to adhere to the following steps to continue studies in the same program.

1. The student must petition the Associate Dean / Faculty to request readmission.
2. Associate Dean / Faculty confer with Office of the Registrar to ensure appropriate progression pathways and academic requirements are satisfied during reentry into program.
3. Office of the Registrar informs the student of Humber's decision and, if accepted, the steps required to complete readmission to and registration in the program.

A student who interrupts her/his studies and applies for readmission is subject to the admission requirements and ranking priority for the program in question current at the time of application for readmission. Students are encouraged to contact the Office of the Registrar as soon as possible if they are considering requesting readmission to a program.

12.0 GRADE REPORTS and OFFICIAL TRANSCRIPTS

12.1 Release of Grades

The Office of the Registrar will establish and post to the Academic Calendar, midterm and final grade release dates that will indicate when grades will be available for students to review.

Midterm Grades

Students registered in postsecondary, postgraduate, and degree courses will normally receive a midterm grade, which in conjunction with discussions with their faculty member, is for the purposes of providing feedback on academic performance to date. Midterm grades are not considered part of the official cumulative program grade point average (CPGPA) and will not appear on the student's official transcript. Courses graded SAT/UNSAT may not receive a midterm grade.

Final Grades

At the end of each term, or upon completion of a program of study, all students registered in credit courses will receive a final grade. Final grades are not official until released to the student by the Office of the Registrar.

The Office of the Registrar will post midterm and final grades electronically through MyHumber at http://humber.ca/myhumber.

12.2 Transcripts

Official transcripts provide a record of all courses attempted by a student. The Office of the Registrar will record the student's final course grades on the student's official transcript. Transcripts are available for students upon request through the Office of the Registrar via MyHumber at http://humber.ca/myhumber. The official transcript details a student's permanent academic record at Humber and will carry the Humber seal and an authorized signature. Students with outstanding fees or fines will be required to pay their fees and/or fines in full prior to the release of official transcripts or credentials.

12.3 Dean's Honours List

Full-time students with a Term Grade Point Average (TGPA) of 80% or greater in any given term will be recognized with the distinction of being on the Dean's Honours list.

Students registered with Accessible Learning Services who require official (part-time) accommodated course loads, and who earn a Term Grade Point Average (TGPA) of 80% or greater in any given term, are eligible to be recognized with the distinction of being on the Dean's Honours list.

13.0 GRADUATION and CONVOCATION

13.1 Application to Graduate and Attend Convocation

Students/Graduates must apply to graduate and attend the Convocation Ceremony by completing an Application to Graduate/Attend Convocation Form available online at MyHumber. The form must be

completed seven (7) weeks prior to the date of the Convocation. It is the responsibility of the student to ensure this form is accurately completed and received by the Office of the Registrar by the deadline.

13.2 Graduation Requirements

Postsecondary Certificate, Diploma, and Ontario Graduate Certificate programs

It is the student's responsibility to be aware of all the graduation requirements for the program from which they expect to graduate.

To graduate from a postsecondary certificate, diploma, or Ontario graduate certificate program, students must meet all of the following requirements.

a. Students must have completed the program within 200% of the normal program duration. For example, a two (2) year program would have a maximum completion timeframe of four (4) years. Failure to complete the program within the 200% timeframe would require the student to apply for readmission. Students would then have their courses evaluated for currency and would be subject to the curriculum and graduation requirements in place at the time of readmission.
b. Students must have a 60% weighted Cumulative Program Grade Point Average (CPGPA).
c. Students must have taken at least 25% of their program credits at Humber in order to satisfy residency requirements.
d. Students must not have acquired more than 75% of the program credits through the Prior Learning Assessment and Recognition (PLAR) process.

Students who interrupt their full-time studies will be required to meet the readmission and program requirements in effect at the time of their return to the College. Students who have interrupted their studies will not be eligible to graduate from a program that is no longer offered by the College.

Postsecondary students who achieve an 80% or greater weighted Cumulative Program Grade Point Average (CPGPA) will graduate with Honours.

Postsecondary certificate, diploma or Ontario graduate certificate students who do not attend Convocation will have their diplomas or certificates mailed to them at their primary address.

Degree Programs

It is the student's responsibility to be aware of all graduation requirements for the program from which they expect to graduate.

To graduate from a degree program, students must meet all of the following requirements.

a. Students must complete the program within 175% of the normal program duration. For example, a four (4) year program has a maximum completion time frame of seven (7) years. Failure to complete the program within the 175% time frame will require a student to apply for re-admission at which time the student's previous course work will be evaluated for currency and the student will be subject to the curriculum and graduation requirements in place at the time of re-admission.
b. Students must have a 65% weighted overall cumulative program grade point average (CPGPA).
c. Students must complete the following breadth course requirements to be eligible to graduate:
   - Breadth courses are divided into three categories. Categories are: Society, Culture & Commerce; Science & Technology; and Arts & Humanities;

- Students must take courses at both the lower and upper levels;
- Students must take a minimum of two lower-level courses in two of the three categories
- Students must take a minimum of two upper-level courses in two of the three categories.
- Students must have taken a lower-level course in a breadth category before taking an upper-level course in the same breadth category.

d. Students must complete the breadth course requirements identified in the program of study.
e. Students must have taken at least 25% of their credits for the program at Humber in order to satisfy residency requirements.
f. Students must not have acquired more than 50% of the program credits through the Prior Learning Assessment and Recognition (PLAR) process.
g. Students must satisfactorily complete the experiential learning requirement.

Students are encouraged to contact the Office of the Registrar or their Program Coordinator if they have questions regarding their graduation requirements or academic progression.

Students who interrupt their full-time studies will be required to meet the readmission and program requirements in effect at the time of their return to the College. Students who have interrupted their studies will not be eligible to graduate from a program that is no longer offered by the College.

Degree students who achieve an 80% or greater weighted Cumulative Program Grade Point Average (CPGPA) will graduate with Honours.

13.3 Programs No Longer Offered by the College

When a program is suspended or canceled, every reasonable effort will be made to ensure that students who are currently registered in the program will be able to complete their studies and graduate from the program. Students who have left the program or who do not complete the program before the program concludes will not be eligible to graduate from a program that is no longer offered by the college.

14.0 GRADING SYSTEMS

Grades will be reported in percentages or as special grades as described in Section 14.3, *Special Grades*. A pass in each course, unless otherwise stated in the course outline, is 50%. Credit will be earned only for courses with passing grades.

14.1 Grade Point Average (GPA) Calculations

Humber calculates three Grade Point Averages, a Term GPA, a Cumulative GPA and a Program GPA.

Term GPA
The Term GPA is calculated at the end of each term of study and includes all course attempts and resulting grades. The Term GPA is used to determine academic standing and progression and progression in a program. It is also used to determine eligibility for the Dean's Honour List. The Term GPA is recorded and available on the Official College Transcript.

Cumulative GPA
The Cumulative GPA is calculated at the end of each term of study and includes all course attempts and resulting grades for a particular level of study. The Cumulative GPA s recorded and available on the Official College Transcript.

Program GPA

The Program GPA is calculated at at the end of each term of study and excludes repeated courses where the student has taken a course more than once and achieved a higher grade. The Program GPA also excludes courses that are not considered part of the student's program of study. The Program GPA is used to determine eligibility for graduating with honours. The Program GPA is not recorded on the official transcript.

14.2 Weighted Cumulative Grade Point Average (CGPA) Calculation

Humber calculates a weighted Grade Point Average (GPA). All graded courses taken: including those completed within and outside of a program, will be calculated in the student's GPA. Courses with higher credit values are weighted higher in the calculation.

14.3 Repeated Courses

a. Where a student repeats a course, all course attempts will show on the student's Official Transcript. A repeated course grade will continue to be calculated in the Term GPA and the Cumulative GPA. The highest passing course grade in a repeated course situation will be used to calculate the student's overall Cumulative Program Grade Point Average (CPGPA).
b. A student may take the same course a maximum of four (4) times.

14.4 Special Grades

The following notations are **not** used in the CPGPA calculation:

AEG   = Aegrotat

AUD   = Audit

CR   = Credit Earned

DEF   = Deferred Grade

EXM   = Transfer Credit/Equivalency

GNE   = Grade Not Earned

INC   = Incomplete

IP   =   In progress

LOP   =   Letter of Permission

NCR   =   No Credit Granted

RTW   =   Required to Withdraw

RTWP =   Required to Withdraw from Program

SAT   =   Satisfactory

TRC   =   Transfer Credit/Equivalency (Fall 2014 onward)

UNS   =   Unsatisfactory

WTH   =   Course Withdrawal

=   Awarded based on the basis of a petition for late withdraw

14.5 Explanation of Special Grades

The following special grades, and their appropriate codes, will be used on official student transcripts, where applicable.

Aegrotat Grade (AEG)

An Aegrotat grade is a final estimated grade assigned in a course where a student was physically unable to write the final exam. To qualify, a student must have experienced a severe and unanticipated personal emergency. The student is required to provide the Associate Dean with detailed documentation that supports the application. To be eligible to be considered, the student must have completed at least 60% or more of the coursework and be passing the course. Courses in which Aegrotat standing has been granted will not count toward the computation of the student's standing in the program. The Office of the Registrar grants an Aegrotat grade to a student on the recommendation of the Associate Dean.

Audit (AUD)

An Audit grade is awarded to students who successfully audit a course. See [Section 7.7, *Audited Courses*](#) for information regarding the process of gaining Audit status in a course. A student must obtain written permission to audit a course from the appropriate Associate Dean. The Associate Dean will submit appropriate authorization to the Office of the Registrar and the faculty member teaching the course so that they are aware of the student's status in the course. The request to obtain audit status in a course must be submitted and approved prior to the fifth (5th) day of class. The Associate Dean, in consultation with the faculty member, will provide documentation to the student prescribing the extent to which the student may participate in the content of the course.

The procedures for registration and course changes of audited courses are the same as for regular course registrations, except that, after the end of the fifth (5th) day of classes, a student who is registered under audit status for a particular course is committed to that status and may not convert to credit status for the same course. With the approval of the Associate Dean, a student may change from credit to audit status up to the end of the fifth (5th) day of class. Students who are auditing courses will not be evaluated, nor will credits be earned for that course. The regular course fee will apply.

Audited courses will not be used in the determination of eligibility for continuation of study.

Audited courses are part of the normal course load for the term, but not for the purposes of assessing eligibility for Financial Assistance (OSAP).

Credit Earned (CR)

Credit Earned notations on a transcript reflect the satisfactory completion of a course, where the assessment method does not lend itself to the awarding of a specific percentage grade.

Deferred Grade (DEF)

In special circumstances, students who are unable to finish the examination (exam) requirements by the end of the examination period (or the specified end of a course) may request and be granted a Deferred grade in order to complete the final examination and have it calculated in their final grade. Deferred grades are issued at the end of the examination period and are not factored into the students CPGPA at the end of term.

In order to be evaluated and counted toward the student's grade, the requirements for the final examination must be completed within a period of time assigned by the College/Faculty/Program (usually by the end of the course change period in the following term). Failure to meet the deadline will result in the Deferred grade being changed to permanently represent the student's grade in that course. This grade will be assigned at the end of the course change period in the following term, and will constitute the grade earned at the time the Deferred grade was assigned.

The Deferred grade is not intended to be a permanent grade. It is only a temporary acknowledgment of a legitimate reason for granting a one time, limited, extension to the time normally allowed to complete all course examination requirements.

Note: A Deferred grade for a prerequisite course must be completed prior to being allowed to proceed to a higher-level course unless otherwise approved by the Associate Dean. More information is available in [Section 10.4, *Deferred Privileges*](#).

Course Exemption (EXM)

A student may be granted an exemption from a course based on the completion of a body of academic work that does not align itself with the course for course Transfer Credit/Equivalency (TRC) process.

Letter of Permission (LOP)

This process applies to degree students only. Once a student has been admitted to a degree program, with written approval a student may register in and complete a credit course at another institution and apply the credit(s) to their Humber degree.

Transfer Credit / Equivalency (TRC)

Transfer Credit/Equivalency is granted for coursework undertaken outside of Humber at a recognized postsecondary institution that is equivalent in content to the course at Humber. Transfer credit may also be granted for diploma level course work into a degree level program. This notation is not factored into the calculation of the student's CPGPA.

Grade Not Earned (GNE)

A student is awarded a grade of GNE if the student registered, but did not attend or submit work for evaluation, and did not officially withdraw from registration in the course.

Incomplete Grade (INC)

In special circumstances, students who are unable to finish coursework by the end of a term (or the specified end of a course) may request and be granted a grade of Incomplete in order to have all coursework counted toward their final grade. Incomplete grades are issued at the end of term and are not factored into the students CPGPA at the end of term.

In order to be evaluated and counted toward the student's grade, additional course work must be completed during a period of time assigned by the College/Faculty/Program. Failure to meet the deadline will result in the Incomplete grade being changed to permanently represent the student's grade in that course. The partial grade, representing the work the student has completed in the course, will be assigned six (6) weeks following the end of the term, and will constitute the grade earned at the time the Incomplete was assigned.

The Incomplete grade is not intended to be a permanent grade. It is only a temporary acknowledgment of a legitimate reason for granting a one time, limited, extension to the time normally allowed to complete all course requirements.

Note: An Incomplete grade for a prerequisite course must be completed prior to being allowed to proceed to a higher-level course unless otherwise approved by the Associate Dean.

In Progress (IP)

A student is awarded an IP grade if the course is currently in progress.

No Credit Granted (NCR)

No Credit Granted notations reflect the unsatisfactory completion of a course.

Satisfactory Grade (SAT)

Satisfactory notations on a transcript reflect the satisfactory completion of a course, experiential learning, or a PLAR assessment where the assessment method does not lend itself to the awarding of a specific percentage grade. This notation is not factored into the calculation of the student's CPGPA.

Unsatisfactory Grade (UNS)

Unsatisfactory notations reflect the unsatisfactory completion of a course or experiential learning. This notation is not factored into the calculation of the student's CPGPA.

(Notation)

In cases of illness or other extenuating circumstances a student may petition the College to have a grade removed from the GPA calculations.

15.0 RELEASE of FINAL GRADES

Grades are official on the day that they are released by the Office of the Registrar to the student. It is the responsibility of the Office of the Registrar to post the grades electronically to the secure website and to record the grades on the student's official transcript. Grades for students in financial arrears will not be released until notification/authorization is received indicating that their account has been cleared to the satisfaction of the Office of the Registrar.

16.0 ACADEMIC FREEDOM

Academic freedom includes the freedom of research, of legitimate classroom discussion, and of the advocacy of alternative opinions to those presented in Humber's learning environments. To maintain an environment that supports academic freedom, students will be evaluated on knowledge and academic performance for the purposes of granting academic credit and not on the basis of personal or political beliefs.

17.0 ACADEMIC MISCONDUCT

17.1 Definition

All students are expected to act ethically, honestly and with integrity in all academic matters.

Academic dishonesty is behavior that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines Humber's ability to evaluate a student's academic achievements, or restricts the College's ability to accomplish its learning objectives. Humber takes a serious view of academic misconduct and will penalize students who are found responsible for offences associated with academic dishonesty, misrepresentation of personal performance, restrictions of equal opportunities for access to scholarly resources, or damage to the integrity of scholarly exchanges.

This section of the regulations applies to University of New Brunswick- Humber Collaborative Nursing program

17.2 Responsibilities

It is the responsibility of Humber faculty, students, and staff to be aware of and to uphold the principles of academic honesty/integrity. Furthermore, all members of Humber's community including students, faculty, and staff have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes giving due consideration to the deterrent effect of reporting such offences when they do occur, making one's disapproval of such behavior obvious, and helping to ensure that the Humber community does nothing to encourage or facilitate academic dishonesty.

Humber students are responsible for familiarizing themselves with and abiding by the policy on student academic integrity. Faculty, staff and students have the responsibility to create an environment that discourages misconduct. The need to educate students about academic integrity places particular responsibility on faculty. Instructors should be explicit about expectations with respect to academic integrity, and information with respect to academic misconduct should be presented to students as part of the course outline, academic program orientation materials, and other materials posted and distributed to students.

17.3 Academic Misconduct Offences

Academic dishonesty/ misconduct is broadly defined as an offence against the academic integrity of the learning environment. Students are responsible for knowing what constitutes an academic offence and faculty members have a responsibility to provide students, early in their course or program, with information about academic integrity. An offence may be deemed to have been committed whether the student knew a particular action was an offence or ought reasonably to have known. Ignorance does not excuse students from the responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or program coordinator before submission of an assignment.

Academic misconduct includes, but is not limited to, the following examples:

Academic Dishonesty

a. Plagiarism, in the broadest sense, is misrepresenting the work of others as one's own. Plagiarism can be understood as the act of copying, reproducing or paraphrasing significant portions of someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks. This includes, but is not limited to, print material, photos, drawings, computer code, and designs. Students have the responsibility to learn and to use the conventions of documentation, and, if in any doubt, are encouraged to consult with the faculty member of the course, or the Program Coordinator.
b. Copying another person's answers to an examination question.
c. Using another's data or research findings.
d. Buying or selling essays, papers, or assignments.
e. Copying from or using prohibited material in an assignment or examination including, but not limited to, textbooks or other documentary or electronic equipment, personal notes, or other aids not approved by the faculty member, for example, accessing unauthorized test questions from an electronic database.
f. Improper academic practices including the falsification, fabrication, or misrepresentation of material that is part of academic evaluation, the learning process, or scholarly exchange. This offence would include reference to resources that are known not to exist or the listing of others who have not contributed to the work.
g. Co-operating or collaborating in the completion of an academic assignment, in whole or in part, when the instructor has indicated that the assignment is to be completed on an individual basis.

Humber reserves the right to utilize authentication and/or plagiarism detection software as a means of determining academic dishonesty.

Misrepresentation of Personal Performance

    a. Submitting false, fraudulent or purchased assignments, research or credentials, or the falsifying or withholding of records, transcripts, letters of reference, letters of support, or other academic documents.
    b. Impersonation by having someone impersonate oneself, either in person or electronically, in class, in an examination, or in connection with any type of course assignment or material or availing oneself of the results of such impersonation. Both the impersonator and individual impersonated (if aware of the impersonation) are subject to the academic dishonesty process.
    c. Submitting a false medical or compassionate certificate, or presenting other such documentation under false pretenses.
    d. Improperly obtaining, through theft, bribery, collusion or otherwise, access to privileged information, or examination paper or set of questions.
    e. Submitting the same course work, research, or assignment for credit on more than one occasion in two or more courses without the prior written permission of the faculty members in all of the courses involved; misrepresenting the amount of work an individual has contributed to a group assignment or activity.
    f. Possession or use of an unauthorized aid, to use or obtain unauthorized assistance in any academic examination, term test, assignment, or in connection with any other form of academic work. Such aids or material may include, but are not limited to, specific documents, electronic equipment or devices, and commercial services (such as writing, editorial, software, or research survey services).

Damage to the Integrity of Scholarly Exchanges

    a. Altering, destroying, hiding, or generally restricting the access to academic materials intended for general use.
    b. The unauthorized removal, destruction, or theft of library or other Humber resources.
    c. Inappropriate distribution of restricted material.
    d. Obstructing the academic activities of others. This may involve interfering with the scholarly activities of another or altering or falsifying the work of others, in order to harass or gain unfair academic advantage. This includes, but is not limited to, interfering or tampering with experimental data, with a written or other creation, with a chemical used for research, or with any other object of study.

Facilitating Academic Misconduct

Knowingly assisting anyone in committing any form of academic misconduct is itself academic misconduct and subject to this policy. This may include, but is not limited to, offering for sale essays or other assignments with the intention that these works will be subsequently submitted for assessment.

17.4 Academic Misconduct Sanctions

If a student is found to be responsible for academic misconduct, an Academic Misconduct Letter will be issued to the student by the Associate Dean or designate. An Academic Misconduct Letter will clearly indicate the outcomes of the review which may include one or more of the following:

    a. required submission of a new piece of work;
    b. partial or total loss of marks on the exam/assignment in which the offence occurred;
    c. partial or total loss of marks for the course in which the offence occurred;
    d. a notation on file in the Academic Faculty;
    e. a notation on the student's official transcript;
    f. the rescinding of Humber-funded scholarships or bursaries;

g. suspension from Humber for a period of between two (2) and six (6) consecutive terms. The student will not be permitted to register and will retain none of the privileges accorded to students. Students who have been expelled or suspended will not receive credit for any studies during that suspension or expulsion period. A student who wishes to be considered for readmission after this period of time must make an application for readmission that will be evaluated on the basis of eligibility to continue. A student who is suspended for academic misconduct and also fails to meet the continuation of study requirements may be required to serve the associated penalties consecutively;

h. a recommendation for expulsion from Humber. A student who has been expelled from Humber is not eligible for readmission to Humber for at least five (5) years); and

i. a recommendation for rescinding of the credential. A person, who is found guilty of academic misconduct after having been approved for graduation, or after having a credential conferred, may have that credential rescinded.

Sanctions for academic misconduct will consider the severity and frequency of the academic offence as determined by the Associate Dean.

Note: Sanctions may be applied retroactively if an offence is discovered subsequent to completion of a course or after graduation.

17.5 Detecting and Responding to Suspected Academic Misconduct

Examinations

Invigilators will be present at all examinations to supervise the delivery of the examination and detect any signs of academic misconduct. Invigilators may use input from others to assist them in verifying detection of academic misconduct.

In cases of suspected academic misconduct the invigilator may allow the student to complete the examination and may take action by doing one of the following.

a. In the case of suspected impersonation, the invigilator will require the student concerned to remain after the examination until the student is satisfactorily identified.

b. In the case of suspected copying another person's answer(s) to the examination question, the invigilator may request that the student complete the exam in another location or setting if it is deemed that such action will cause the least disruption to those taking the examination.

c. In the case of suspected copying from or using prohibited material in an examination, the invigilator may confiscate the suspect material (including electronic devices) and request that the student make contact with the faculty member responsible for the course once the examination period is over.

In cases where the faculty member responsible for the course is not invigilating the exam, the invigilator will complete an *Academic Misconduct Form*, append any confiscated material to the form, and provide the information to the appropriate faculty member. The Program Coordinator and / or Associate Dean, when preparing the response regarding the academic offence, will also use this documentation.

Student Work

The responsibility for detecting academic misconduct on term assignments and other course requirements lies with the faculty member, who may make use of reports from others and/or originality/plagiarism detection software to assist in detection. Where academic misconduct is suspected, the faculty member:

a. shall retain possession of suspect material;
b. may seek to interview the student to allay suspicion or to confirm it; and
c. shall initiate the Academic Misconduct Form.

In all cases, the faculty member shall submit the Academic Misconduct Form and suspect material to the Program Coordinator and Associate Dean for further action.

Cases outside the Domain of Examinations or Assignments

The responsibility for detecting academic misconduct in the context of an academic environment that is not part of the formal examination or assignment process must rest with the entire Humber community. Where academic misconduct is suspected, but where it is unclear whether it is directly related to a specific course, or where the specific course is unknown, those with knowledge of an offence should contact the Senior Dean of the appropriate Academic Faculty. If the suspected offence appears to be related to a specific course, then the faculty member of the course should be contacted. Instructors have access to and the right to use electronic and other means of detection.

17.6 Documentation of a Violation of Academic Misconduct

Where there is evidence of suspected academic misconduct, the faculty member or person aware of the issue should consult with the Program Coordinator and the Associate Dean to determine whether the offence and the associated information/documentation merit a formal complaint. If it is deemed that a formal complaint is likely and that further investigation is required, the Associate Dean shall take any or all of the following actions:

a. notify, and arrange for an interview with the student, unless the student is unavailable or unwilling;
b. delay the submission of the grades for the student;
c. seek further information from faculty member(s) or any other parties involved;

consult with the Office of the Registrar to ascertain if any record of a previous academic offence exists; and

a. notify the Office of the Registrar to hold changes to the student's record.

If the Associate Dean deems the student is not responsible at this stage, no sanctions will be assessed, no record of the suspected offence or complaint will be kept, and all parties involved will be informed by the Associate Dean.

If the Associate Dean determines that the student is responsible, the Associate Dean shall:

a. notify the student in writing of the charge of academic misconduct, including the offence, the sanction, the effective date and the student's right to appeal (see Section 17.4 on Penalties and Section 18.2 on Appeals); and
b. notify the Office of the Registrar for purposes of documenting the offence on the student's record.

In cases where Expulsion or Rescinding of a credential is recommended, the Senior Dean shall consult with the Vice President, Academic and the President.

Note: A student accused of an offence of academic misconduct in a particular course or courses will not be allowed to drop the course(s) in question during the period of the investigation. If the student is found to be responsible for the academic misconduct and receives a sanction other than an official warning, the student will not be allowed to drop the course(s).

17.7 Record of Academic Misconduct and/or Expulsion

Academic Misconduct

a. **First Offence:** a first offence of academic misconduct, unless considered severe, will be recorded by the Office of the Registrar but not placed on the student's academic record.
b. **Second Offence:** a second offence of academic misconduct may result in a notation of "Academic-Suspension" on the student's academic record and transcript. This notation will be expunged from the student's record and transcript upon graduation.
c. Students who do not graduate from Humber may submit a request to the Registrar to have the record of the offence expunged no sooner than three (3) years after the date of the student's last registration.

Expulsion

The record and notation of "Academic- Expulsion" is permanent, unless a petition to have the record expunged has been approved by the President. Students may submit a request to the Office of the Registrar to have a record of expulsion expunged from their academic record no sooner than five (5) years after the date of the expulsion.

Confidentiality

Access to the record of academic misconduct will be limited to those involved in processing appeals and those involved in processing additional complaints against the student.

18.0 GRADE REVIEW and ACADEMIC APPEAL

It is the intent of the Grade Review and Academic Appeal processes to provide a reasonable, efficient, and effective process to facilitate the resolution of matters affecting a student's academic performance and, where relevant, his or her standing in a program. This process applies all Humber postsecondary programs and University of New Brunswick- Humber Collaborative Nursing program.

A Grade Review or Academic Appeal is deemed to be a request to review an academic decision of Humber as a college, and not a complaint against an individual staff member. The academic decisions dealt with through this procedure are:

a. decisions on grades;
b. decisions arising from the methods and criteria used by a professor on assigning a final mark;
c. decisions based on academic misconduct, including suspension or expulsion;
d. decisions regarding academic probation and withdrawal or special consideration on the basis of medical, psychological, or compassionate grounds; and
e. decisions regarding denial of a request for readmission to a program.

Note: where readmission to a program has been denied, the student must be able to present, for consideration, evidence of the ability to perform at an acceptable level in the program in question.

The intent of this policy is to allow the student and the Academic Faculty the opportunity to attempt to resolve the issue through the *Faculty-Level Academic Appeal* process before proceeding to a *College-Level Academic Appeal*.

A student who wishes a formal review of any of the decisions outlined above should refer to the following sections of this document.

Grade reviews and academic appeals are distinguished as follows:

Grade Review

This section of the appeal policy governs concerns relating to grades assigned for in-course work such as assignments, clinical placements, final examinations, or a final course grade. All issues involving grades must be dealt directly with the Faculty that delivered the course through the processes outlined in this section. **There is no further right of appeal of the grade once the Faculty has completed a Formal Grade Review and made a final decision.**

Faculty-Level Academic Appeal

This section of the appeals policy governs appeals of an academic decision regarding probation; academic withdrawal and expulsion; appeals relating to academic misconduct; or a request for special consideration on the basis of medical, psychological, or compassionate grounds. The Faculty-Level Academic Appeal allows the Faculty to review the decision and provide the perspective of the Faculty in writing to the student. If a student is not satisfied with this decision, and certain criteria are met, the student may request a College-Level Academic Appeal. Students must appeal the results of the Faculty-Level decision on one or more of the following grounds:

- there is new evidence that is likely to change the outcome;
- there is evidence of procedural error or bias in the process; and/or
- the sanction imposed is not consistent with the nature of the offense.

For detailed criteria see Section 18.2.a, *Filing an Academic Appeal*.

College-Level Academic Appeal

Following the completion of the Faculty-Level Academic Appeal, if a major academic decision is not satisfactorily resolved between the student and the Faculty through that process, or a student who is subject to the *Professional Suitability Policy,* such as that in existence in the Faculty of Health Sciences & Wellness, disputes the decision of the Faculty, the student may file a College-Level Academic Appeal through the Office of the Registrar *if the student can demonstrate grounds for an appeal in one of the three (3) aforementioned ways. All appeals must be filed within ten (10) business days following the written decision of a Senior Dean or an official designate regarding a Faculty-Level Academic Appeal.*

In the event that the academic decision being appealed is not upheld through the Grade Review or Academic Appeal processes, resolutions may include, but are not limited to, student reinstatement or other corrective actions for the benefit of the student, but may not include the awarding of monetary compensation, the arbitrary awarding of a final mark different from that given by the Faculty, or disciplinary action against any employee of Humber arising out of information presented at an academic appeal.

This policy does not apply to conflicts connected with student employment by Humber (other than required work experience components of a program) or actions covered under Humber's Human Rights Policy and Procedure.

All parties to an appeal shall understand that any postponement and/or delay of an appeal, regardless of the stage, may reduce the range of options available to the student.

Student Advisor

A student has the right to access a student advisor during the Grade Review and Academic Appeals processes. The function of a student advisor is outlined under the section of this policy titled, "Role of the Student Advisor." A student may contact an advisor through the Office of the Registrar.

18.1 Grade Review and Faculty-Level Academic Appeal: Procedure

The terms Grade Review and Faculty-Level Academic Appeal refer to the process that a student must initiate within the Faculty before considering a College-Level Academic Appeal by a College-Level Academic Appeal Panel.

18.1.a Grade Review

Grade Reviews are concerns related to grading of coursework, assignments, clinical placements, examinations, and final course grades. Grade reviews related to grades received in any assessment must be initiated within ten (10) business days after the receipt of the graded work or release of grades.

Preliminary Steps toward Resolution

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the faculty member. The Program Coordinator and/or the Associate Dean may be asked to assist if the faculty member and student are unable to resolve the issue.

Note: If an assignment or test is not normally returned to the student, the Faculty will ensure that the student has the opportunity to review the assignment or test under the supervision of the professor or designate.

Formal Request for a Reassessment of In-Course Work or Final Exam

If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, a formal request for a **Reassessment of the In-Course Grade** may be made**.** This process applies to major assignments or tests worth at least 20% of the final grade and to cases where a student has failed the assignment or believes there is a major discrepancy of at least 10% between the grade they earned and the grade they feel they should have earned.

In such cases, a student may request a reevaluation of the test or assignment by completing a *Request for Reassessment of In-Course Work or Final Exam Form* and submitting it to the Associate Dean responsible for the course in question. Forms are available from the Office of the Registrar or on the <u>Academic Regulations</u> webpage.

The Associate Dean will arrange for two professors other than the professor teaching the course to individually reevaluate the assignment/exam/paper, based on established criteria as outlined in the assignment. The original grade/marks by the course professor are to be obscured in the photocopy provided for reevaluation.

The average of the two assessors' grades will be used as the grade. This grade may stay the same or be lower or higher than the original course grade.

The Faculty shall ensure that the reassessment of the grade is to be completed within ten (10) business days from the submission of the Grade Review unless both parties have mutually agreed to an extension. The assignment of grades is a Faculty-Level decision and a student may not appeal the resulting grade on an individual in-course piece of work except for reasons relating to breach of process in the handling of the Grade Review.

Formal Request for a Review of a Final Course Grade

A student has the right to review a final course grade with the professor. A review of the final course grade may be premised on a miscalculation of the final grade or deviation from the evaluation procedures described in the course outline. If a student is not satisfied with the outcome of the review with the professor and/or Program Coordinator, the student may submit a request in writing to the Associate Dean requesting a further review no later than ten (10) business days after the end of the term or training period within which the course or unit of instruction was offered. The request should be submitted on a *Request for Review of a Final Grade Form*. Forms are available from the Office of the Registrar or found on the [Academic Regulations](#) webpage.

The Associate Dean will provide a written decision within ten (10) business days of receipt of the request unless both parties have mutually agreed to an extension. A student may not challenge a final course grade on the basis of an individual in-course piece of work that has or has not previously been re-marked.

The assignment of a final course grade is a Faculty-level decision and may not be appealed to a College-Level Academic Appeal Panel except for reasons relating to breach of process in the handling of the Grade Review. In such cases, the College-Level Academic Appeal must be filed within ten (10) business days of the student's receipt of the decision of the Final Grade Review.

18.1.b Faculty-Level Academic Appeal

Faculty-Level Academic Appeals are concerns regarding an academic decision pertaining to probation, academic withdrawal, expulsion, academic misconduct, or special consideration on the basis of medical, psychological, or compassionate grounds.

If a student has a concern relating to any of the issues identified above, the student shall discuss the matter with the responsible professor who shall provide the student with the reasons for the decision. The Program Coordinator may be asked to assist if the professor and student are unable to resolve the issue.

If a student is not satisfied with the outcome of the discussions, the student may initiate a Faculty-Level Academic Appeal by requesting that the Senior Dean or designate review the concerns. This request must be initiated, in writing, by the student on a Faculty-Level Academic Appeal form no later than ten (10) business days after the end of the term within which the course or unit of instruction was offered. In this request, the student shall provide any and all documentation, (for example, medical notes or letters) which may impact the resolution of the appeal. Forms are available from the Office of the Registrar or found on the [Academic Regulations](#) webpage.

The Senior Dean or designate will review the Faculty-Level Academic Appeal and provide a written decision to the student within ten (10) business days of the receipt of the student's written request unless both parties have mutually agreed to an extension. It is incumbent upon both parties to make every effort to meet the deadlines.

The Senior Dean or designate is responsible for ensuring that the results and reason(s) of any and all levels of a Faculty-Level Academic Appeal shall be documented and kept on file by the Faculty.

18.2 College-Level Academic Appeal: Procedure

College-Level Academic Appeals normally apply only to academic decisions relating to a Faculty-Level Academic Appeal.

18.2.a Filing a College-Level Academic Appeal

If a major academic decision is not satisfactorily resolved between the student and the Faculty through the Faculty-Level Academic Appeal process, or a student who is subject to a *Professional Suitability Policy* disputes the decision of the Faculty, the student may file a College-Level Academic Appeal through the Office of the Registrar. All appeals must be filed within ten (10) business days following the written decision of the Senior Dean or designate regarding a Faculty-Level Academic Appeal.

Decisions relating to a Grade Review cannot be appealed to a College Academic Appeal Panel except for reasons relating to breach of process in the handling of the Grade Review. Students must appeal the results of their decision and demonstrate one or more of the following grounds:

* there is new evidence that is likely to change the outcome;
* there is evidence of procedural error or bias in the process; and/or
* the sanction imposed is not consistent with the nature of the offense.

College-Level Academic Appeals must be filed in writing to the Office of the Registrar on the *Application for a College-Level Academic Appeal Hearing Form.* The form is available from the Office of the Registrar or found on the Academic Regulations webpage.

Prior to filing a College-Level Academic Appeal, students are encouraged to consult with a student advisor by contacting the Assistant to the Registrar in the Office of the Registrar.

At the time of filing the appeal, a student must:

a. state the grounds for the appeal and the resolution being sought;
b. provide a copy of the written decision from the appropriate Dean (or designate) indicating the outcome of the Faculty-Level Academic Appeal or the decision confirming the charge of Academic Misconduct;
c. include copies of all documentation supporting the reasons for the appeal;
d. indicate if they will represent themselves at the Appeal Hearing or if they wish to have someone present the argument. If being represented, the student must provide the name and role of the individual who will represent the student;
e. indicate who, if anyone, will accompany them at the Academic Appeal Hearing (maximum of 2 people); and
f. indicate the name of the student advisor, or, indicate if they would like Humber to make available a student advisor to assist them in preparing for the Hearing.
g. Identify any witnesses or other individuals the student feels have knowledge of the situation and who therefore should be at the Appeal Hearing.

Once a formal appeal is filed, the Office of the Registrar shall:

a. schedule the appeal date and time; and
b. distribute the application and the supporting documentation according to the appropriate timelines.

The Faculty will, within a maximum of five (5) business days of the time the Appeal was filed, provide the following to the Office of the Registrar:

a. a written response to the student's issue;
b. all documentation to be presented at the College-Level Academic Appeal Hearing; and
c. the name of the individual(s) who will be representing the Faculty at the hearing, and the name(s) of any witnesses the Faculty will be calling. The professor directly involved in the academic decision

being appealed is expected to appear. In the event that the professor is unable to attend the Academic Appeal Hearing, a signed statement, which explains the involvement in the situation and the reasons for the absence, shall be provided to the Office of the Registrar.

Upon receipt of the response from the Faculty, the Office of the Registrar shall distribute the complete package of documentation along with the names of all participants to the student, the Academic Appeal Panel and the Faculty. The student shall have a minimum of five (5) business days to review the Faculty's submission prior to the Academic Appeal Hearing.

Extension(s) to the above time frames may be granted if extenuating circumstances can be shown. Requests for extension(s) from the student and/or from the Faculty shall be made in writing through the Office of the Registrar to the Chair of the Academic Appeal Panel. The Chair shall respond to the request through the Office of the Registrar.

No new documentation from either the student or the Faculty may be submitted on the day of the scheduled hearing, unless otherwise directed by the Chair of the Academic Appeal Panel, following consultation with the Panel members.

18.2.b Role of the Office of the Registrar

The Office of the Registrar shall be responsible for coordinating all of the activities associated with an Academic Appeal, including but not necessarily limited to:

- coordinating the Academic Appeal Hearing according to the *Academic Regulations* and distributing all documentation;
- scheduling the Academic Appeal Hearing and notifying the participants;
- distributing the decision; and
- secure storage of appeal documentation for a period of seven (7) years.

18.2.c Role of the Student Advisor

A student advisor shall be made available to advise the student throughout the process and during the Academic Appeal Hearing. A student may contact an advisor by contacting the Office of the Registrar.

At the request of the student and with their express written permission, the advisor may, on behalf of the student, communicate with the Faculty prior to the scheduled hearing. An advisor will provide guidance or advice but will not represent the student or the Faculty at the Academic Appeal Hearing. An advisor may, with the student's permission, accompany the student to meeting(s) with Faculty personnel and/or the Academic Appeal Hearing.

Confidential information may at times be shared by the Faculty and/or student with the advisor. The advisor shall respect this confidentiality at all times. It is understood that at no time during either the Grade Review or Academic Appeal stages will the advisor compromise Humber's academic standards/regulations.

It is assumed that the student will disclose all relevant information to the advisor and that the student shall prepare and present all relevant material to the Academic Appeal Panel. The advisor shall listen to ensure all material is presented fully and fairly.

If the student discloses to the advisor any issues, which, in the advisor's opinion seem discriminatory or harassing in nature, the advisor is obligated to inform the student of Humber's Human Rights policy and related procedures.

Should the student elect a representative to present the case at the Appeal Hearing, the student advisor's role in the preparation for the Appeal shall cease. The representative named by the student may request

information regarding college policies and the appeal procedures by contacting the Office of the Registrar.

18.2.d Composition of the Appeal Panel

Humber shall ensure that an Academic Appeal Panel is comprised of five (5) individuals (including the Chair of the Appeal Panel) selected from Faculties other than the Faculty in which the student is registered, and the Faculty in which the academic decision being appealed originated, if the two are different.

Humber will designate a cross section of full-time administrators, faculty members, and students to serve on Academic Appeal Panels. Humber provides an orientation to the Panel members to ensure the Academic Appeal Policy and corresponding procedures are correctly administered.

Academic administrators and faculty volunteers shall serve for a three (3) year period. Approved student volunteers shall serve for a period of three (3) years provided they maintain status as a student or have graduated from a program within the last 6 months. Each Academic Appeal Panel will include at least one (1) student and one (1) faculty member.

To ensure consistency of process, each Academic Appeal Panel shall be chaired by the standing Chair(s) designated by Humber.

When a student in a degree program files an academic appeal, the Academic Appeal Panel shall be comprised of individuals actively involved in that level of study.

If deemed relevant by the Academic Appeal Panel, the Chair may invite participation from a relevant professional regulatory body or professional association where the Panel recommends that such participation would provide information required to render an informed and fair decision. Such participation will be disclosed to the appellant prior to the Appeal Hearing.

18.2.e Dismissal of an Academic Appeal

An Academic Appeal may be dismissed if the student has previously submitted the same, or substantially the same complaint to any other formal College grievance procedure; if the appeal is not timely; if the student has improperly omitted a prior step(s) of the Faculty-Level Academic Appeal process (see Section 18.1.a and Section 18.1.b); or the student has commenced civil or other litigation against Humber on the decision in question.

If the Registrar feels any of these circumstances exist, the Registrar will refer the student's written *Application for a College-Level Academic Appeal* and the student's accompanying written documentation to the Chair of the Academic Appeal Panel for review. If the Chair agrees that the Appeal is beyond the normal timelines or does not conform to the appeal policy, the Chair may dismiss the appeal and provide the reasons for the dismissal to the student in writing.

A student may withdraw his or her request for an Academic Appeal prior to the scheduled hearing date.

18.3 Academic Appeal Hearing Protocol

The student has the right to representation throughout the various stages of the Academic Appeal procedure, as does Humber. The student shall advise Humber of their intent to retain a representative at the time an Academic Appeal is filed. Regardless of the outcome of any Academic Appeal Hearing, any costs incurred by the student as a result of being represented are the sole responsibility of the student. In the event the student retains legal representation, Humber has the option to do the same, at its own expense. Those representing the student and/or Humber shall be allowed to present their client's case, and may direct

questions for clarification through the Chair, once the person providing the information has completed his or her formal presentation.

A student may request a maximum of two people, including the student advisor to accompany them at the Academic Appeal Hearing. A student must indicate if anyone will accompany them at the time an Academic Appeal is filed.

The Faculty will be represented by the Dean and/or the Senior Dean and the Professor directly involved.

Prior to the Academic Appeal Hearing, the Chair of the Appeal Panel will direct the Office of the Registrar to confirm the participants at the hearing with the Academic Appeal Panel, the student and the Faculty.

An Academic Appeal Panel member having any prior knowledge of the student or of the nature and circumstances of the appeal must withdraw from the Panel.

Academic Appeal Hearings shall be conducted in private.

Recording devices are not permitted during an Academic Appeal Hearing.

All information presented and/or discussed at an Academic Appeal Hearing is deemed confidential and the Chair of the Panel will advise participants of their responsibility to maintain the confidentiality of the proceeding.

Once an Academic Appeal Hearing is in session, all participants must remain until all information has been heard and the meeting formally adjourned and/or concluded. A student may request a private caucus prior to make their closing remarks. If requested, all participants will be asked to exit the appeal hearing room for the length of time noted by the Chair.

Witnesses called by either the student or the Faculty shall be dismissed by the Chair of the Academic Appeal Panel once they have presented their information and have been questioned by the other party to the Appeal, and by the Academic Appeal Panel.

The decision of an Academic Appeal Panel shall be by majority vote and is final and binding on all parties. The student and/or Faculty are precluded from seeking subsequent review of the appeal decision under any office, or in accordance with any policy or procedure within Humber.

One copy of all materials presented at an Academic Appeal Hearing shall be kept on file until graduation or seven (7) years from the last date of registration. This material shall be held in the Office of the Registrar.

If two (2) or more formal appeals are submitted at the same time which involve the same or similar questions, the Chair may:

- combine the appeals or any part of them, with the consent of the parties;
- hear the appeals at the same time, with the consent of the parties;
- hear the appeals one immediately after the other;

In the event of an Academic Appeal from a group of students, two (2) students, with the written permission of the other members of the group, shall represent the interests of the group at the Academic Appeal Hearing. The decision rendered by the Academic Appeal Panel in a group appeal shall be considered binding on all members of the group identified as students in the appeal.

The format for the Academic Appeal Hearing shall be as follows:

1. The Chair shall introduce the members of the Academic Appeal Panel and review the format of the meeting and any rules of process that are appropriate. All procedural questions shall be directed to the

Chair of the Academic Appeal Panel, and are subject to the final decision of the Chair.

2. The Chair shall ask each participant to confirm that they are willing to maintain the confidentiality of the information presented at the proceeding.
3. The Chair shall ensure that sufficient time is provided to cover all points that are relevant to the appeal.
4. The Chair shall ensure that all documentation tabled was submitted prior to the Academic Appeal Hearing and was received by all participants within the allotted time period unless otherwise ordered.
5. The Office of the Registrar shall provide a certified copy of the student's full academic record if it is requested by either the student and/or the Faculty for their submission and is deemed by the Academic Appeal Panel as being relevant to the appeal being heard.
6. The Faculty named in an Academic Appeal shall provide a copy of the outline(s) for the course(s) and all course materials cited in the appeal along with a copy of the appropriate curriculum in the event the course is part of a program.
7. The student (or the student's representative) is required to clearly state the nature of the appeal, present the case referring to any relevant documentation previously submitted, and state the resolution being sought.
8. The Faculty (or its representative) shall state its position and speak to any relevant documentation.
9. The student (or the student's representative) and the Faculty (or its representative) shall have the opportunity to question persons providing information through the Chair once the person providing the information has completed their formal statement.
10. Members of the Academic Appeal Panel may raise questions through the Chair at any time to ensure that all points are clearly understood and are relevant to the Appeal.
11. Based on the information provided, the Faculty and the student shall be provided with an opportunity to summarize their position. The student will have the opportunity to speak last.
12. After confirming that both parties have presented all relevant information and the student has had the final opportunity to speak, the meeting shall adjourn and the Academic Appeal Panel shall caucus privately and in confidence to reach a decision. The decision shall be determined by majority vote of the Panel.
13. If an Academic Appeal Panel upholds the decision, the action of the Faculty stands and is written as such.
14. If the Academic Appeal Panel does not uphold the decision, the Panel may award resolutions such as:
     a. directing the Facutly to administer and/or accommodate the student with respect to a new final examination, assignment or paper in the course; or
     b. directing the Faculty to reinstate the student to the program status they were prior to the academic decision being appealed.

Note: The Panel has no authority to provide any monetary award, to impose an actual mark, or to reprimand or take disciplinary action against any individual as a result of information presented at an appeal.

15. The decision and reasons of an Academic Appeal Panel shall be forwarded in writing to the student and the Faculty within ten (10) business days of the Academic Appeal Hearing.
16. In the event that an Academic Appeal Panel finds in favour of the student, the Faculty cited in the appeal shall be responsible for implementing the decision of the Panel and for ensuring the student's academic record is corrected if necessary.
17. In the event that an Academic Appeal Panel upholds the academic decision of the Faculty, other than a College-initiated withdrawal/expulsion, the decision is not made part of a student's permanent academic record, but shall become part of a student's confidential record. Upon graduation, a student's confidential record is expunged. Should a student not graduate, a student's confidential record is expunged five (5) years after the disposition of an appeal.

19.0 ACKNOWLEDGEMENTS

This document was amended and updated in 2019 and informed by current Humber policies, regulations, and codes. Portions of the *Admission Requirements* and *Academic Regulations* policy were adapted from our

partner institutions, the University of Guelph and the University of New Brunswick.

Policy #	(formerly 149) AC106
Approved by:	*[signature] Michael Hatton*
Name:	Michael Hatton
Title:	Vice President Academic
Approval Date:	December 3, 2012
Policy Holder:	Vice President Academic
Administrative Contact:	Associate Vice President Academic
Replaces Policy Dated:	December 2, 2004
Review Date:	December 2017

Academic Freedom Policy

Purpose/Rationale:

Humber College Institute of Technology and Advanced Learning (hereafter referred to as "Humber" or "the College") is committed to upholding and preserving principles of academic freedom as outlined in this policy.

Scope:

This applies to all faculty, staff and students of the College.

Definitions:

Academic Freedom: in accordance with Humber's Academic Regulations, academic freedom includes the freedom of research, of legitimate classroom discussion, and of the advocacy of alternative opinions to those presented in Humber's learning environments.

Policy:

1. All College members including faculty, staff, and students shall support and protect this fundamental principle and work collaboratively to provide an environment of tolerance and mutual respect. Every member of the College should be able to work, teach, and learn, in an atmosphere which is free from harassment and discrimination.

2. Humber requires that its members exercise academic freedom responsibly. Academic freedom does not relieve any member of the College from his/her obligations or duties inherent in the roles associated with the teaching and learning process or Ontario Human Rights policy and legislation.

3. It is recognized that while all employees of Humber have rights as citizens, they should make every effort when speaking or writing as citizens that they are not representing the College on matters of public interest.

HUMBER

References:

Humber Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies

Humber Academic Honesty Policy

Humber Code of Ethics

Humber Human Rights Policy

The Ontario Human Rights Code, 1962

Related Procedure

None

HUMBER

Policy #	(formerly 150)
Approved by:	*Michael Hatton* (signature)
Name:	Michael Hatton
Title:	Vice President Academic
Approval Date:	November 23, 2012
Policy Holder:	Vice President Academic
Administrative Contact:	Associate Vice President Academic Operations
Replaces Policy Dated:	December 1, 2004
Review Date:	November 2017

Academic Honesty of Faculty and Staff

Purpose/Rationale:

Academic honesty is central to the learning environment enjoyed by all members of the Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College") and an expectation of all Humber applicants, students, faculty and staff. A breach of academic honesty is considered to be an offense against the academic integrity of the learning environment. This policy is intended to ensure adherence to Humber's standard of honesty and scholarly integrity in all activities relating to teaching, supervision, research, administrative and consultative work of faculty and staff and to protect the academic integrity of the institution.

This document is available in alternate format on request.

Scope:

The policy applies to all faculty and staff of the College and to all activities related to teaching and learning, supervision, research, administrative and consultative work.

All policies and procedures surrounding Academic Honesty and breaches of Academic Honesty concerning applicants and students of the College are dealt with in Section 12 of the Academic Regulations.

Definitions:

Academic Honesty: is the adherence to appropriate principles or standards in the pursuit of all academic and professional activities.

Breach of Academic Honesty: is broadly defined as an offence against the academic integrity of the learning environment, which includes but is not limited to, instances of misrepresentation of personal credentials or achievement, plagiarism, deception, fabrication, bribery, falsification and undisclosed conflicts of interest.

HUMBER

Policy:

1. Humber expects high standards of education and training and requires that all members of the College community be committed to academic honesty and scholarly integrity in their educational and professional activities.

2. All members of the Humber community including faculty, staff and students are responsible for detecting and reporting any suspected breaches of academic honesty and participating in any investigation.

3. Any allegation of a breach of academic honesty concerning faculty and staff will be submitted in writing to the President or his/her designate. The privacy of all individual(s) will be protected during the complaint process.

References:

Admissions Requirements and Academic Regulations for Degree, Diploma and Certificate Studies, Section 12

Admissions Requirements and University Regulations for the Bachelor of Nursing Degree Program (University of New Brunswick)

The University of Guelph Undergraduate Degree Regulations and Procedures

Humber Integrity in Research Policy

Humber Copyright Policy

Humber Conflict of Interest Policy

Humber Intellectual Property Policy

Humber Code of Ethics

Appendices:

None

Related Procedure:

Allegations of a Breach of Academic Honesty Procedure

Academic Regulations, Section 12 1
Humber's Academic Regulations provide very specific regulations for students pertaining to acts of academic dishonesty, misrepresentation of personal performance, and damage to the integrity of scholarly exchanges.

Policy #	AC 206
Approved by:	Laurie Rancourt
Approval Date:	December 6, 2016
Policy Holder Signature:	
Policy Holder:	Senior Vice President, Academic
Administrative Contact:	Associate Vice President, Academic
Replaces Policy Dated:	n/a
Review Date:	December 5, 2019

Academic Professional Development Leave Policy

Purpose/Rationale:

To provide academic employees of The Humber College Institute of Technology and Advanced Learning (hereafter referred to as "Humber" or the "College") the opportunity to pursue College-approved academic, administrative, technical, industrial or other activities where such activities will enhance the employee's knowledge and skills upon returning to the College.

This document is available in alternate format on request.

Scope:

This policy applies to all full-time academic staff. This policy does not apply to support and administrative employees.

Definitions:

Academic staff: Professors, librarians and counsellors.

Leave: Professional Development Leave, as defined in the current Collective Agreement (commonly referred to as a sabbatical).

Policy:

1. **General**

    1.1. The purpose of a Professional Development Leave is to permit an employee to pursue College-approved academic, administrative, technical, industrial or other activities where such activities will enhance the ability of the employee upon return to the College to fulfill professional responsibilities.

    1.2. The current OPSEU Academic Collective Agreement permits the granting of Leaves.

1.3. The required number of Leaves to be awarded to professors and academic staff, as stipulated in the Academic Collective Agreement, will be respected.

1.4. Professional Development Leaves will normally be completed within a continuous twelve month period.

1.5. The salary paid to an employee on leave will be based on the following scale: 55% of the employee's base salary increasing by five percent per year after six years of employment with the College to a maximum of 80% of the employee's base salary after eleven (11) years. If the employee receives payment for work from other sources during the leave, the sum of the College payment and payments from other sources will not exceed the amount of the employee's base salary (CA, 20.02 v).

1.6. Employees are required to work at the College for at least one year after returning from a Leave. If employees cannot meet this obligation, they will repay the College all salaries and fringe benefits received while on leave (CA, 20.02 iv).

1.7. To qualify for a Professional Development Leave, an employee will have completed not less than six (6) years of full-time employment at the College. The College may, but is not required to, consider an application from an employee who has commenced a professional development leave within the preceding seven (7) years (CA, 20.02 vii).

1.8. The College may on its own initiative propose plans of Professional Development Leave to employees; however no employee shall be under obligation to accept such a proposal (CA, 20.02 ix).

1.9. Any changes made to the Professional Development Plan once it has been approved must be re-approved in writing by the appropriate Dean or Director.

2. Activities during a Leave

2.1. Activities during a Leave can include; but are not limited to:
   2.1.1. Development of new professional or technical skills through practical experience to reflect changes in the work force;
   2.1.2. Development of materials such as text, software, visual materials required of a specific course or courses;
   2.1.3. Retraining for skills required in a different department of the College or to teach in another discipline;
   2.1.4. Instructional, individual or directed research related to an identified need; and
   2.1.5. Completion of formal academic studies.

3. Approving Candidates for a Leave

3.1. In approving Candidates for a Leave, immediate supervisors are to consider the following:
   3.1.1. The number of years of service the employee has worked without the benefit of a Professional Development Leave;

3.1.2. The link between the proposed activities and the functions of the employee upon returning to the College;

3.1.3. The link between the proposed activities and the College Strategic Plan and the department's priorities; and

3.1.4. The feasibility of the professional development plan being completed in the proposed time.

References:

[Academic Employees Collective Agreement – Article 20](#)

Appendices:

Appendix A: Professional Development Leave Request

Related Policies:

Intellectual Property Policy

Related Procedure(s):

Academic Professional Development Leave Procedure

Procedure #	AC 206-P
Related Policy Name & #	Professional Development Leave Policy (AC 206)
Approved by:	Laurie Rancourt
Approval Date:	December 6, 2016
Replaces Procedure Dated:	n/a
Policy Holder:	Senior Vice President, Academic
Admin. Contact(s):	Associate Vice President, Academic
Review Date:	December 5, 2019

Academic Professional Development Leave Procedure

Purpose:

To define the appropriate application procedure for academic employees of The Humber College Institute of Technology and Advanced Learning (hereafter referred to as "Humber" or the "College") requesting Professional Development Leave.

This document is available in alternate format on request.

Definitions:

Academic staff: Professors, librarians and counsellors.

Leave: Professional Development Leave, as defined in the current Collective Agreement (commonly referred to as a sabbatical).

Procedures:

Action	Responsibility
Submit an application for a Professional Development Leave (Appendix A) to the immediate supervisor by November 1.	Applicant
Immediate supervisor and faculty meet to discuss the application/proposal. Dean/ Director sign off by November 10th.	Immediate Supervisor/ Dean/Director
Review and prioritize all leave requests received for the area. A letter confirming receipt of application including the terms and conditions will be sent to applicants.	Relevant Vice-President

Recommend approval of Leaves in order of priority to the President.	Senior Vice President, Academic
Approve Leave requests and inform Human Resources of the employees who have been approved for a leave.	President
Inform (in writing) the employees who have been granted a Leave and indicate the requirements to be met during the Leave.	Senior Vice President, Academic, with follow-up from Immediate Supervisor of the applicant
Applicant has 14 calendar days to sign back the letter.	Applicant
Notify in writing those who were not approved – reasons for the denial.	Senior Vice President, Academic, with follow-up from Immediate Supervisor of the applicant
In accordance with 20.02 xv, the college will provide the Union Local the names of all applicants and the names of all successful applicants and the duration of the leave granted.	Director, Human Resources

References:

Academic Employees Collective Agreement – Article 20

Appendices:

Appendix A: Professional Development Leave Request

HUMBER

Procedure Manual

Procedure #	Policy #AC107 P1
Related Policy Name & #	Academic Honesty
Approved by:	
Name:	Michael Hatton
Title:	Vice President Academic
Approval Date:	November 23, 2012
Replaces Procedure Dated:	N/A
Admin. Contact(s):	Associate Vice President Academic Operations
Review Date:	November 2017

Allegations of a Breach of Academic Honesty of Faculty and Staff

Purpose:

This procedure outlines the steps to be taken if a faculty, staff or student allege academic dishonesty on the part of a faculty or staff member.

This document is available in alternate format on request.

Definitions:

Academic Honesty: is the adherence to appropriate principles or standards in the pursuit of all academic and professional activities.

Breach of Academic Honesty: is broadly defined as an offence against the academic integrity of the learning environment, which includes but is not limited to, instances of misrepresentation of personal credentials or achievement, plagiarism, deception, fabrication, bribery, falsification and undisclosed conflicts of interest.

Procedures:

1. Allegations of a Breach of Academic Honesty - Faculty and Staff

    1.1 Any allegations of academic dishonesty pertaining to faculty or staff shall be made in writing and directed to the President or his/her designate.

    1.2 The President or designate shall notify the individual(s) named in the allegation and determine whether an investigation is required. The privacy of all individual(s) will be protected during the complaint process.

    1.3 The President or designate may convene an investigative committee that will determine an investigative procedure suitable to the circumstance.

1.4 The investigative committee shall report to the President or designate, in writing, as to its finding and the President or designate shall determine the appropriate course of action in accordance with provincial and federal law, and the College's governing policies and agreements.

2. Communication of Academic Honesty and Breaches to Academic Honesty

Faculty members are informed about college policies in a variety of ways. By the time a policy is developed, it has been reviewed by a number of internal operational committees and councils. Humber policies are typically included in faculty orientation sessions and appear on the Humber web site, Intranet and in an internal communications bulletin published by the President's office.

References:
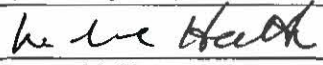
Academic Regulations 1

Humber Intellectual Property Policy

Humber Code of Ethics

Appendices:

1The College has very specific regulations for students pertaining to acts of academic dishonesty, misrepresentation of personal performance, and damage to the integrity of scholarly exchanges. These are referred to as acts of academic misconduct and are included in detail in the *Academic Regulations*. Penalties, investigative procedures and requirements, and documentation of offences for student academic misconduct are also identified in the *Academic Regulations*. Faculty members, invigilators and other academic staff members have very specific responsibilities pertaining to the detection and management of student academic misconduct.

HUMBER

Policy #	(Formerly 159) AC103
Approved by:	*h. he Hath*
Name:	M. Hatton
Title:	Vice President Academic
Approval Date:	June 25, 2012
Policy Holder:	Vice President Academic
Administrative Contact:	Associate Vice President Academic
Replaces Policy Dated:	Nov. 1, 2005
Review Date:	June 25, 2017

Appointment of Adjunct Professors Policy

Purpose/Rationale:

The Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "College") increasingly values the development of closer relationships with government, business, industry and social/cultural institutions. Corporations, non-profit organizations, government laboratories, research agencies and public service departments are typical in having on their staffs many highly qualified scholars, scientists, professionals and technical staff who can assist in the work of Humber, particularly the facilitation of learning and scholarship. In order to recognize in a formal way those individuals who can be particularly active and helpful in Humber programming, but who normally hold full-time positions with other institutions, the institute has created the position of Adjunct Professor.

This document is available in alternate format on request.

Scope:

This policy applies to all Humber schools and departments.

Definitions:

Adjunct Professor: a status-only academic appointment; usually for a period of three years. As a status-only appointment, it is not normally remunerated by Humber.

Policy:

1. Appointment

   1.1 Where a School or Department identifies a need for expertise in certain areas it may nominate a candidate to become an Adjunct Professor.

   1.2 Persons eligible for appointment to the position of Adjunct Professor are those who are singularly qualified because of their research, technical expertise and ability to contribute to the learning enterprise to make a significant and consistent contribution at an advanced level to Humber. Such persons will normally have background credentials appropriate to an academic appointment in the particular School.

1.3 In particular circumstances, persons holding appointments at other institutions of higher education may be appointed to the role of Adjunct Professors.

1.4 The appointment will be for up to three years, renewable once. Reappointments will require evidence of contributions made during the previous term.

2. Privileges

2.1 Appointees will be accorded access on the same basis as members of faculty to library, computing, athletic, recreational, and other facilities in Humber. Office and research space may be provided where appropriate and available.

2.2 Adjunct Professors may participate in Departmental and Faculty meetings at the invitation of the School Dean.

3. Remuneration

3.1 Normally there will be no remuneration associated with such appointments. Privileges associated with the appointment constitute "payment in kind" for services rendered.

3.2 However, where appropriate, and within the terms of the Collective Agreement and Human Resources Policies, stipends may be offered for teaching services.

References:

N/A

Appendices:

N/A

Related Procedure:

Appointment of Adjunct Professor Procedure

Procedure #	AC103 P1
Related Policy Name & #	AC103
Approved by:	Vice President Academic
Approval Date:	June 25, 2012
Replaces Procedure Dated:	November 1, 2005
Admin. Contact(s):	Associate Vice president Academic
Review Date:	June 25, 2017

Appointment of Adjunct Professors Procedures

Purpose:

This procedure establishes guidelines for the Appointment of an Adjunct Professor.

This document is available in alternate format on request.

Definitions:

Adjunct Professor : a status-only academic appointment; usually for a period of three years. As a status-only appointment, it is not normally remunerated by Humber.

Procedures:

1. Appointment Procedures

   1.1 Appointments and reappointments will be recommended by the School Dean or Department Director to the Vice President Academic in writing with an accompanying rationale, complete biography and duties and responsibilities.

   1.2 The Vice President Academic will take the recommendation to the Degree Council for review.

   1.3 Following approval by the Vice President Academic, the appointment letter will go under his/her signature copied to the Human Resources Department which will maintain a record of all such appointments and related dates. Adjunct appointments are atypical.

   1.4 The duties and responsibilities will be determined by the School Dean. In general, Adjunct Professors may be asked to undertake duties similar to those of regular faculty members, typically at the degree level and above. This may include teaching courses; being on reporting, examining and appeal committees; and overseeing student research and high profile placements. Adjunct Professors are eligible to apply for internal and external research grants (including NSERC and SSHRC grants) in support of research performed or supervised at Humber.

2. Remuneration

   Normally there will be no remuneration associated with such appointments. However, where appropriate, and within the terms of the Collective Agreement and Human

Resources Policies, stipends may be offered for teaching services.

References:

Appointment of Adjunct Professors Policy

Procedure #	AC103 P1
Related Policy Name & #	AC103
Approved by:	Vice President Academic
Approval Date:	June 25, 2012
Replaces Procedure Dated:	November 1, 2005
Admin. Contact(s):	Associate Vice president Academic
Review Date:	June 25, 2017

Appointment of Adjunct Professors Procedures

Purpose:

This procedure establishes guidelines for the Appointment of an Adjunct Professor.

This document is available in alternate format on request.

Definitions:

Adjunct Professor : a status-only academic appointment; usually for a period of three years. As a status-only appointment, it is not normally remunerated by Humber.

Procedures:

1. Appointment Procedures

    1.1 Appointments and reappointments will be recommended by the School Dean or Department Director to the Vice President Academic in writing with an accompanying rationale, complete biography and duties and responsibilities.

    1.2 The Vice President Academic will take the recommendation to the Degree Council for review.

    1.3 Following approval by the Vice President Academic, the appointment letter will go under his/her signature copied to the Human Resources Department which will maintain a record of all such appointments and related dates. Adjunct appointments are atypical.

    1.4 The duties and responsibilities will be determined by the School Dean. In general, Adjunct Professors may be asked to undertake duties similar to those of regular faculty members, typically at the degree level and above. This may include teaching courses; being on reporting, examining and appeal committees; and overseeing student research and high profile placements. Adjunct Professors are eligible to apply for internal and external research grants (including NSERC and SSHRC grants) in support of research performed or supervised at Humber.

2. Remuneration

    Normally there will be no remuneration associated with such appointments. However, where appropriate, and within the terms of the Collective Agreement and Human

Resources Policies, stipends may be offered for teaching services.

References:

Appointment of Adjunct Professors Policy

HUMBER

Policy #	(Formerly 0155) AC201
Approved by:	*Michael Hatton*
Name:	Michael Hatton
Title:	Vice President Academic
Approval Date:	September 24, 2012
Policy Holder:	Vice President Academic
Administrative Contact:	Dean, Research
Replaces Policy Dated:	June 30, 2004
Review Date:	September 1, 2017

Ethical Conduct for Research Involving Animals

Purpose/Rationale:

In Canada, animals used in research and teaching must be cared for and maintained in accordance with applicable laws, and requirements outlined by The Canadian Council on Animal Care and the Tri-Council Memorandum of Understanding. This policy has been developed to comply with eligibility requirements of federal funding agencies (Natural Sciences and Engineering Research Council of Canada (NSERC), Canadian Institutes of Health Research (CIHR), Social Sciences and Humanities Research Council (SSHRC)) concerning the ethical use of animals in research.

This policy outlines the official position of the Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College") on the ethical use of animals in research.

This document is available in alternate format on request.

Scope:

The policy applies to all College research and teaching activities.

Definitions:

Animal :refers to any living non-human vertebrate and any living invertebrate of the class cephalopoda, including free-living and reproducing larval forms used for research, teaching, breeding, or testing purposes.

Policy:

1. Although Humber employees have never engaged in college-sanctioned teaching or research involving animals, the College subscribes in principle to the humane treatment of all animals used in research, instruction and testing, as outlined in the guidelines and policies of the Canadian Council on Animal Care.

2. Humber does not currently intend to sanction any future educational or research activities that would involve the use of animals.
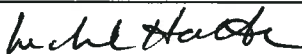
References:

Canadian Council on Animal Care

Tri-Council Memorandum of Understanding

Acknowledgements: This policy has been adopted from Mohawk College with their permission, and adapted for Humber College. Humber gratefully acknowledges the contribution of Mohawk College in this regard.

Appendices:

Related Procedure:

Policy #	AC200
Approved by:	_[signature]_
Name:	Michael Hatton
Title:	Vice President Academic
Approval Date:	July 5, 2012
Policy Holder:	Vice President Academic
Administrative Contact:	Chair, Research Ethics Board
Replaces Policy Dated:	November 20, 2003, June 2005
Review Date:	June 2017

Ethical Conduct for Research Involving Humans

Purpose/Rationale:

The Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College") is committed to advancing and safeguarding high-quality academic and ethical standards in all its activities. It is understood that research can entail risk. Establishing research ethical standards involves identifying, promoting and adopting a clearly understood set of principles and procedures that will guide the actions of researchers, and which the Research Ethics Board (REB) can use to judge the ethical merit of a given research study involving humans.

Attention to the ethical and legal implications of research is an accepted and inherent part of good research practice and will be conducted at Humber in accordance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Human Subjects, 2nd edition (TCPS 2).

Humber supports research that consistently meets the highest ethical standards. Research can require collaboration between human participants and researchers and may require active involvement of participants. Therefore, the interests of both researchers and participants are central to the research and there is an overriding premise that participants must not be treated simply as objects or a means to an end. Researchers are required to conduct their research studies with accuracy, candor, objectivity and sensitivity. The purpose of this policy and the accompanying procedure document is to articulate the principles and framework underlying the establishment of the REB as well as the methodology for reviewing the ethical acceptability of research proposals. Together, the two documents ensure the preservation of human dignity and respect when humans are involved in research activities. Research conducted under the auspices of the college will be in accordance with the policy and procedures developed to ensure proper ethical review and accountability.

This document is available in alternate format on request.

Scope:

All individuals associated with Humber in any capacity and conducting research involving humans must comply with this policy and the accompanying procedural document. This includes individuals not associated with Humber who approach faculty, staff or students or seek approval

or endorsement from the college, or use college facilities for research involving humans, including at multiple sites that include Humber.

All college employees involved in research involving humans must ensure that they are familiar with the principles in this policy, and those of the Tri-Council Policy Statement on ethical research, and incorporate these principles into the research design and implementation of the project.

REB approval is not required for access to publically available information or materials, including archival documents and records of public interviews or performances.

Definitions:

Conflict of interest: A conflict of interest can arise when activities or situations place a person or the college in a real, potential or perceived conflict between their duties or responsibilities related to research and their personal, institutional or other interests. Conflict of interests may occur when individuals' judgments and actions or the college's actions in relation to research are, or could be, affected by personal, institutional or other interests.

Human participants: Individuals whose data or responses to interventions, stimuli or questions by the research are relevant to answering the research question. Under a broad definition, the research may include human participation;
- Directly through physical participation; may include both active and/or passive involvement;
- Indirectly through the provision for or access to personal data and/or biological material;
- On behalf of others (parents/legal guardians for those without the capacity to give informed consent and supervisors of individuals under controlled environments (e.g. prisoners, students).

The nature of human participation in research will vary from one project to the next depending on the degree of involvement and an individual's consent. It is recognized that data collected about characteristics and responses may have identifiable private information, which is confidential and must be protected by the researcher.

Research: An undertaking designed to extend knowledge through a disciplined inquiry or systematic investigation. It is the advancement of knowledge through scholarly, scientific and creative activity. Research involving humans is driven by the desire for new knowledge, for benefit to the participants, or for the benefit of society.

Research Ethics Board (REB): The Humber Research Ethics Board (REB) oversees ethical screening and conducts a full review of research projects involving human participants. One REB will be established to evaluate all research and ensure the research is conducted in a manner that is consistent with this policy. (See Procedure, 1.).

Research Ethics Appeal Board (REAB): The Humber Research Ethics Appeal Board (REAB) is responsible for receiving and responding to requests for appeals in cases where the principal investigator and REB cannot reach agreement through discussion and reconsideration.

Policy:

1. Principles of Research

1.1 Respect for human dignity is an underlying value of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS), and requires that research involving human participants be conducted in a manner sensitive to the inherent worth of all human beings, and the respect and consideration that they are due. Respect for human dignity is expressed in the 2nd Edition of the TCPS through three core principles: Respect for Persons; Concern for Welfare; and Justice. These principles transcend disciplinary boundaries.[1]

1.2 Research that benefits society and advances knowledge will be guided by ethical principles of conduct. These include: respect for human dignity, including respect for vulnerable persons; respect for privacy and confidentiality; respect for fairness and equity; respect for free and informed consent; and a balance of harms and benefits, maximizing benefits and protecting from harm.

1.3 To maximize the benefits of research, researchers will have the freedom of inquiry and the right to disseminate the results of that inquiry, freedom to challenge conventional thought and freedom from institutional censorship.

2. Research Review and Approval

2.1 Humber will establish and maintain one Research Ethics Board (REB) to provide ethical review and approval of research involving humans, prior to the start of the research. (See procedure, 1.)

2.2 The REB ensures that ethical procedures are implemented and regularly reviewed in the college. The REB may select advisors to address the particular ethical review that may arise with certain types of research.

2.3 All research projects under the auspices of the College involving human participants, regardless of where the research is conducted or funding source, requires a review by and approval from the REB prior to the start of the research (See TCPS II).

2.4 All research conducted under the auspices of Humber that involves human participation must be approved in writing by the REB, prior to beginning such research.

2.5 While it is not necessary for the REB to review a research proposal before it is submitted to a funding agency, REB approval must be obtained prior to commencing the research.

2.6 The REB shall function impartially, provide a fair hearing to those involved, and provide reasoned and appropriately documented opinions and decisions of its review of the research. (See Procedure, 1.2. 1.3)

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[1] Ethics Framework. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, 2nd edition can be accessed at: http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf

2.7 The REB shall use a proportionate approach to ethics assessment based on the general principle that the more invasive the procedure in the research, the greater the care and due diligence required in assessing the risks of the research to the human participant. The REB will review the application by assessing the character, magnitude and probability of potential harms of the research from the view of the human participant. Based on the initial assessment, the application will undergo a Full Review (default) or an Expedited Review. (See Procedure, 1.2. or 1.3).

3. Exemptions from Ethical Review

Research exempt or not normally requiring a review by the REB, includes research involving:

- Quality assurance studies assessing the performance of the college; staff performance reviews; nationally or provincially mandated studies such as Key Performance Indicators; primary data collection designed and administered by the college to facilitate the management of the institution (e.g. for review and renewal of programs) or continuous improvement to quality of services and student success (e.g. first-year student surveys; course evaluations; or testing done within normal educational requirements);
- A living individual in the public arena who is not being approached directly but where the research is based exclusively on publicly available information, documents, records, works, performances, archival materials or third-party interviews;
- Naturalistic observation of participants who seek public visibility such as in a political rally, demonstrations or public meetings;
- Practicums, field placements or on-the-job training where students are integrated into an organization for the purposes of learning and development of competencies;
- Class projects or student information gathering activities which are either not classified as research or where the research is conducted by students on other members of the class as an exercise on learning how to conduct research. These activities are part of the learning compendium for the purpose of skill development and could include:
- Conducting interviews, administering standard tests or collecting information to provide advice, diagnosis or as the basis for intervention for a client;
- Developing a competency to learn a professional standard of practice;
- Conducting projects where students pose questions, gather data and analyze the results;
- Information exchange as part of the relationship between students and participants (e.g. student and teacher, health professional and client).

Where there is uncertainty about whether or not the research requires a review, the principal investigator will contact the Chair of the REB as to the need for an ethics review and approval.

4. Research Ethics Appeals Board (REAB)

Humber will establish and maintain one REAB to provide an appeal mechanism in cases where the principal investigator and REB cannot reach agreement through discussion and reconsideration. (See Procedure, 1.2.9)

5. Non-Compliance Implications

Failure to comply with this policy may result in damage to internal and external relationships, financial loss, property damage, reputational harm, and/or legal action.

References

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, December 2010.

Acknowledgements:

Durham College

Appendices:

Appendix A   Authority of the Research Ethics Board (REB)

Authority of the Research Ethics Board (REB)

Purpose

The REB is accountable to the President of Humber and is vested with the authority to review and decide whether to approve, reject or recommend modifications to any proposed or ongoing research involving human participants conducted at Humber. The REB will also monitor all research involving human participants through notices of change to research protocol, annual renewal of research projects and notices of research completion. It will suspend or terminate ongoing research that does not comply with this policy and with the TCPS.

Responsibilities

The Humber Research Ethics Board is responsible for the following:
- Ensuring that all research proposals involving human participants meet the highest standards of scientific rigor and ethics;
- Developing procedures regarding ethical issues related to the use of human participants in research;
- Assessing the design of research projects that pose more than minimal risk to ensure it is capable of addressing the questions being asked;
- Reviewing protocols involving human participants to verify there is a favourable risk/benefit ratio, that it is respectful of the rights, dignity and autonomy of human participants, and that it equally distributes the benefits and burdens of research;
- Reviewing annually all research policies regarding ethical issues relating to the use of human participants to ensure they reflect current changes in an evolving ethics environment;
- Ensuring that all applications that involve human participants, regardless of funding source, receive a thorough review and fair hearing in a timely fashion (See procedure, p. 3);
- Rendering reasoned decisions, maintaining records of the process and documenting the opinions expressed (See procedure, p. 7);
- Monitoring approved projects in an appropriate manner to ensure ethical standards and protocols are maintained throughout the course of the investigation;
- Ensuring there is a mechanism in place for reporting and reviewing all adverse events associated with research projects (See procedure, p. 7);
- Preparing an annual report for submission to the president; and
- Acting as a resource and participating in professional development on matters relating to research ethics and the use of human participants;

The chair will monitor the REB's decisions for consistency.

Independence

The REB shall make decisions independently and be accountable for the process of ethics review as identified in the Humber Ethical Conduct for Research Involving Humans Procedure. In order to maintain its independence and operate at arm's length from administrative and programmatic research structures, the REB shall be provided with appropriate administrative and financial resources and will be supported by Humber's Research Department. The REB

must have independence to conduct ethics reviews, free of inappropriate influence, including situations of real, potential or perceived conflict of interests.

Composition

The membership requirements are designed to ensure the REB has the necessary basic background, expertise, perspectives and independence to conduct informed independent reflection and competent research ethics review. The REB shall consist of at least five members of whom:

- At least two have broad expertise in the methods or areas of scientific methodology and research;
- At least one is knowledgeable in ethics to assist with ethical issues and options;
- At least one is from the community and has no affiliation to Humber. This will broaden the perspective and value base of the board; and
- At least one knowledgeable in relevant law so he or she can alert the board to possible legal issues and their implications. He or she must not be the college's legal counsel.

In addition to the above, the REB will have adequate gender representation and may be expanded to include a lawyer with expertise in biomedicine, if required, to specifically provide insight into biomedical research issues. Should additional representation be added to the REB for the purpose of an adequate and thorough review, the community representation will also be increased to maintain a 20 per cent representation, based on the guidelines in the Tri-council Policy Statement. Where possible, former research participants will be appointed to the REB to provide an experiential perspective.

Substitute REB members may be nominated to replace a standing member in case of absence or unforeseen circumstances to maintain the composition of the membership for the duration of the review. Attendance at REB meetings is directly attributable to the success of the review procedure; therefore, failure to attend two-thirds of the REB meetings will result in loss of membership.

Ad hoc appointments by the Chair may be made to provide specific expertise and knowledge not present on the REB; however, these appointees do not have voting privilege, nor can they be counted to establish quorum.

Members for the REB will be selected based on the following criteria:
- Representation from both faculty and administration
- Commitment to ethics and willingness to expand knowledge;
- Regular attendance at meetings and able to contribute to sound decisions;
- Adherence to ethical practice in research;
- Desire to foster ethical research practice within the college; and
- Adherence to college policies and procedures.

Terms

Members of the REB will be nominated by the vice-president, Academic and appointed by the president for a period of two years, renewable with staggered appointments of no more than one-third being replaced each year to maintain continuity.

New members will receive orientation and training on ethics review including: principles; policies; legal and regulatory requirements to understand their role and responsibility on the REB. The REB will determine areas for improvement and schedule periodic educational opportunities as required.

The Chair of the REB shall be appointed by the VP Academic for two years, renewable.

Meetings

Meetings will be held at least three times per year and as required to review research applications. REBs shall normally meet face-to-face to review proposed research that is not assigned to delegated review, for adequate discussion and decision-making.

The Chair will provide leadership for the REB, call and preside over meetings, oversee the minutes and monitor all decisions, dissents and reasons. A schedule of regularly scheduled meetings will be made publicly available.

A quorum for a full review shall consist of at least 60% of members .

Members of the REB must disclose any real or apparent conflict of interest regarding a proposal under review. They may explain the conflict of interest and offer evidence to the REB and the proposer of the research who has the right to hear the evidence and offer a rebuttal. The REB member may not be present for the discussion where there is the perception she/he has a vested interest and she/he may not participate in the decision process.

Policy #	(formerly 202-1R) AC105
Approved by:	*Michael Hatton* (signature)
Name:	Michael Hatton
Title:	Vice President, Academic
Approval Date:	November 15, 2012
Policy Holder:	Vice President Academic
Administrative Contact:	Associate Vice President Academic Operations
Replaces Policy Dated:	December 3, 2004
Review Date:	November 2017

Faculty Academic/Professional Credential Requirements

Purpose/Rationale:

This policy outlines the academic and/or professional credentials required of faculty to teach at the Humber College Institute of Technology and Advanced Learning (hereafter referred to as "Humber" or "the College").

Scope:

This applies to all full and contract faculty of the College.

Definitions:

Academic Credentials: a credential from an accredited postsecondary institution that indicates that the person has successfully completed a particular course of study (e.g. bachelor's, master's, doctorate degree).

Professional Credentials: a credential from a certifying or regulatory body warranting that the professional or tradesperson has the essential knowledge and skills of a specified domain necessary for safe and appropriate practice of the profession or trade.

Breadth Courses: courses outside of the core field of study which are taken as electives.

Policy:

1. Academic Credential Requirements

    All Programs

    1.1. Normally, faculty members teaching within a given program are required to hold an academic credential at least one credential higher than the level of the credential which the student will earn upon graduation from the given program. This credential must be related to the discipline of the course(s) being taught for degree level programs.

1.2. All faculty members teaching within a given program may also be required to possess the appropriate qualifications and fields of expertise, and where relevant, be practitioners.

<u>Degree Programs</u>

1.3. All faculty members teaching core courses in a degree program:
   a) will hold an advanced academic credential, normally the terminal credential, at least one credential higher than a baccalaureate in the field study or in a closely related field/discipline; and
   b) no fewer than 50 percent of the faculty members teaching core courses within a given degree program will hold the terminal academic credential in the field of study or in a closely related field/discipline.[1]

1.4 All faculty members teaching breadth courses:
   a) will hold an advanced academic credential, normally the terminal credential but at least one credential higher than a baccalaureate in the field of study or in a closely related field/discipline; and
   b) no fewer than 50 percent of the faculty members teaching non-core courses within a given degree program will hold the terminal academic credential in the field of study or in a closely related field/discipline.[1]

1.5 Any exceptions to 1.3. or 1.4 must:
   a) be based on the absence of a related program credential in a university or other extraordinary circumstances; and
   b) be justified in writing with specific reference to the credential requirements of this policy and approved by the President, or, on explicit delegation, the College's senior academic officer.

2. Verification of Academic Credential

Faculty members must provide evidence to the College of their credential(s). Credentials issued from institutions outside of Canada will be evaluated for purposes of teaching in all Humber College programs. International credentials must be proven to meet the standard of similarly named credentials offered by Canadian institutions. The College will hold on file verification that the highest academic credential claimed was actually awarded. Academic credentials must be released directly to the College by the awarding institution.

3. Professional Credential Requirements

Normally, faculty teaching in those fields where a professional accreditation, registration or licence is required will be expected to hold that accreditation, professional registration or licence to teach. For example, faculty teaching nursing subjects are required to be registered with the College of Nurses of Ontario; faculty teaching accounting are required to hold a CGA, CA, CMA, or the equivalent. In those fields where accreditation is not mandatory, faculty will be expected to hold the related accreditation or commit to pursue it within a five-year period.

4. Work Experience

Faculty teaching courses that are directly workplace related are required to have a minimum of five years appropriate experience in the field.

References:

Postsecondary Education Quality and Assessment Board Handbook for Ontario Colleges, 2010
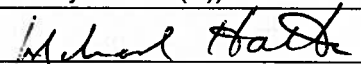
Related Procedure:

None

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1   The doctorate is normally the terminal academic credential in the fields or discipline with the exception of studio disciplines where a master's degree in the field/discipline is more typical.

Policy #	(formerly 0202-1 (R)) AC110
Approved by:	*[signature]*
Name:	Michael Hatton
Title:	Vice President Academic
Approval Date:	January 4, 2013
Policy Holder:	Vice President Academic
Administrative Contact:	Associate Vice President Academic Operations, Associate Vice President Teaching & Learning
Replaces Policy Dated:	December 3, 2004
Review Date:	December 2017

Faculty Evaluation and Professional Development

Purpose/Rationale:

The Humber College Institute of Technology and Advanced Learning (hereafter referred to as "Humber" or "the College) is committed to both educational excellence and to the development of its people. This policy establishes guidelines for the evaluation of all Humber faculty.

This document is available in alternate format on request.

Scope:

This policy applies to all faculty.

Definitions:

None

Policy:

1. Underline General

    1.1. All collective agreement clauses that are specific to faculty evaluation and professional development will be aligned with this policy as they apply.

    1.2. Emphasis will be on continuous improvement and professional growth.

2. Faculty Evaluation

    2.1. Humber is committed to teaching excellence and will measure and evaluate teaching effectiveness by using a variety of tools and methods including (but not limited to) the following:
    - Class visits by academic administrators
    - Student feedback questionnaires
    - Faculty portfolios

- Student focus groups

2.2. Academic Administrators will make clear the standards being applied in the evaluation and will objectively assess the faculty member's effectiveness.

2.3. Probationary faculty members will receive a copy of their performance review which forms part of their employment record.

2.4. Non-probationary and contract faculty members will receive performance feedback periodically.

3. Professional Development

3.1 Humber is committed to supporting faculty in the pursuit of professional development activities, both within and outside of the college, in order to ensure currency of faculty and promote curricular and instructional innovation.

3.2 Faculty may also pursue further academic, professional, or technical education or maintain currency in their fields by participating in conferences, meetings, industry placements, job shadowing or exchanges.

References:

Academic Employees Collective Agreement

Postsecondary Education Quality and Assessment Board Handbook for Ontario Colleges 2010

Student Feedback Questionnaire Policy

Appendix:

None

Related Procedure:

Faculty Evaluation Procedure

Procedure #	AC110P1
Related Policy	Faculty Evaluation and Professional Development
Approved by:	Vice President Academic
Approval Date:	January 4, 2013
Replaces Procedure Dated:	December 03, 2004
Admin. Contact(s):	Associate Vice President Academic
Review Date:	December 2017

Faculty Evaluation

Purpose:

This procedure establishes guidelines for the evaluation of all Humber faculty.

This document is available in alternate format on request.

Definitions:

None

Procedures:

1. General

1.1 Student Feedback Questionnaires (SFQs) are normally distributed in all postsecondary course sections. Results are reported to the faculty member, the appropriate academic administrators and the Vice President Academic.

1.2 Additional evaluation policies may be developed at the school or program level in order to address special circumstances such as clinical, fieldwork, labs, etc.

2. Full-Time Faculty Who Have Completed Probation

2.1 Periodically, the appropriate academic administrator will conduct a formal review. Elements that may be included in the review consist of:
- Class visit reports
- Summary review of student feedback (to include but not be limited to data drawn from the SFQ's)
- Review of professional development during the period
- Review of faculty dossier/portfolio
- Samples of new course outlines or classroom materials
- Graded student work
- Other relevant teaching and learning materials
- Self-assessment
- Professional designations and/or licences

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3. <u>Probationary Faculty</u>

3.1 Probationary faculty will be formally evaluated by an academic administrator for every semester in which they teach. Such evaluations will typically consist of a class visit, review of SFQs, and educational materials developed. (See 2.1 list)

3.2 Any evaluations are to be written, signed by both the faculty member and academic administrator and filed with Human Resources and the office of the Vice President Academic.

4. <u>Contract Faculty</u>

4.1 Periodically, the appropriate academic administrator will conduct a formal review. (See 2.1 list)

References:

Ontario Colleges of Applied Arts and Technology Academic Employees Collective Agreement

Student Feedback Questionnaire Policy

Integrity in Research and Scholarship

Purpose/Rationale:

The Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College") is committed to fostering the highest standards of integrity in research and scholarship. This concept is based on honesty, accountability, respect for others, rigorous scientific methodology, scholarly competence, legitimate professional qualifications and stewardship of resources. In striving to provide an environment that encourages its members to uphold the standards set forth in this policy, Humber recognizes that, ultimately, the primary responsibility for high standards of conduct in research and scholarship rests with the individuals carrying out research activities. Defining and advocating clear standards to promote integrity in research and scholarship provides a valuable means to encourage compliance with these standards.

This document outlines the responsibilities and expectations of researchers and the College to collectively create and promote a culture of responsible research at Humber. The purpose of this policy is to:

i) Promote a culture of honesty, accountability and trust for researchers to ensure responsible conduct of anyone at Humber engaging in research; and,

ii) Outline procedures for investigating allegations of responsible research conduct breaches at Humber; and,

iii) Provide a means to ensure resources and funding are used responsibly and in compliance with relevant policies and procedures.

This document is available in alternate format on request.

Scope:

The policy applies to all staff, students, and all other research personnel associated with Humber, regardless of status.

Definitions:

Allegation: A declaration, statement, or assertion communicated in writing to the Research Office declaring that there has been, or continues to be, a breach of one or more Institutional policies, the validity of which has not been established.

Applicant or co-applicant: An individual who has submitted an application, individually or as part of a group or team, to carry out research activities. The application could be to the Humber Research Ethics Board, to request funds from an internal or external funding agency, and/or as part of a research contract.

Author or co-author: The writer, or contributing writer, of a research publication or document that is submitted either internally or externally for purposes of disseminating research findings.

Conflict of interest: A conflict of interest can arise when activities or situations place a person or the college in a real, potential or perceived conflict between their duties or responsibilities related to research and their personal, institutional or other interests. Conflict of interests may

occur when individuals' judgments and actions or the college's actions in relation to research are, or could be, affected by personal, institutional or other interests.

Complainant: The person filing or making a policy breach allegation in research or scholarship, according to this policy.

Investigation: A systematic process, conducted by an Institution's investigation committee, of examining an allegation, collecting and examining the evidence related to the allegation, and making a decision as to whether a breach of a policy(ies) has occurred.

Members of the Humber community: All staff and students, and all other research personnel associated with Humber, regardless of status. As it regards students, the term includes, but is not limited to full-time, part-time, and visiting students. As it regards staff, the term covers all three classifications of staff (administration, faculty, and support) and any employment or affiliation status that may be found at Humber, which includes, but is not be limited to, full-time, part-time, and contract. As it specifically relates to faculty, the status covered by the term also includes, but is not limited to, sessional and visiting faculty.

Policy Breach: Willful noncompliance to the conditions set forth in this policy including but not limited to:

- _Fabrication:_ Making up data, source material, methodologies or findings, including graphs and images.
- _Falsification:_ Manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without acknowledgement and which results in inaccurate findings or conclusions.
- _Destruction of research records:_ The destruction of one's own or another's research data or records to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards.
- _Plagiarism:_ Presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and/or without permission, if required.
- _Redundant publications:_ The re-publication of one's own previously published work or part thereof, or data, in the same or another language, without adequate acknowledgment of the source, or justification.
- _Invalid authorship:_ Inaccurate attribution of authorship, including attribution of authorship to persons other than those who have contributed sufficiently to take responsibility for the intellectual content, or agreeing to be listed as author to a publication for which one made little or no material contribution.
- _Inadequate acknowledgement:_ Failure to appropriately recognize contributions of others in a manner consistent with their respective contributions and authorship policies of relevant publications.
- _Mismanagement of Conflict of Interest:_ Failure to appropriately manage any real, potential or perceived conflict of interest.

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<u>Representative:</u> A person chosen by the respondent or complainant, who may be an employee or member of an employee or student group to which the respondent or complainant belongs.

<u>Research:</u> An undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. Includes but is not limited to literature reviews, funding applications, data collection with or without Research Ethics Board approval, industry partnered projects, journal papers or articles, theses and/or presentations at seminars or conferences.

<u>Researcher:</u> Anyone who conducts or is involved with research activities.

<u>Research Ethics Board (REB):</u> The Humber Research Ethics Board (REB) oversees ethical screening and conducts a full review of research projects involving human participants. One REB will be established to evaluate all research and ensure the research is conducted in a manner that is consistent with this policy.

<u>Respondent:</u> The person who has been alleged to have committed a breach of this policy.

<u>Tri-Council:</u> Is comprised of the three major funding agencies in Canada: the Canadian Institute for Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC) and Social Sciences and Humanities Research Council (SSHRC).

Policy:

1. Responsibilities of Researchers

The purpose of this policy is to promote research that is reliable, ethically collected and potentially impactful on a specific area of expertise. Accordingly, Humber requires all researchers and scholars engaged in research activities to be responsible for upholding the principles set forth in this policy.

1.1   Development of Research Funding Applications or Project Plans

Promoting a culture of academic and scholarly integrity begins at the development stage of a research activity. In the planning stages of a research proposal or grant application, researchers are required to:

1.1.1.   Comply with relevant Humber policies; refer to section 4.6 for details.
1.1.2.   For research involving humans, obtain Research Ethics Board approval prior to beginning any data collection,
1.1.3.   Ensure they and their team members have the appropriate licensing, training and expertise for their role in the project;
1.1.4.   Develop a methodology that is scientifically rigorous and is likely to yield valid, reliable results;
1.1.5.   Have a knowledge dissemination plan to ensure findings, whether positive or negative, are shared with relevant professionals, colleagues, decision makers and other stakeholders in the field;
1.1.6.   Principal Applicants or Investigators must ensure that all individuals listed on a research project have agreed to be included.

1.2.   Data Gathering, Storage and Retention

Research requires using scholarly and scientific rigour and integrity in obtaining, recording and analyzing data, and in reporting and publishing results. The management of accurately recorded and retrievable results is essential to any research project.

Accordingly the following criteria apply for research data collected by Humber researchers:

1.2.1 Researchers must keep complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agreement, institutional policies and/or laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others;

1.2.2 Data must not be used for anything other than what was approved by the original granting agency, sponsor and/or the Research Ethics Board,

1.2.3 If the Principal Investigator leaves Humber during the project period, Humber will maintain all original data files for the remainder of the project period; alternative arrangements for copies to be kept by the Principal Investigator must meet approval of the Research Ethics Board;

1.2.4 Provision of material products, such as software prepared during research, substances, or equipment, to third parties for non-commercial research purposes within or outside the research units requires the approval of the Principal Investigator and the Research Office;

1.2.5 If data contains identifiable information, it must be collected, stored and destroyed in compliance with PIPEDA (Personal Information Protection and Electronic Documents Act) or PHIPA, as required for personal medical information (Personal Health Information and Protection Act); and,

1.2.6 The Principal Investigator is responsible for ensuring secure and confidential storage (see also 4.2.5 below). The duration of the storage will be for three years from the date of publication of the results, in compliance with the Research Ethics Board Policy), unless otherwise stipulated and/or approved by the Research Ethics Board.

1.3. Authorship

The attribution of authorship in all research publications must accurately reflect the intellectual contributions of all members of a research team.

1.3.1. Eligibility: The co-authors of a publication are all those persons who have made significant intellectual contributions to the results. An administrative relationship to the investigation does not, by itself, qualify a person for co-authorship. Authorship decisions should not be affected by whether participants were paid for their contributions, or by their employment status. The author who submits a manuscript or report for publication is responsible for including all appropriate co-authors, for sending each co-author a draft copy of the manuscript for comment, and for obtaining consent on co-authorship, including the order of names.

1.3.2. Purely formal association with a research project, such as the directorship of a laboratory or an administrative position in a School, does not constitute authorship, but may be recognized in an acknowledgement. General

supervision of the research group, technical help, data collection, or critical reviews of manuscripts or reports prior to publication are not sufficient for authorship, but may be acknowledged in a separate paragraph. There will be no honorary co-authorship; authorship must be based entirely on significant intellectual, professional or immediate supervisory contribution. Other contributions should be indicated in a footnote or in an acknowledgements section

1.3.3. Student Contributors: In student/professor collaborations as co-authors of a joint publication, both should make a significant scholarly contribution that represents an original contribution to the area of study and/or is creative and intellectual in nature. Contributions of both the professor and the student should be integral to the completion of the paper or report. A student should be granted due prominence on the list of co-authors for any multiple-authored article or report that is based primarily on the student's own work, according to the commonly accepted practice in the field recognizing the substantive contributions of co-investigators be they faculty collaborators, external partners and/or students; using unpublished work of other researchers and scholars only with permission and with due acknowledgement; and using archival material in accordance with the rules of the archival source.

1.4. Publishing and Knowledge Dissemination

1.4.1. Knowledge Dissemination: It is expected that all research knowledge generated at Humber will be disseminated, even if the results do not support the investigator's other research and/or does not support the original hypothesis. The Knowledge Dissemination plan should be defined before data collection begins, and should be adhered to by the investigators, to the greatest extent possible.

1.4.2. Permissions: Researchers must obtain the permission of the author before using new information, concepts or data originally obtained through access to confidential manuscripts or applications for funds for research or training that may have been seen as a result of processes such as peer review

1.4.3. Conflict of Interest: All team members are required to reveal to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions on whether the individual should be asked to review manuscripts or applications, test products or be permitted to undertake work sponsored from outside sources

1.5 Conflict over Authorship

1.5.1. There may be cases where there is disagreement between authors and/or team members regarding a publication. Conflict over authorship could occur if any of the following situations arises:
- Authors disagree on the interpretation of the results; and/or,
- A team member believes he/she has made a contribution deserving of co-authorship, but the Principal Applicant is not including him or her in the publication; and/or,
- Co-authors disagree on the order of the author list in a submitted publication.

1.5.2. In the event of a disagreement that does not involve a breach of any Humber policies, other relevant internal policies or relevant external policies (e.g. of the funding agency and/or research sponsor), the responsible Investigator will make the final decision of what team members to include as an author,. In the event that a finding or published report is based on research that has been unethically collected and/or not in compliance to required guidelines or policies, a co-author will file a policy breach with the Research Office.

1.6   Compliance to Humber Internal Policies

Researchers are expected to comply with all Humber policies

1.7   Compliance to External Regulations1

1.7.1. If a project is funded by one of the Tri-Agency institutions, Humber employees and students are required to comply with the Tri-Agency Framework: Responsible Conduct of Research guidelines.

1.7.2. As appropriate for the project, researchers must also be in compliance with relevant external regulations and legislation, included but not limited to:1
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- Personal Health Information Protection Act (PHIPA) where medical or health information is collected
- Canadian Council on Animal Care Policies and Guidelines
- Agency policies related to the Canadian Environmental Assessment Act
- Licenses for research in the field
- Laboratory Biosafety Guidelines
- Controlled Goods Program
- Canadian Nuclear Safety Commission (CNSC) Regulations
- Canada's Food and Drugs Act

2. Policy Breaches

2.1   Actions that violate or are inconsistent with the principles outlined in section 1 will be considered breaches of policy and will result in sanctions ranging from warning or reprimand to expulsion or dismissal, as appropriate to the circumstances. Such actions may include, but are not limited to, any or all of the following dishonest behaviours:
- Falsifying or fabricating data;
- Plagiarism, (i.e. copying large body of copyrighted material without acknowledging the author and the source);
- Willfully misrepresenting and/or misinterpreting (for any reason) findings resulting from the conduct of research and scholarly activities;
- Failure to recognize relevant contributions of others in the authorship of papers or invention disclosures e.g., student or co-worker contribution of an idea that leads to a concrete improvement of results, time spent collecting and analyzing data or written contributions to articles/papers, failure to honour the confidentiality that the researcher promised or was contracted to as a way to gain valuable information from a party internal or external to Humber;

- Failure to adhere to terms and conditions of contracts with a third party (in most cases external to the Humber that is sponsoring the research;
- Failure to report to the Humber Research Office an involvement in research involving human participants, bio-hazardous materials or animals, and to obtain approvals as necessary;
- Failure to disclose conflict of interest.

2.2 Students who are alleged to have committed a policy breach in academic research solely in their capacity as students, and in respect only to work related to the completion of course or program requirements, will be governed by their School's procedures for dealing with academic misconduct.

2.3 The following will not normally be considered breaches of policy:
- Honest errors or mistakes;
- Differences in opinion or different interpretations of scientific discoveries.

2.4 Information concerning a policy breach will be communicated to applicable stakeholders of the research project in which the policy breach occurred, including but not limited to, sponsoring agencies or industry partners, partnering academic institutions, local, provincial or federal grant agencies, peer-reviewed journals or other publications if the research has been published, in accordance with their requirements.

3. Institutional Responsibilities

Humber recognizes that promoting a culture of research integrity requires a commitment from the institution. As such, Humber commits to:
- i) providing access to necessary resources;
- ii) creating and upholding processes through which breaches of responsible research conduct may be reported, investigated and, as necessary,
- iii) processes for breaches to be reported and corrected, and for offenders to be disciplined.

3.1 Providing a culture that fosters responsible research conduct
Humber will promote these standards and issues through dissemination of this policy and other relevant written material and offering workshops and seminars on the topic and recognizing staff and students who uphold and encourage the standards set forth in this policy.

3.2 Investigating Policy Breach Allegations
Allegations of policy breach may arise from anonymous or identified sources within or outside the institution. The allegations may be well founded, honestly erroneous or mischievous. Whatever their source, motivation or accuracy, such allegations have the potential to cause great harm to the persons accused, to the accuser, to the institution, and to research and scholarship in general. Therefore, Humber will take prompt action and treat allegations seriously and in a manner that is impartial and accountable to the members of its community and the broader academic community. Investigations into breaches will be guided by the principle of fairness and applicable to all parties. The respondent and complainant will have adequate opportunity to

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know any evidence presented by any party and to respond to that evidence, if he or she so chooses.

3.3 Accountability and Reporting of Confirmed Policy Breaches

3.3.1 Once a policy breach has been investigated and refuted or confirmed, a report will be prepared by the investigation committee, assigned by the VP, Academic, and actions will be determined.

3.3.2 Humber will take the necessary measures to ensure the protection of Agency or sponsor funding, where evidence supports that a policy breach occurred. This may include temporary suspension of the project, and restricted access to funding, until the matter has been resolved.

3.3.3 Breaches that occur under Tri-Agency funded research: All Humber employees and students are required to comply with the Tri-Council Policy Statement Section 2.1

3.4 Recourse for Researchers

3.4.1 If the person sanctioned by a decision believes the decision was reached improperly or disagrees with that decision, an appeal or grievance, as appropriate, may be filed, according to the terms of the appeal or grievance mechanism applicable to that person.

3.4.2 If no such mechanism is in place, an appeal may be filed with the President within 15 working days of the sanctioned individual's receipt of the report. If an appeal is received at the President's office, the President will review the final report and may consult with the VP, Academic, the Committee and all other parties involved in the investigation, including witnesses, the complainant, and the respondent, before determining an appeals mechanism for the case, which will be consistent with the principles and procedures in this policy.

3.4.3 Upon completion of appeal proceedings, the decision rendered will be final and binding on all parties, whether the decision is made by the President or delegated by the President to a group responsible for hearing the appeal.

3.5 Record Keeping

All documents involved in the investigation will be kept in a confidential file in the office of the VP, Academic, for a minimum of 3 years following the finding of policy breach or dismissal of the allegation. All information and records relating to an action taken under this policy will be handled by Humber in compliance provincial and federal privacy legislation.

References:

Canada's Food and Drugs Act, 1985

Canadian Council on Animal Care Policies and Guidelines

Canadian Environmental Assessment Act, 1992

Canadian Nuclear Safety Commission (CNSC) Regulations

Controlled Goods Program

Humber Ethical Review of Research Involving Humans Policy

Humber Intellectual Property Policy

Humber Research Contracts, Grants and Fund Administration Policy

Humber Research Involving Animals Policy

Humber Research Involving Biohazards Policy

Laboratory Biosafety Guidelines, 3rd Edition, 2004

Personal Information Protection and Electronic Documents Act, 2000

Personal Health Information Protection Act,2004 (PHIPA)

1Tri-Council Policy Statement Ethical Conduct for Research Involving Humans

Appendices:

N/A

Related Procedure:

Integrity in Research and Scholarship Procedure

Procedure #	AC203P1
Related Policy Name	Integrity in Research
Approved by:	M. Hatton
Approval Date:	March 18, 2013
Replaces Procedure Dated:	
Admin. Contact(s):	Dean Research
Review Date:	December 2017

Integrity in Research and Scholarship

Purpose:

This document outlines Humber's procedures to collectively create and promote a culture of responsible research at Humber. This procedure and the Integrity in Research and Scholarship Policy represent a complete framework for conducting and enforcing responsible research.

The purpose of this procedure is to:
  i)   Promote a culture of honesty, accountability and trust for researchers to ensure responsible conduct of anyone at Humber engaging in research; and,
  ii) Outline procedures for investigating allegations of responsible research conduct breaches at Humber; and
  iii) Provide a means to ensure resources and funding are used responsibly and in compliance with relevant policies and procedures.

This document is available in alternate format on request.

Definitions:

Allegation: A declaration, statement, or assertion communicated in writing to the Research Office declaring that there has been, or continues to be, a breach of one or more Institutional policies, the validity of which has not been established.

Applicant or co-applicant: An individual who has submitted an application, individually or as part of a group or team, to carry out research activities. The application could be to the Humber Research Ethics Board, to request funds from an internal or external funding agency, and/or as part of a research contract.

Author or co-author: The writer, or contributing writer, of a research publication or document that is submitted either internally or externally for purposes of disseminating research findings.

*Conflict of interest***:** A conflict of interest can arise when activities or situations place a person or the college in a real, potential or perceived conflict between their duties or responsibilities related to research and their personal, institutional or other interests. Conflict of interests may occur when individuals' judgments and actions or the college's actions in relation to research are, or could be, affected by personal, institutional or other interests.

Complainant: The person filing or making a policy breach allegation in research or scholarship, according to this policy.

Investigation: A systematic process, conducted by an Institution's investigation committee, of examining an allegation, collecting and examining the evidence related to the allegation, and making a decision as to whether a breach of a policy(ies) has occurred.

Members of the Humber community: All staff and students, and all other research personnel associated with Humber, regardless of status. As it regards students, the term includes, but is not limited to full-time, part-time, and visiting students. As it regards staff, the term covers all three classifications of staff (administration, faculty, and support) and any employment or affiliation status that may be found at Humber, which includes, but is not be limited to, full-time, part-time, and contract. As it specifically relates to faculty, the status covered by the term also includes, but is not limited to, sessional and visiting faculty.

Policy Breach: Willful noncompliance to the conditions set forth in this policy including but not limited to:

- *Fabrication*: Making up data, source material, methodologies or findings, including graphs and images.
- *Falsification:* Manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without acknowledgement and which results in inaccurate findings or conclusions.
- *Destruction of research records*: The destruction of one's own or another's research data or records to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards.
- *Plagiarism*: Presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and/or without permission, if required.
- *Redundant publications*: The re-publication of one's own previously published work or part thereof, or data, in the same or another language, without adequate acknowledgment of the source, or justification.
- *Invalid authorship*: Inaccurate attribution of authorship, including attribution of authorship to persons other than those who have contributed sufficiently to take responsibility for the intellectual content, or agreeing to be listed as author to a publication for which one made little or no material contribution.
- *Inadequate acknowledgement*: Failure to appropriately recognize contributions of others in a manner consistent with their respective contributions and authorship policies of relevant publications.
- *Mismanagement of Conflict of Interest:* Failure to appropriately manage any real, potential or perceived conflict of interest.

Representative: A person chosen by the respondent or complainant, who may be an employee or member of an employee or student group to which the respondent or complainant belongs.

Research: An undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. Includes but is not limited to literature reviews, funding applications,

data collection with or without Research Ethics Board approval, industry partnered projects, journal papers or articles, theses and/or presentations at seminars or conferences.

Researcher: Anyone who conducts or is involved with research activities.

Respondent: The person who has been alleged to have committed a breach of this policy.

Tri-Council: Is comprised of the three major funding agencies in Canada: the Canadian Institute for Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC) and Social Sciences and Humanities Research Council (SSHRC).

Procedures:

1. Development of a Proposal

The roles of all project team members will be discussed in advance, wherever possible. Applicants and co-applicants will agree on the terms of authorship before the beginning of the project, including students who are contributing to the project. The roles and responsibilities of the group will be detailed at the outset, and will include criteria for being a co-author and who will be responsible for these obligations when the study is completed.

2. Data Gathering, Storage and Retention

2.1 If consent is required for data collection, subjects must have knowledge and provide consent for any changes or new intentions regarding the use of their data. This includes changes in individuals (for example new co-investigators) or organizations (new research partners) who will have access to subjects' data.

2.2 All primary data should be recorded promptly in clear, adequate, original and permanent form and should not leave the academic school.

2.3 Approval from the Research Office is required to transfer data outside of the institution.

2.4 All data should be stored for a period as per REB guidelines after the study has been completed. If a Principal Investigator leaves Humber before the period is up, the data will be stored by the Research Office.

3. Resolution of Conflict Between Co-authors

3.1 In the event of a conflict between co-authors on technical content, number of co-authors, or order of names in co-authorship, every attempt should be made to resolve the matter informally. If unavoidable, mediation by the Dean of Research may be required. In case the conflict cannot be resolved through mediation, the conflict will be resolved by the VP, Academic.

3.2 For disagreements in how data will be interpreted and/or disseminated, co-authors will try to find a solution that appeals to all parties, including but not limited to:

i.   The Lead Author/Principal Investigator will include the dissenting team member names as a co-author(s) but may include a statement that not all authors agree with all aspects of the paper; or,

ii. The Lead Author/Principal Investigator will include differing interpretations in the discussion of the article or paper to acknowledge the dissenting perspectives; or,

If the dissenting team member(s) cannot come to an agreement with the Principal investigator, he/she/they will be removed from the author list, and his/her/their contribution will be indicated in the acknowledgments section of the paper.

4. Procedures for Investigating Policy Breach

4.1 Initiating an Inquiry

4.1.1   An allegation of policy breach in research or scholarship must be received in writing by the Vice President (VP), Academic within six months of discovery of the alleged breach, whether it is submitted directly to the VP, Academic or channelled through a Humber Dean or Director. Allegations received by the VP, Academic after six months of discovery of an alleged breach will not normally be considered, except under compelling circumstances

4.1.2   The description of the alleged breach should be as specific and thorough as possible and must be signed and dated by the complainant. All documentary evidence that supports the allegation must be included with the initial submission to the VP, Academic. Although anonymous allegations will not normally be considered, if compelling evidence is received, the investigation process may be initiated.

4.1.3   Within 10 days of the receipt of an allegation in writing, the VP, Academic will decide if the circumstances:

(a) do not warrant an investigation,

(b) can be resolved without an investigation, or

(c) warrant an investigation.

4.1.4   The decision to dismiss the complaint without an investigation will be made in consultation with the President. The VP, Academic may consult with the President and any other individuals she/he deems useful to inform this decision. Any consultation will be made under strict confidentiality not to disclose the circumstances or identities of the individuals either accused of or alleging the breach.

4.1.5   f the complaint is not carried beyond this stage, no written record of the names of the parties involved or of the specifics of the allegation will be maintained.

4.2 Procedures for Investigating a Policy Breach

If an investigation is determined to be warranted by the VP, Academic, she/he will so notify the parties involved (i.e. the complainant, respondent) within 10 working days of this determination. Within this time period, the VP, Academic will also designate an ad hoc committee to conduct the investigation, hereinafter referred to as "*the Committee*".

4.3 Roles of Individuals in Addressing Allegations of Policy Breaches

Researchers and others play important roles in the process for addressing allegations of policy breaches and in helping to ensure that allegations are addressed appropriately and in a timely manner. Individuals involved in an inquiry or investigation must follow the

Institution's policy and process as a complainant, a respondent or a third party, as appropriate.

4.4 Composition of the Policy Breach Investigation Committee

The VP, Academic may appoint as many members to the Committee as she/he deems appropriate for the circumstances of the allegation, but will consist of no fewer than 3 members. Members may include any Humber staff member, except for staff from the same School or Department as the respondent. The VP, Academic may also appoint one or more individuals external to Humber who have expertise relevant to the circumstances of the allegation.

4.5 Policy Breach Investigation Committee Procedures

The investigation into a policy breach will be confidential and will be governed by the principle of fairness. Within this framework, the Committee is free to develop procedures and practices that are appropriate to the circumstances of the allegation under investigation. The Committee may hold meetings, conduct hearings (more detailed guidelines for meetings and hearings are outlined below), and collect written material relevant to the investigation, such as laboratory notebooks, manuscripts, computer files, and records of the proceedings of Humber committees. The Committee may also consult expert witnesses and solicit reports from them on the matter under investigation. However, the Committee will exercise its discretion in establishing procedures in these activities within the following parameters:

    (a) before any determination is made, the person against whom the allegation is made will have:
- full disclosure of the allegation;
- full disclosure of the individual presenting the allegation;
- full disclosure of evidence presented in the case; and
- an opportunity to answer in full.

    (b) the Committee will conduct proceedings in a timely manner, and

    (c) the proceedings will remain confidential, to the extent possible, with a view to protect the identities of the respondent and complainant.

4.6 Policy Breach Investigation Committee Meetings

The investigation may include one or more meetings between the Committee and the respondent, for which a written record of the meeting (or minutes) will be maintained. The respondent may have a representative present at such meetings

4.7 Policy Breach Investigation Hearings

    (a) The investigation may include a hearing, which will be determined by the Committee within 10 working days of its appointment. Written notice of a hearing and the procedures to be followed shall be provided to all parties at least 5 working days in advance of a hearing.

    (b) The two parties to a hearing (i.e., the complainant and the respondent) may each have a representative present at the hearing.

    (c) In exceptional circumstances, the Committee may permit the respondent or complainant to be represented by his/her delegate in his/her absence.

    (d) Unless otherwise approved by the complainant, respondent, the Committee, and all witnesses, the hearing will be videotaped.

(e) If the complainant or respondent fails to appear before the hearing at the appointed time, the Committee may, without further notice, proceed in such absence. If there are medical or compassionate reasons for non-appearance, the Committee must be notified immediately. The Committee will determine the acceptability of such reasons and whether the hearing should be adjourned.

(f) Evidence will not be given under oath.

(g) The two parties and their representatives may be present throughout the hearing. Witnesses may be present only when they present their evidence orally; the Committee may permit witnesses to provide their evidence in writing.

(h) Each of the two parties will be given the opportunity to ask questions of any witness present at the hearing, but the Committee shall have the right to disallow questions that are in their opinion inappropriate.

(i) The Committee will be responsible for the maintenance of an orderly procedure in the hearing.

(j) The videotape recording of a hearing is intended for use only by the Committee for reference in developing the report for the VP, Academic and for appeal. The videotape will be treated as confidential to the extent permitted by law.

4.8 Accountability and Reporting of Confirmed Policy Breaches

The following steps will be taken for reporting policy breach allegations to any partner who has provided funding and/or other resources (including data as appropriate) for a research project where one or more investigators has been accused of committing a policy breach:

4.8.1   The Committee will endeavour to complete its investigation and report on its finding to the VP, Academic as quickly as feasible and appropriate, but normally within 60 working days from the time of the Committee's selection. The report developed for the VP, Academic will outline the Committee's findings regarding whether or not policy breach occurred, which will be based on the criterion of clear and convincing evidence. The Committee's finding will be binding on the institution and will be communicated in a written report, submitted to the VP, Academic. Specifically, the Committee's report will include the following elements:

a)   the names of Committee members and explanation from the VP, Academic of why they were selected;

b)   a description of the methods used by the Committee for the investigation;

c)   the names of persons that were interviewed or that provided information in the investigation;

d)   a statement of the Committee's finding regarding whether or not a policy breach occurred;

e)   a statement of the Committee's reasons for the finding; and

f)   recommendations from the Committee for sanctions or actions that may be taken, which may include, but are not limited to:

- sanctions against a respondent found to have committed a policy breach;
- actions to protect or restore the reputation of the respondent, if wrongfully accused,
- actions to protect a complainant found to have made a responsible accusation,
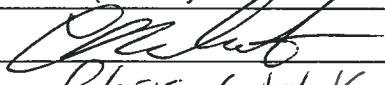
- sanctions against a complainant found to have made an irresponsible or malicious allegation

4.8.2 The VP, Academic will have the sole authority and discretion to impose sanctions or take actions as recommended by the Committee or to determine other sanctions or actions that she/he deems appropriate in the circumstance unless another party is designated to do so by existing policy, collective agreement, or legislation. The VP, Academic will communicate the sanctions and/or actions to be taken and provide a copy of the Committee's report to all parties (the complainant, respondent, and any sponsor or funding agency associated with research in which an allegation of policy breach is investigated) within 15 working days of receiving the Committee's written report. Sanctions will depend on the severity of the offence and may include, but are not limited to, reprimand, suspension and dismissal (employees) or expulsion (students).

4.8.3 Should the evidence support that a policy breach occurred, Humber will take the necessary measures to ensure the protection of any external granting agency or sponsor that has supported the research, either by providing funding, expertise, data or other resources that were essential for the completion of the project. This may include temporary suspension of the project, and restricted access to funding, until the matter has been resolved, if the situation warrants such action.

4.8.4 f the investigation was requested by one or more external agencies, a full copy of the report must be sent to the affected parties, regardless of whether or not a policy breach has occurred, within 30 days of the conclusion of the investigation.

4.8.5 If the investigation was initiated internally, within the institution, and a policy breach has occurred in research funded by one or more Federal Granting Agencies, the institution should provide the agency with a copy of the report within 30 days of the conclusion of the investigation.

References:

[1]Tri-Council Policy Statement 2: Responsible Conduct of Research.

Appendices:

N/A

Policy #	(formerly 151) AC205
Approved by: Name: Title:	*Chris Whitaker.* Vice President, Academic
Approval Date:	September 20, 2013
Policy Holder:	Vice President, Academic
Administrative Contact:	Associate Vice President, Academic Operations
Replaces Policy Dated:	June 28, 2007
Review Date:	June 28, 2018

Intellectual Property

Purpose/Rationale:

Humber College Institute of Technology & Advanced Learning (hereafter referred to as "the College") supports creativity, innovation and invention among its students, faculty, support and administrative staff.

The intent of this policy is to assure that any intellectual property (hereafter referred to as "IP") produced will be utilized and developed for the benefit of the creators, the College, and the public. The rights and responsibilities regarding IP are covered in this policy.

This document is available in alternate format on request.

Scope:

College personnel are covered to the extent that their creative work involves the use of College resources such as space, facilities, equipment, staff, or funds, as stipulated for the particular circumstances described in this policy.

Definitions:

College personnel: refers to College faculty, support and administrative staff, students, visiting faculty, contractors, consultants and all other persons whose primary work affiliation is with the College, whether compensated by the College or not.

Experiential educational programs: refers to field experience, mandatory program projects, co-op, work term, internships and, for the purposes of this policy, work study students.

Gross Royalties: refers to cash or cash proceeds received by the College, whether from the sale of equity or obtained in licensing transactions, milestone payments or royalty payments.

IP: is any form of knowledge or expression created by one's intellect that can be legally protected. Types include:

- Copyrights: Copyrights include, without limitation, all creative works, electronic or paper documents, software (including source code and object code), multimedia or audiovisual materials, photographs, and any other materials that may be copyrightable under Canadian law. (Copyrightable material shall include educational or research software, but shall not include software other than educational or research software.)
- Industrial Designs: An industrial design is the features of shape, configuration, pattern or ornament (or any combination of these features) applied to a finished article made by hand, tool or machine. It may be, for example, the shape of a table or the shape and ornamentation of a spoon. The design must have features that appeal to the eye. (Canadian IP Office, Industry Canada)
- Integrated Circuit Topographies: Integrated circuit topographies are now considered a form of IP. Recognizing the growing impact of integrated circuit technology in virtually all fields of industry, and the need to protect Canadian innovations in this technology both nationally and internationally, Canada has introduced protection for integrated circuit topographies. Topographies are innovative, three-dimensional circuit designs used in many different products. Examples of such products are automobiles, industrial robots, cameras, spacecraft and computers. (Canadian IP Office, Industry Canada)
- Patents: Patents include, without limitation, all inventions, discoveries, know-how (despite the fact that these may not benefit from patent protection) or other material that is patentable under Canadian law, as well as all software that is excluded from "copyrightable material" (whether or not patentable under Canadian law).
- Trademarks: Trademarks include a word, a symbol, a design (or a combination of these features), used to distinguish the wares or services of one person or organization from those of others in the marketplace or any other feature that is considered a trademark under Canadian law.
- Trade secrets: Trade secrets are ideas or know-how (business methods, processes, machines, formulas, patterns and techniques) that are kept secret from one's business competitors.
- Invention: Invention means any new and useful art, process, machine, manufacture or composition of matter, or any new and useful improvement in any art, process, machine, manufacture or composition of matter.

Net Royalty Income: refers to gross royalties received by the College, in the form of cash or cash proceeds, whether from the sale of equity or obtained in licensing transactions, milestone payments or royalty payments, unless otherwise agreed, less commercialization costs of the Research Office (including but not limited to billed costs for protection of IP, marketing, legal fees and other licensing costs).

Policy:

1. Protectable IP
   1.1 Determination of Rights to Protectable IP
   The College will assert ownership rights to protectable IP, except copyrightable IP, developed under any of the following circumstances:
   a) Development was funded by an externally sponsored research program or by any agreement that allocates rights to the College.
   b) Development was funded or partially funded by one or more sector partner(s).

c) Development required use of College resources (e.g. facilities, equipment, funding) or more than minimal use of College personnel.[1]
d) The creator was assigned, directed, or specifically funded by the College to develop the material.
e) Material was developed by administrators or staff in the course of employment duties and constitutes work for hire under Canadian law.

The creator of protectable IP retains his or her rights, and the College shall not assert ownership rights, except as outlined above. Creators are encouraged to seek the advice of the Research Office in determining whether the subject matter is protectable.

1.2 Disclosure

College personnel, who alone or in association with others (within or outside the College) create IP, with any use of College resources, that may be protected (registered as a patent, industrial design, integrated circuit topography or a trademark) except for copyrightable IP (see Section 2) are responsible for disclosing the subject matter to the College. Disclosure must be made when it can be reasonably concluded that a protectable subject matter has been created, and sufficiently in advance of any publication, presentation, or other public disclosure to allow time for possible action that protects rights to the IP for the creator(s) and the College.

2. Copyrightable IP

2.1 Determination of Rights to Copyrightable IP

The creator of copyrightable IP will retain his or her rights, and the College shall not assert ownership rights, except as outlined below. However, all creators will be expected to grant to the College perpetual, irrevocable, non-exclusive, worldwide, royalty-free licenses for copyrightable material that is developed for College courses or curriculum, so that the College's continued use of such material for educational purposes will not be jeopardized.

The College will assert ownership rights to copyrightable IP developed under any of the following circumstances:
a) Development was funded as part of an externally sponsored research program under an agreement which allocates rights to the College.
b) College personnel were assigned, directed, and/or specifically funded by the College during the course of employment to develop material, and the College has negotiated an understanding and/or formal contract with the creator.
c) The material was developed by administrators or other non-faculty employees in the course of employment duties and constitutes work as a condition of employment under Canadian law.
d) The material was developed with extraordinary or substantially more use of College resources than would normally be provided for the creator's employment duties. This might occur as disproportionate use of staff time, networks, equipment, or direct funding.

2.2 Disclosure

College personnel are not obligated to disclose the creation of copyrightable material, even when the product might have commercial value, unless the material was developed under one of the qualifying conditions listed above in section 2.1, in which

case, the creator is responsible for timely disclosure.

3. Commercialization
   3.1 If College personnel decide to pursue commercialization of their invention, they must contact the Research Office to initiate this process.

   3.2 College personnel who wish to pursue the commercialization of their independently developed and owned IP through the College may offer such IP to the College by disclosing the IP to the Research Office.

4. IP Developed in Joint Initiatives with Outside Parties
   Where the College enters into an agreement with an outside party (person(s), institution(s), or business(s)) that may result in the generation of IP, the parties will ensure that a written agreement sets out their respective rights to the IP in the work and any terms relating to the sharing of risk and revenue from the exploitation of the work.

5. IP Developed Under Sponsored Research Agreements
   Ownership of IP developed pursuant to an agreement with any sponsor will be governed by the provisions of that agreement. Sponsored research programs funded by private sponsors will generally provide for the College to retain title to all IP that arises in the course of the research program with the sponsor retaining an option to acquire commercialization rights through a separate license agreement. Government and non-profit sponsors generally allow rights to IP that arise from the research program to vest with the College, subject to certain retained rights held by the sponsoring agency.

6. IP Developed Under Experiential Education Programs
   For the purposes of this policy, work completed by College personnel in experiential education programs will be considered by the College to be bound by copyright laws and policies as they relate to the organization in which the experiential learning takes place.

7. Waiver of Return of Rights
   Since the College aims to encourage creativity, it reserves the right to allow some flexibility in applying this policy on a case-by-case basis. The College may, at its sole discretion, waive, transfer, or license to the creator its rights to any IP when such action does not conflict with obligations to other interested parties. This could occur for instance, if the costs of protecting and developing the IP are not likely to be matched by anticipated income. If at any time the College shall terminate its effort to seek protection of IP, or to discontinue commercial development, the inventor shall, upon filing a request with the College and completing appropriate transfer of rights, be free at his or her expense to seek a patent or copyright, and / or develop, license, and otherwise use the material, subject to the College's rights to reimbursement of incurred costs and sharing of future royalties, in amounts to be negotiated between the College and the creator on a case-by-case basis.

8. Income Distribution
   IP owned by the College shall be distributed according to the following:
   a) 50% Creator(s) (personal)
   b) 30% Creator's school or equivalent department (for support of research and other creative activity)

c) 20% College (Research Office funds for discretionary support of research and other creative activity)

In the event of joint creators, the payments made to the creators under the above schedule shall be divided equally among the creators, except as may be otherwise agreed to by the creators and approved by the Research Office.

In the event the College receives consideration other than monetary consideration in connection with any license, such as equity, such consideration shall be considered "Gross Royalties" and shall be apportioned according to the above schedule. Any equity received by the College may be held by the College until such time that the College decides to liquidate such equity. The College has the sole right to determine the disposition of IP in which it has equity. Payments for research or contributions of equipment shall not be considered Gross Royalties but shall be the sole property of the College.

The College may postpone the distribution of Net Royalty Income when future expenses relating to the applicable technology, such as patent prosecution costs, or an infringement suite, are reasonably anticipated.

9. College Personnel Equity Participation
College personnel who are planning to direct or participate in a research program sponsored by a company in which they hold equity must disclose their equity position, and agree to periodic review of their participation in the project, by the Dean of Research or her/his designate. The purpose of such review is to assess potential conflicts between company sponsored research and other research programs in the creator's laboratory and to monitor compliance with College policies.

10. Conflict Resolution
The Research Office will handle questions regarding the application, interpretation or implementation of the policy, or regarding disagreement among creators concerning assignment of rights or sharing of royalties. Disagreement with any determination made by that Office may be directed to the appropriate Vice President or his/her designate for a final determination.

11. Use of the College Name, Mark, or Insignia
Use of the College name, seal or logo on letterhead and business cards is standardized and regulated by the Marketing and Communications Department.

The College name, seal, and logo may not be used without the approval of the Director of Marketing and Communications:
a) in conjunction with any private or commercial enterprise;
b) in tandem with the advertisement of any product; or
c) by any individual or group promoting itself.
Any questions regarding the use of the College name seal, or logo should be referred to the Director of Marketing and Communications.

Endnotes:

[1] The College has rights to patentable material derived from research carried out with any use of College resources. However, patentable material developed independently by the creator outside of normal duties associated with the creator's position and with no use of College resources is vested with the creator and/or with the organization whose resources were used, such as a hospital.

Acknowledgments:

The College's policy on IP was adapted from George Brown's policy on IP and is used with permission. It is also recognized that George Brown's policy was adapted from material prepared by Tufts Computing and Communication Services Department, Tufts University and from material prepared by Steven J. McDonald, Associate Legal Counsel for Ohio State University. The policy was amended in 2008 using the IP policies at Seneca College, BCIT, Niagara College, Humber College and The University of Waterloo as resources.

References:

Humber Copyright Policy

Appendices:

None

Related Procedure:

IP Procedure

Procedure #	AC205 P1
Related Policy Name & #	Intellectual Property #AC205
Approved by:	Vice President, Academic
Approval Date:	September 20, 2013
Replaces Procedure Dated:	NA
Admin. Contact(s):	Associate Vice President, Academic Operations
Review Date:	June 28, 2018

Intellectual Property

Purpose:

To outline the procedures related to intellectual property (IP).

This document is available in alternate format on request.

Definitions:

College personnel: refers to College faculty, support and administrative staff, students, visiting faculty, contractors, consultants and all other persons whose primary work affiliation is with the College, whether compensated by the College or not.

Experiential education programs: refers to field experience, mandatory program projects, co-op, work term, internships and, for the purposes of this procedure, work study students.

_IP:_ is any form of knowledge or expression created by one's intellect that can be legally protected. Types include:

- Copyrights: Copyrights include, without limitation, all creative works, electronic or paper documents, software (including source code and object code), multimedia or audiovisual materials, photographs, and any other materials that may be copyrightable under Canadian law. (Copyrightable material shall include educational or research software, but shall not include software other than educational or research software.)
- Industrial Designs: An industrial design is the features of shape, configuration, pattern or ornament (or any combination of these features) applied to a finished article made by hand, tool or machine. It may be, for example, the shape of a table or the shape and ornamentation of a spoon. The design must have features that appeal to the eye.[1]
- Integrated Circuit Topographies: Integrated circuit topographies are now considered a form of IP. Recognizing the growing impact of integrated circuit technology in virtually all fields of industry, and the need to protect Canadian innovations in this technology both nationally and internationally, Canada has introduced protection for integrated circuit topographies. Topographies are innovative, three-dimensional circuit designs used in many different products. Examples of such products are automobiles, industrial robots, cameras, spacecraft and computers. [1]
- Patents: Patents include, without limitation, all inventions, discoveries, know-how (despite the fact that these may not benefit from patent protection) or other material that is patentable under Canadian law, as well as all software that is excluded from

"copyrightable material" (whether or not patentable under Canadian law).

- Trademarks: Trademarks include a word, a symbol, a design (or a combination of these features), used to distinguish the wares or services of one person or organization from those of others in the marketplace or any other feature that is considered a trademark under Canadian law.
- Trade secrets: Trade secrets are ideas or know-how (business methods, processes, machines, formulas, patterns and techniques) that are kept secret from one's business competitors.
- Invention: Invention means any new and useful art, process, machine, manufacture or composition of matter, or any new and useful improvement in any art, process, machine, manufacture or composition of matter.

Procedures:

1. Disclosure:
    1.1. IP disclosable, as described in the Humber IP Policy, shall be disclosed to the Research Office.

    1.2. IP is disclosed by completing and submitting the Disclosure Form (Appendix A) to the Research Office. The form describes the details of the invention including:
        a) Names of all creators and contributors to the creation;
        b) A description of the creation and the research done to create it, as well as identifying what the creator thinks makes the creation unique; and
        c) A list of all funding sources that were used to complete the research.

    1.3. The Research Office will meet with the creator to review the disclosure. During this meeting the Research Office will gain an understanding of the invention by asking questions to determine what the creation does, how it works, what it can be used for, what the creator feels is "novel" about the creation, and what future development of the creation the creator plans to pursue.

    1.4. Following the preliminary evaluation of the potential IP the creation will be assessed to determine if it is ready to commercialize or whether further research is required before the invention can hold any commercial value.

2. Commercialization
    If college personnel decide to pursue commercialization of his or her invention, the Research Office will:
        a) Complete a review of registration and protection and marketability of the IP and prepare a recommendation for the Vice President, Academic regarding the protection and the commercialization of the IP;
        b) Be responsible, working with creators, for obtaining patent, copyright, or other protection of IP owned by the College hereunder, and for marketing and licensing of all such intellectual property rights; and
        c) Set-up and manage individual expense and income accounts for IP that is vested in the College under the College IP policy.

3. Contracts for IP: Joint Initiatives with Outside Parties, Sponsored Research Agreements and Experiential Education Programs
    College personnel will contact the Research Office to develop IP contracts.

4. Waiver of Return of Rights

If at any time the College terminates its effort to seek protection of IP, or to discontinue commercial development, the creator may file a request with the Research Office to complete appropriate transfer of rights.

5. Conflict Resolution

Creators will request the Dean of Research to informally resolve any disagreement among creators concerning assignment of rights or sharing of royalties. Failing informal resolution, the appropriate Vice President or his/her designate will make a final determination.

Endnotes:

[1] Canadian IP Office, Industry Canada

References:

Humber Copyright Policy

Appendices:

Appendix A: Disclosure Form

Related Policy:

IP Policy

Appendix A   INTELLECTUAL PROPERTY DISCLOSURE FORM

PART A

1. Title and brief description of the IP:

2. If applicable, contract or grant number:

3. Please tick the appropriate response:

    a) Were the costs of the activities giving rise to the IP specifically funded by grants received or administered by the college or by contracts between external sponsors and the college?
        YES   □
        NO   □
    b) Were the costs of the activities giving rise to the IP specifically funded by grants from the college's endowments, special purpose funds, or specific budget allocations?
        YES   □
        NO   □
    c) Was the property created using specialized research facilities and services of the college, including laboratories, major capital equipment, or technical facilities or services?
        YES   □
        NO   □

4. Will ongoing college spaces or resources be required to commercialize? If yes, please describe:

PART B

Creator (please add as required):

Name (specify Dr/Mr/Ms):

School: Extension:

Signatures: Creator _____

               Dean _____

Received Research:
Signature:

Procedure Manual

Procedure #	AC200P1
Related Policy Name & #	Ethical Conduct for Research Involving Humans
Approved by:	Vice-President Academic
Approval Date:	June 15, 2011
Replaces Procedure Dated:	
Admin. Contact(s):	Chair, Research Ethics Board
Review Date:	June 2017

Procedures For
Ethical Conduct For Research Involving Humans

Purpose:

The purpose of this procedure is to complement the Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College) Ethical Conduct for Research Involving Humans Policy document and to articulate a clear and defined process that will allow the Research Ethics Board (REB) to review applications in a fair and transparent manner. This procedure will determine whether the design of a research project is over a minimal risk threshold, whether the research is capable of addressing the questions being asked in the research, and identify the requirements for a fully detailed research proposal, progress reports for ongoing research, and a summative report at the end of the research.

Definitions:

Competence: refers to the ability of the participant to comprehend the information, to appreciate the consequences of the decision and to make an informed judgment about their participation in the research project.

Confidentiality: is the legal and ethical obligation that arises from one person entrusting another with personal and private information.

Harm: anything that has a negative effect on the welfare of participants. The nature of the harm may take a social, behavioral, psychological, physical or economic form.

Human participants: individuals whose data or responses to interventions, stimuli or questions by the researcher are relevant to answering the research question.

Under a broad definition, the research may include human participation:
Directly through physical participation; may include both active and/or passive involvement;
Indirectly through the provision for or access to personal data and/or biological material;
On behalf of others (parents/legal guardians for those without the capacity to give informed consent and supervisors of individuals under controlled environments

The nature of human participation in research will vary from one project to the next depending on the degree of involvement and an individual's consent. It is recognized that data collected about characteristics and responses may have identifiable private information, which is confidential and must be protected by the researcher.

Principal investigator: the individual who submits the research application and accepts the responsibility for ensuring the ethical treatment of every human participant for the duration of the research.

Privacy: the right of an individual to be free from intrusion or interference by others and to be secure from unauthorized disclosure of personal information that is contained in documents.

Protocol: refers to the description of the project that is included in the application submitted to the REB.

Research Ethics Board (REB): The Humber College Research Ethics Board oversees ethical screening and conducts a full review of research projects involving human participants. One REB will be established to evaluate all research and ensure the research is conducted in a manner that is consistent with the policy. (See policy, p. XX).

Risk: a function of the magnitude or seriousness of the harm and the probability that it will occur, whether to participants or third parties.

Minimal risk: occurs when potential participants can reasonably expect the probability and extent of possible harms to the participant in the research project will be no greater than the risks encountered by the participant in their everyday lives that relate to the research.

Procedures:

1.0 Submission Review Procedure

1.1. General

Research projects involving human participants should be submitted on a completed Application for Ethical Review Involving Human Participants form. Researchers may contact the Research Department for assistance in the process. Meetings between the REB and researcher may occur to clarify aspects of the application or to expedite the process but shall not substitute for the formal review process.

Humber recognizes there is a range of risk to human participants associated with research and the proportionate approach (See Policy, 2.7) to research ethics assessment is categorized into two levels of review:

- Full review (default);
- Expedited review by the chair or subgroup of the REB.

Research to be conducted by any member of the Humber community outside the jurisdiction or country by the principal investigator shall undergo an ethics review by the Humber College REB and by the REB that has authority in the jurisdiction where the research is to take place.

1.2. Full Review

1.2.1. The Chair will convene regular meetings of the REB to review all submitted documentation. Research proposals shall be sent to the members of the REB at least 10 business days in advance of each meeting.

1.2.2. The REB review will be based upon fully detailed submissions that will include an Application for Ethical Review of Research Involving Human Participants. This application includes:
- a description of the research, including methodology;
- the individuals/population required for the investigation;
- specific planning for risk management;
- a plan for the collection and maintenance of confidentiality of data:
- a disclosure of any conflict of interest; any relevant correspondence including any comments from the public;
- all relevant supporting documents;
- if required, a justification for withholding or misrepresenting significant facts (deception) when informing the participant about the research and a plan for providing full upon completion of the project.

1.2.3. The REB will accommodate reasonable requests from researchers to participate in discussion about their proposals. The REB will function impartially and hold a full discussion, without the researcher present, when reaching a decision. In addition, if there are follow-up questions or concerns raised by the REB, the principal investigator will address them, either in person or in writing, at the discretion of the REB.

1.2.4. The REB will endeavor to reach consensus on decisions; however, if this is not achievable, a majority vote will decide the issue. A record of decisions will be maintained including requirements for revisions, along with the reasons for them and dissents.

1.2.5. Under most circumstances, applications will be reviewed within 30 business days from receipt of the application. The REB shall deliver its decision on the research application in one of the following categories:
Approve as submitted;
Conditionally approve with recommendations for minor changes or subject to revisions;
Not approve.

1.2.6. Applicants will be notified of the decision in writing, including the reasons for the decision, within 15 business days of the meeting. Requests for modifications will be explained and once the application is revised, shall be reviewed by the REB chair. If REB requirements have been met, approval shall be granted. When considering a negative decision, the REB shall provide the principal investigator with reasons and give the researcher an opportunity to reply before making a final decision.

1.2.7. Reconsideration

Principal investigators have the right to request reconsideration of decisions affecting a research protocol. If the REB does not approve the submission based on ethical reasons of the research activity or if in the Principal Investigator's opinion, the REB imposes conditions that compromise the research, the principal investigator will be given an opportunity to refute the

reasons in writing or in person and the REB has an obligation to reconsider its decision.

1.2.8. Appeal

If the principal investigator and REB cannot reach agreement through discussion and reconsideration, the principal investigator may apply in writing within 30 business days to the chair of the Research Ethics Appeal Board (REAB) requesting an appeal of the negative decision of the REB with a copy forwarded to the Chair of the REB. Upon granting an appeal, the documentation will be sent to the REAB within 10 business days of receiving the request for an appeal.

1.2.9. Research Ethics Appeal Board (REAB)

The membership of the REAB will consist of a minimum of five members who are not members of the REB and reflect the range of background and expertise similar to that of the REB (i.e. research, community representation, knowledge of ethics and of law). They will operate under the same reporting and administration structure as the REB. The REAB shall review the submission in a fair and impartial manner, rendering a decision that is considered final and binding and not subject to further appeal.

The decision will:
- Confirm the original REB decision;
- Modify the decision;
- Impose specific conditions for approval; or
- Reverse the decision.

The principal investigator and REB will be notified in writing, with reasons, no later than 40 business days after receiving the appeal.

1.3. Expedited Review

The principal investigator may choose to request an expedited review on the application by selecting the appropriate box. The REB Chair will review the application to assess the level of risk of harm to the human participant.

1.3.1. Criteria

If the proposed research is deemed to pose no greater than "minimal risk" to the research participants (i.e. where the probable level of risk is reasonably anticipated to be no greater than what the participants may encounter in everyday life), does not involve vulnerable populations, sensitive information (e.g. legal, social or employability risk) or physically or psychologically invasive procedures and raises no other substantive ethical concerns, then the proposal may be referred to expedited REB review. If it does not meet the criteria for an expedited review then it is referred to the REB for a full review.

An expedited review may also be considered if a duly constituted REB under another institution that complies with the TCPS has formally approved the research.

1.3.2. Process

The principal investigator will be responsible for ensuring that the research protocol is reviewed by all institutions when a multi-centre research project is undertaken. The participating REBs may choose to co-ordinate the ethics review process and share relevant documents to facilitate the review.

The REB may delegate the expedited review of the submission to two individuals who have appropriate expertise. After completing the review, they will provide a written assessment on whether or not there are additional risk factors in the research that constitute greater than minimal risk. If both reviewers determine the risk is greater than minimal, the ethics submission will be referred to the REB for a full review. If the two reviewers disagree and can't come to a resolution through discussion with the assistance of the chair, the submission will again be referred for a full REB review. Submissions that meet the minimal risk criterion and comply with ethical standards, or which require only minor modifications and are subsequently revised, the REB Chair may approve on behalf of the REB.

Any requested expedited reviews and the results are reported by the Chair to other members of the REB. All expedited reviews will be ratified by the REB. This permits REB members to continue their responsibility and maintain surveillance over decisions made on their behalf.

1.4. Review for Ongoing Research

In accordance with a proportionate approach to ethics review, the REB shall make the final determination as to the nature and frequency of the continuing ethics review. At a minimum, an annual status report with sufficient details to make a judgment about the ethical acceptability of the research will be submitted to the Chair of the REB. However, reports may be requested at shorter intervals and/or additional requirements may be imposed depending on the risks and probability of harm. If research that is expected to be completed within one year continues, the principal investigator must submit a request for an extension prior to the expiration of the current approval. Where there are has been little or no change to the protocol, an expedited review may be considered.

Any adverse effects suffered by the participants are to be reported immediately to the REB by the principal investigator and resolved within seven business days of their occurrence. This report will enable the REB to better protect research participants in future research projects. Depending on the nature of the event or issue, the REB may require adjustments to the protocol to prevent a reoccurrence.

Contemplated changes to the research protocol must be submitted to the REB with an explanation and are subject to an ethics review before the changes are implemented. The only exception is when changes are necessary to eliminate an immediate hazard

to the research participants. The rigor of the review will be in accordance with proportionate approach.

The Chair has the discretion to refer the matter for the opinion of the REB if the change is substantial or to approve it on his/her own authority. The REB has the authority to terminate an approved research protocol that deviates and no longer complies with the policy.

1.5. Records

A record of all decisions at all REB and REAB meetings shall clearly document decisions, dissents and reasons, and be kept in a file. Plans for continuing ethics review, timelines and any conditions or limitations attached to the approval will also be documented. At the conclusion of the project, the principal investigator will notify the REB promptly that the project has been completed and then has 30 business days to submit a Research Study Completion Report. At that time, the file shall be "closed" and maintained in a secure location in the Research Department for a period of five years as a record to demonstrate compliance with the policy. The files will remain the property of Humber College, subject to audit by authorized representatives of the college, members of appeals boards and funding agencies.

2.0 Informed Consent Procedure

2.1 General

An important mechanism for respecting participants' autonomy in research is the requirement to seek their free and informed consent. This requirement reflects the commitment that participation in research, including participation through the use of one's data, or biological materials, should be a matter of choice and that, to be meaningful, the choice must be informed. An informed choice is one that is based on as complete an understanding as is reasonably possible of the purpose of the research, what it entails, its risks and potential benefits, both to the participant and to others. Therefore, research may only proceed if:

- potential participants have voluntarily and freely agreed to participate in the research study on the basis of well understood information about the objectives of the research and the nature of their participation; and
- their consent is maintained throughout the duration of their participation in the research.

2.2 Competent Human Participants

Once REB approval has been granted for a research protocol, potential participants or authorized third parties must be fully informed about the nature of the research in a clear and transparent manner and become part of a dialogue before being invited to participate in the study. Participants are given the opportunity to discuss and reflect on their participation prior to giving free and informed consent once they understand the following:

- The purpose of the research, the identity of the principal investigator and research team members, and the contact information for a person in the event there are concerns or complaints;

- How they will be asked to participate, the duration of the study, how much time will be required, responsibilities and how they will be selected (e.g. if randomized, the probability of participant selection);
- Full disclosure of any actual or perceived conflicts of interest on the part of the principal investigator or Humber College and any potential for commercialization of the research;
- Whenever possible and appropriate, additional information will be provided;
- Information on any costs, payment reimbursement for expenses or compensation.
- The potential risks and benefits that may arise from participation in the research include any consequences of non-action, treatment or where there is a potential for physical, psychological or social impacts.

2.3 Voluntariness

That participation is strictly voluntary and no coercion or undue influence such as physical duress, fraudulent misrepresentation, exercise of control or abuse of power relationships will be used to gain acceptance;

Withdrawal of consent is allowed at any time, without explanation or penalty, and that none of the data or biological materials previously collected will be included in the research findings.

2.4 Confidentiality

How confidentiality will be strictly maintained and that no identifiers will be disseminated in any of the findings;

All research findings will be kept secure, accessible only to the research team, and will be destroyed within a reasonable time frame; and

Ways in which the outcomes of the research will be published, how participants will be informed of the results and what opportunities will be provided for their feedback at the end of their participation.

2.5 Documentation of Consent

Documentation of consent will be in written form, but where not appropriate, the REB may accept verbal consents that are witnessed and confirmed by a neutral third party. Alternately they may indicate their consent by participating directly in the data collection (e.g. surveys).

2.6 Naturalistic Observation

Free and informed consent must be obtained for all prospective participants with the exception of minimal risk naturalistic observation studies that examine behaviour in a natural (not staged) environment. However, the research records must still protect the identity and dignity of the participants in these cases so REB review is required and free and informed consent should be obtained from the participants after the observation whenever possible.

2.7   Vulnerable Human Participants

Some individuals may be competent but certain factors could diminish the person's ability to exercise their autonomy and effectively render them vulnerable. This would include inadequate information or understanding for deliberation, or a lack of freedom to act due to controlling influences or coercion. Sectors influenced by the nature of their relationship include students, employees, and patients dependent on caregivers or long-term care residents; therefore, caution must be exercised and the best interests of the participant protected.

Beyond the legal requirements for obtaining free and informed consent from authorized third parties, family members and friends may provide information about the interests and previous wishes of prospective subjects. In some cases, the REB will have to determine from whom the free and informed consent should be sought.

2.8   Specific Circumstances in Obtaining Consent

The REB may approve a consent procedure that does not have all the elements or may waive the informed consent requirement in the following circumstances:
- The research is no more than minimal risk to the participants;
- The waiver or alteration is unlikely to adversely affect the rights and welfare of the participants;
- The research could not practicably be carried out without the waiver or alteration;
- Whenever possible and appropriate, the participants will be provided with additional pertinent information after participation;
- The waived or altered consent does not involve a therapeutic intervention.

References:

Humber Ethical Conduct for Research Involving Humans Policy
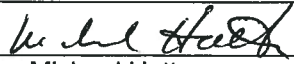
Tri-Council Policy Statement: Ethical Conduct for Research Involving Human Subjects, 2nd edition (TCPS 2)

Acknowledgments:

Durham College

Appendices:

Application for Ethical Review Involving Human Participants form

HUMBER

Policy #	(Formerly 2002-04-24) AC109
Approved by:	
Name:	Michael Hatton
Title:	Vice President Academic
Approval Date:	January 4, 2013
Policy Holder:	Vice President Academic
Administrative Contact:	Associate Dean, Program Development
Replaces Policy Dated:	November 2009
Review Date:	November 2017

Program Review

Purpose/Rationale:

The Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College") is committed to providing excellence in its academic programming. The College implements program review to ensure that the content and delivery of programs continue to be responsive, current and relevant in meeting community, employer, student and government needs. This policy outlines a consistent framework for program review.

This document is available in alternate format on request.

Scope:

The policy applies to all approved postsecondary programs for which an Ontario college credential is awarded.

Definitions:

None

Policy:

1. Humber will review all approved postsecondary programs every five to seven years through a process of program self-assessment and internal and external review.

2. The review process will consist of the following elements:

    2.1 Degrees:
    - A Self Study
    - Review by a Program Evaluation Committee
    - Receipt of Report of the Committee

    2.2 Certificate and Diplomas
    - Self-Assessment by faculty

- Student focus groups
- External assessment by two outside reviewers

References:

The Ministry of Training, Colleges and Universities, Colleges of Applied Arts and Technology Binding Policy Directive Framework for Programs of Instruction

Postsecondary Education Quality and Assessment Board Handbook for Ontario Colleges 2010

Appendices:

None

Related Procedure:

Program Review Procedure

HUMBER

Procedure Manual

Procedure #	AC109P1
Related Policy Name & #	Program Review
Approved by:	Vice President Academic
Approval Date:	January 4, 2013; February 28, 2013
Replaces Procedure Dated:	N/A
Admin. Contact(s):	Associate Dean, Program Development
Review Date:	November 2017

Program Review

Purpose:

This procedure outlines consistent procedures for degree, certificate and diploma program review.

This document is available in alternate format on request.

Definitions:

None

Procedures:

1. General:

1.1   All approved postsecondary programs will be reviewed every five to seven years through a process of program self-assessment and internal and external review.

1.2   The self-assessment reports and internal and external review assessments will be forwarded to the Academic Administrator of the program.

1.3   An Action Plan of each review will be prepared by representatives from the Planning and Development Unit in collaboration with the Dean and/or his/her designate.

1.4   The Dean and/or designate will implement the Action Plans and report back to the Vice President Academic within one year of completion of the program review.

2. Degree Program Review

2.1   The process of the review for degree programs will include:
- A Self Study
- Review by a Program Evaluation Committee
- Receipt of Report of the Committee

2.2   The Self Study

Faculty members, program coordinators and administrators of the program will complete a self-study. The completion of the self-study is facilitated by administrators from the Planning and Development Office in collaboration with the Academic Administrators of the relevant school. In conformity with the Postsecondary Education Quality Assessment Board (PEQAB) requirements, the self-study includes an assessment of:

2.2.1 The strategic fit of the program with the organization's mission, educational goals, and long-range plans.

2.2.2 The learning outcome achievements of students/graduates by comparison with:
- the program's stated learning outcome goals and standards;
- the degree-level standard;
- the opinions of employers, students/graduates; and
- the standards of any related regulatory, accrediting or professional association.

2.2.3 Key Performance Indicators (graduate employment rates, graduate satisfaction level, employer satisfaction level, student satisfaction level, and graduation rates), the default rate on the Ontario Student Assistance Program or other student loan plan, and student retention rates.

2.2.4 The continuing relevance of the program to the field of practice it serves, including evidence of revisions made to adapt to changes in the field of practice.

2.2.5 The continuing appropriateness of the method of delivery and curriculum for the program's educational goals and standards.

2.2.6 The continuing appropriateness of admission requirements (i.e. achievement level, subject preparation) for the program's educational goals and standards;

2.2.7 The continuing appropriateness of the program's structure, method of delivery and curriculum for its educational goals and standards.

2.2.8 The continuing adequacy of the methods used for evaluating student progress and achievement.

2.2.9 The efficient and effective utilization of existing human, physical, technological and financial resources.

2.2.10 Indicators of faculty performance, including the quality of teaching and supervision and demonstrable currency in the field of specialization.

2.2.11 Individual student work in the terminal stage of the program, that reflects exemplary, average, and minimally acceptable performance, and demonstrates that the degree level standard has been achieved.

The Planning and Development Office will provide the required templates, central data and assistance with the completion of the self study.

2.3 Review by a Program Evaluation Committee

As per the PEQAB requirements, a committee is identified to evaluate the program based on (a) the self study and (b) a site visit. The committee is composed of senior academic peers (normally two external peers) and one academic peer internal to the college but outside the program. The external committee members must have relevant expertise from outside the institution and all members must be free of any conflict of interest.

Copies of the self-assessment report are distributed to the program evaluation committee prior to the site visit. At the site visit the committee members normally meet with faculty members, students, graduates, employers and administrators to gather information. The

Program Evaluation Committee will prepare an assessment report of the program using the template provided.

2.4 The Report of the Committee

As per the PEQAB requirements, the purpose of the committee is to assess program quality and recommend any changes needed to strengthen that quality. The self-assessment reports, internal and external review assessments, and the assessment report will be forwarded to the Vice President Academic and the Program Administrators. The results of the program review will be used to develop an Action Plan and make appropriate planning decisions and changes to the program.

3. Diploma and Certificate Program Review

3.1 Each spring, the Planning and Development department will consult with the Deans to determine a suitable schedule of programs to review for the upcoming fall and winter semester.

3.2 The process for review of certificate and diploma programs will include:
- Self-Assessment
- Student focus groups
- External assessment by two outside reviewers (ideally one from industry and one   from academia)
- Receipt of report of the committee

3.3 The Self-Assessment

Faculty members, program coordinators, and administrators of the program will complete a program self-assessment. The completion of the self-study is facilitated by administrators from the Planning and Development Office in collaboration with the Academic Administrators of the relevant school. The self-assessment will include:

3.3.1   The strategic fit of the program with the organization's mission, educational goals, and long-range plans.

3.3.2   The learning outcome achievements of students/graduates by comparison with:
- the program's stated learning outcome goals and standards;
- the opinions of employers, students/graduates; and
- the standards of any related regulatory, accrediting or professional association.

3.3.3   Key Performance Indicators (graduate employment rates, graduate satisfaction level, employer satisfaction level, student satisfaction level, graduation rates, and student retention rates).

3.3.4   The continuing relevance of the program to the field of practice it serves, including evidence of revisions made to adapt to changes in the field of practice.

3.3.5   The continuing appropriateness of the method of delivery and curriculum for the program's educational goals and standards.

3.3.6   The continuing appropriateness of admission requirements (i.e. achievement level, subject preparation) for the program's educational goals and standards;

3.3.7   The continuing appropriateness of the program's structure, method of delivery and curriculum for its educational goals and standards.

3.3.8 The continuing adequacy of the methods used for evaluating student progress and achievement.

3.3.9 The efficient and effective utilization of existing human, physical, technological and financial resources.

3.3.10 Indicators of faculty performance, including the quality of teaching and supervision and demonstrable currency in the field of specialization.

The Planning and Development Office will provide the required templates, central data and assistance with the completion of the self-assessment.

3.4 Student Focus Groups

3.4.1 Students currently enrolled in the program under review will be invited by Planning and Development to participate in a focus group session.

3.4.2 A summary of student responses from the focus group will be provided to the outside reviewers.

3.5 External Assessment by Two Outside Reviewers

3.5.1 A committee is identified to evaluate the program based on (a) the self-assessment and (b) a site visit. The committee is composed of two outside reviewers (ideally one from industry and one from a postsecondary institution).

3.5.2 Copies of the self-assessment report are distributed to the program external assessment reviewer prior to the site visit. At the site visit the committee members normally meet with faculty members, students, graduates and administrators to gather information. The external assessment committee will prepare an assessment report of the program using the template provided.

3.6 The Report of the Committee

The purpose of the committee is to assess program quality and recommend any changes needed to strengthen that quality. The self-assessment reports, internal and external review assessments, and the assessment report will be forwarded to the Vice President Academic and the Program Administrators. The results of the program review will be used to develop an Action Plan and make appropriate planning decisions and changes to the program.

References:

The Ministry of Training, Colleges and Universities, Colleges of Applied Arts and Technology Binding Policy Directive Framework for Programs of Instruction

Postsecondary Education Quality and Assessment Board Handbook for Ontario Colleges 2010

Procedure #	AC204P2
Related Policy Name & #	Research Contracts, Grants and Fund Administration AC204
Approved by:	Vice President Academic
Approval Date:	February 25, 2013
Replaces Procedure Dated:	Nov. 20, 2003, June 29, 2004
Admin. Contact(s):	Dean, Research
Review Date:	January. 2018

Research Contracts and Fund Administration

Purpose:

This procedure specifies the terms and conditions by which research contracts will be reviewed and approved and how associated funds will be administered at Humber College Institute of Technology and Advanced Learning.

This document is available in alternate format on request.

Definitions:

Direct Cost a cost that is easily and accurately identified in research proposals or contracts. Examples of direct costs include, but are not limited to, wages and benefits of research personnel, materials, supplies, travel, equipment, and rental of space.[i]

Indirect Cost: a cost in a research project that cannot be easily identified and charged to a particular research project but which is incurred by the college and allows research projects to take place. Indirect costs can include such financial considerations as: depreciation of building and equipment, maintenance (including utilities, waste disposal, and security), insurance, financial administration (including purchasing and accounting), and libraries.[ii]

Principal Applicant or Principal Investigator: an individual who is responsible for preparing and submitting the contract and who will be in charge of the execution of the research project. This will also be the individual responsible for the management of the project and budget in compliance with sponsor agency guidelines, and Humber policies.

Co-applicant or *Co-Investigator:* is a member of the research team whose skills and/or education is essential to carrying out some part of the proposed project, for example data analyses. A Humber employee who will be involved should be included as a Co-applicant if they meet the definition of the granting agency or sponsor. The co-applicant will be normally be involved in the development of some sections of the proposal, but not responsible for its completion or submission.

Faculty Lead: is a co-applicant whose participation is essential to the performance of the research activities supported by the contract or grant. The Faculty Lead will normally be a Humber employee with essential training and experience to develop the methodology and lead the research activities. There will typically be one or more Faculty Leads for institutional grants,

where the Principal Applicant is required to be an administrative staff member. Refer also to section 2.2 below for more details on Faculty Lead responsibilities.

Research Contract: refers to an agreement to perform research or research-related activities for a sponsor under specified conditions in exchange for payment of direct and indirect costs. Normally, the idea for the project is generated by the sponsor, and they require that certain guidelines be followed with regards to the direction of the research and/or to the use or publication of research results. In addition, sponsors usually want to retain control of some or all of the Intellectual Property generated from a project. Sponsors of research may include private companies, federal government departments (e.g., Human Resources Development Canada) or federal funding agencies (e.g., Canada Foundation for Innovation), and provincial government ministries (e.g., Ministry of Training, Colleges and Universities), provincial funding agencies (e.g. Regional Innovation Centers such as MaRS)[iii] or industry partners, be they for profit or not-for profit.

Research Grant: a fund provided in aid of the independent research activities of a faculty or staff member. Normally, grant recipients are expected to use the funds as outlined in the grant proposal and to contribute the results from the research to the public domain without undue delay. The research methodology is usually developed by the Principal Applicant and co-applicants, not under the direction or in collaboration with the granting agency. Grant agencies will not typically make any claim to Intellectual Property generated from projects they fund. Grant programs may be offered by federal or provincial agencies (e.g., Social Sciences and Humanities Research Council, Workplace Safety and Insurance Board), non-profit organizations, or foundations (e.g., Ford Foundation, Fulbright Foundation).[iv]

Sponsor: An individual, company, institution or organization which takes responsibility for the initiation, management, and/or financing of a research project.

Procedures:

1. Proposal and Contract Review

    1.1 General

    Any Humber staff member who wishes the College to enter into a research contract with another organization will provide the necessary documents for internal review and approval as outlined in sections 1.2 and 1.4 below. This review will provide the opportunity to identify: acceptable use of Humber services and resources, compliance with other relevant Humber policies (such as intellectual property policy), and any liability associated with the proposed contract.

    1.2 Research Contract Documentation

    1.2.1   Any Humber employee who wishes to collaborate on a research contract, with or without funding, from a sponsoring organization, should contact the Humber Research Office as early as possible to ensure the proper administrative steps are followed.
    1.2.2   Employees must provide evidence that their supervisor (Dean or Director) is aware of and supports the project before the application process is started.
    1.2.3   Proposals/applications must contain, at a minimum, the following details or items:

- The name of the Principal Investigator and the names and roles of other individuals directly involved in the research, Faculty Lead and/or Co-Investigator(s), as applicable;
- A copy of the agreement or contract, usually provided by the sponsor;
- A detailed description of what will be done, who will be involved, how data will be collected, and how results will be analyzed and disseminated (research proposal). The proposal will also include details on the expectations and time to be committed of all team members, including all Co-Investigator(s);
- The names of all partnering agencies, organizations, or companies (if any), details about their role in the research project, and any potential benefits or liabilities associated with their participation in the research project;
- A list of College services and resources (including human resources) to be used for recovery of indirect costs of the project, as per the terms of the research contract. The indirect costs of research are to be calculated as 40% of the total direct costs of the project. Any indirect costs not recovered by the sponsor or other partners must be included as an in-kind contribution by the College to the project;
- Project timelines, including expected start and end dates, and milestones;
- The terms for rights to ownership and exploitation of intellectual property resulting from the research, in compliance with Humber's Policy on Intellectual Property;
- A budget and detailed budget justification for the proposed project (see 1.3); A statement from the Principal Investigator indicating that he or she understands and agrees with the terms and conditions outlined in the contract and proposal, and accepts responsibility for the contract, as stipulated in 2.1 of this procedure, should it come into effect; and
- The CV or resume of the Principal Investigator.

1.3 Budget Development Process for Contracts

Applicants will work directly with the Research Office to develop the research project budget. It is advised that applicants contact the Research Office as early as possible in the process to minimize the negative effects of delays.

The full cost of the project must be fully calculated, and should clearly differentiate between direct and indirect costs. All budgets must also clearly state who is covering the cost.

The operating budget should include i. Direct Costs, ii. Indirect Costs and iii. Proposed sources of funding, which will include any or all of the following:
  i.   Direct Costs:
       a. Salaries, stipends and/or honoraria for research project personnel;
       b. Supplies required to conduct the research
       c. Equipment that must be purchased, if an allowable expense, and associated operating and/or maintenance costs;
       d. Travel costs, either to conduct the research or for meetings/conferences;
       e. Other knowledge dissemination
       f. Other costs as appropriate.

    ii.   Indirect Costs:

        a. Infrastructure resources to conduct the research including space, equipment and maintenance costs;

        b. Salary for research support services employees in departments such as Finance, Research Ethics Board, the Research Office, administrative staff, other as appropriate for the project;

        c. Building maintenance and operating expenses such as heat, lighting, property taxes;

        d. Other as appropriate for the proposal.

    iii.   The total budget should also include all sources of funding, potential or confirmed, including any and/or all of the following:

        a. Cash contributions from the industry partner and/or sponsor. This would include supplies provided by the sponsor for the purposes of the project, new employees hired specifically for the project, and equipment that is purchased by the sponsor for the project, only if the equipment is to belong to Humber upon completion of the project;

        b. In-kind contributions from the sponsor. This includes salaries of existing staff who will donate some of their time to the project without additional compensation, and equipment or space that is being used for the project but which remains the property of the sponsor upon completion of the project;

        c. Cash contributions from Humber: Commitments of the college to hire new staff, equipment, supplies or other resources specifically for the project should be counted as cash contributions;

        d. In-kind contributions from Humber: This would cover the salaries of current employees who are redirecting some of their time to the project. This should not include administrative staff from Finance or Human Resources, these salaries are covered under indirect costs;

        e. Cash and in-kind contributions from other sources: should be calculated and categorized according to the guidelines of Direct and Indirect Costs, above.

1.4 Approval Process for Contract Proposals

Research contract proposals will require approval in the sequence listed:
(1) School/Department Approval,
(2) Financial Approval of the Budget,
(3) Research Office Approval; and
(4) Appropriate Executive Approval

It is the responsibility of the Principal Investigator to allow adequate time for all of the following reviews and approvals to be completed. The Principal Investigator should contact the approvers well in advance of any deadlines to learn about plans for approvers to be out of office and to identify alternate approver(s), as necessary. Failure to provide adequate time to properly review may result in delays that jeopardize the timely completion of the project as per sponsor/partner requirements.

The following subsections provide details about each type of approval:

1.4.1 School/Department Approval

Research contracts require initial approval by the Dean(s) of the school(s) or department(s) of the individual(s) to be involved with the proposed the research contract. This approval must be obtained informally before the start of the application process, (see 1.2.2); formal approval is required for the final contract. Approval by the Dean does not represent final approval for the contract. The Dean's formal approval, provided by signature, will constitute:

- That the terms and conditions of the proposed research outlined in the proposal and contract are suitable to the school or department;
- Acceptance that the research is consistent with the school's or department's strategic objectives and will benefit students and faculty;
- Assurance that the research will be accommodated within the constraints of the available College facilities and resources;
- Assurance that the research will not interfere with the other responsibilities at the College of the Principal Investigator or other research team members, including the Faculty Lead and co-investigators, as applicable;
- Acceptance that the school or department will be financially responsible for covering all shortfalls in revenue resulting from failure to submit deliverables to the contracting organization or sponsor and for all overspending on contract accounts, including indirect costs (see 3.3 below); and,
- Agreement that the Dean will immediately notify the Research Office of any change in the employment status of a Principal Investigator or Faculty Lead (see 3.5 of this policy, below).

If the proposal includes co-investigators from more than one department or school, approval must be obtained by the Deans of all Co-Investigator(s).

1.4.2 Financial Approval of the Budget
The budget must be reviewed and approved by the Director of Financial Services and Planning or his/her designate prior to approval of the Research Office. It is highly recommended that the Principal Investigator work closely with the Research Office in the development of the budget and justification prior to submitting to Finance for approval.

Signature of the Director of Financial Services and Planning indicates that the budget conforms to Humber standards and that the indirect costs have been appropriately budgeted.

1.4.3 Research Department Approval
The Research Department will review the research contract and proposal to ensure that:
   (1) The project aligns with Humber's Applied Research Strategic Plan;
   (2) The project conforms to and addresses applicable institutional policies, including Ethical Conduct for Research Involving Humans approval and Intellectual Property;
   (3) The proposal contains all appropriate, relevant and necessary elements and complete details are provided, including information about the roles and responsibilities of Co-Investigator(s);
   (4) The budget, budget justification and project timelines are appropriate for the scope of work proposed; and
   (5) All necessary approvals have been obtained.

Formal approval provided by the Director, Research, by signature, will constitute that the preceding five criteria have been met in advance of executive approval.

1.4.4 Executive Approval

The signature of an authorized official is required at Humber for final approval of all research proposals and contracts. The signature of the President or his/her designate is required for final approval to enter into a research contract. As appropriate, the President may delegate final approval to the VP, Academic or to the Vice President, Finance and Administrative Services.

As an authorized official responsible to the College's Board of Governors, the President or delegate will use his/her discretion regarding implications of the research contract proposal on the College, particularly as it concerns institutional liability. Therefore, along with authority to approve research contract proposals, the President or delegate, at his/her sole discretion, may seek counsel about, propose modifications to, or reject the research contract proposal, as deemed necessary.

2. Responsibilities

2.1 Principal Investigator Responsibilities

The Principal Investigator identified in the research proposal will be responsible for abiding by the terms as outlined in the Research contract. Once a project has been approved and the contract has been secured, the Principal Investigator assumes responsibility for:

- The performance and completion of the work, including submission of reports and other deliverables according to the terms and conditions outlined in the contract;
- Ensuring all participants have the appropriate training and experience to perform the role and responsibilities as described in the proposal;
- Ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality;
- The management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget;
- Working closely with the Faculty Lead, as applicable, to ensure the project is moving forward as per the timelines and within the approved budget; and,
- Ensuring that all relevant stakeholders including the Research Office, Deans of participating schools, and VPs who signed the contract on behalf of the institution, are informed as soon as possible of any circumstances which could prevent satisfactory completion of the contract proposal.

2.2 Faculty Lead Responsibilities

In all cases where a Faculty Lead is required, the Principal Investigator may delegate the following research operations, after the contract has been approved and the funding has been secured:

- Ordering supplies and tracking project expenses of the research fund account, however authorizing expenditures in accordance with the approved budget remains the responsibility of the Principal Investigator;

- Supervising study personnel, including research assistants and students, as they perform project-related duties;
- Preparing interim and final reports, though all documents submitted for internal and external review or approval must first be reviewed and approved by the Principal Investigator; and,
- Ensuring that the Dean(s) associated with the project, the Research Office and, as appropriate, the President are informed as soon as possible of any circumstances which could prevent satisfactory completion of the project.

3. Contracts/Agreements Fund Administration

Although 3.1, 3.2 and 3.3 may be delegated by the Principal Investigator to an administrative assistant or research assistant, all project-related documents and activity remain the responsibility of the Principal Investigator.

3.1 Record Keeping

The Principal Investigator is responsible for the following:

3.1.1 Ensuring that a copy of the submitted proposal with all necessary signatures is provided to the Research Office;

3.1.2 Providing a copy of the final fully-executed contract, proposal and final approved budget to the Research Office and Financial Services;

3.1.3 Keeping copies of all project-related expenses and a record of all salary expenditures.

3.1.4 Recording minutes for all project-related meetings.

3.1.5 Other as required for Research Ethics Board approval or the sponsor.

3.2 Administration and Management of Funds

After a contract has been approved, the Principal Investigator will be responsible for:

3.2.1 Submitting the Research Ethics Board approval letter to the Research Office for research involving human participants, as appropriate. This approval must be obtained prior to the release of funds;

3.2.2 Ensuring sponsor funds are utilized in compliance with the fully-executed agreement and adhering to Humber Finance and Purchasing requirements;

3.2.3 Preparing reports and submitting to Finance for review and approval prior in advance of the sponsor deadlines; and,

3.2.4 Authorizing expenditures in accordance with the budget approved by the fully-executed agreement.

Financial Services and Planning will establish an account for the research contract funds and will provide accounting services for the funds, according to generally accepted accounting principles. Financial Services will also provide an audited financial statement of the contract fund accounts, as may be required as per the contract agreement. It is the responsibility of the Principal Investigator to work closely with Finance and to request audited financial statements in advance of reporting deadlines.

3.3 Recovery of Indirect Costs

Provisions for the recovery of indirect costs of performing research activities will be included in all Humber research contracts, where permitted by the funding agency or sponsor. The indirect costs will be calculated at 40% of the total direct costs of the project, and should be recovered to the greatest extent possible, where permitted by the funding agency or sponsor. The President or his/her delegate has the authority collectively to adjust this rate on a case-by-case basis, as may be deemed appropriate.

3.4 Allocation of Indirect Costs

The Principal Applicant is responsible for ensuring that the requested budget includes as much of the indirect costs as possible. The Dean of the Principal Applicant's Department is responsible to ensure that all direct and indirect costs that are not recovered by the grant will be covered by their Department.

The revenue received by Humber, as a recovery of indirect costs, will be distributed as follows:

- 50% to Humber's General Revenues
- 50% to the development fund of the Principal Investigator's affiliation, department or school

3.5 Change in the Status of Principal Applicant or Award Holders

The Dean of the Principal Applicant and/or Faculty Lead shall immediately notify the Dean of Research of any change in the employment status of a contract or award holder or essential co-investigator (Principal Applicant or Faculty Lead) so that the appropriate sponsoring agencies can be notified in a timely manner. The replacement of a Principal Applicant must be approved by the Dean of Research and the Dean of the replacement investigator. Formal approval of the changes must be obtained in writing with a revised contract signed by the Executive Approver and the sponsor.

4. Policy Administration

The Dean of Research will be responsible for the administration of this policy and procedure and to monitor its effectiveness.

References:

Humber Approval and Signing Authority Policy

Humber Intellectual Property Policy

Humber Ethical Conduct for Research Involving Humans

Appendices:

None

Related Procedure:

Research Grant Applications and Fund Administration (AC204P1)
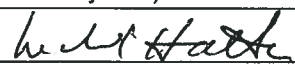
Endnotes

[i] Adapted from University of Toronto's *Policy on Research Contracts and the Recovery of Indirect Costs of Research.*

[ii] Adapted from University of Toronto's *Policy on Research Contracts and the Recovery of Indirect Costs of Research.*

[iii] Adapted from University of Ottawa's policy on *Grants and Contracts Administered by the University.*

[iv] Adapted from University of Ottawa's policy on *Grants and Contracts Administered by the University.*

Policy #	(Formerly 152) AC204
Approved by:	*[signature]*
Name:	M. Hatton
Title:	Vice President Academic
Approval Date:	February 25, 2013
Policy Holder:	Vice President Academic
Administrative Contact:	Dean, Research
Replaces Policy Dated:	Nov. 20, 2003, June 29, 2004
Review Date:	January 2018

Research Contracts, Grants and Fund Administration

Purpose/Rationale:

The Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College") is designated by the Ministry of Training, Colleges and Universities as an *Institute of Technology and Advanced Learning* (ITAL) and, as such, may engage in research activities. Research contracts and grants often involve substantial use of institutional resources and sometimes require a financial contribution made by the host institution in order to qualify. This policy specifies the terms and conditions by which research grants will be reviewed and approved and by which research funds will be administered.

This document is available in alternate format on request.

Scope:

The policy applies to all research grants that propose the use of any of Humber's services or resources (including human, physical, and financial).

Definitions:

Research Contract: refers to an agreement to perform research or research-related activities for a sponsor under specified conditions in exchange for payment of direct and indirect costs. Normally, the idea for the project is generated by the sponsor, and they require that certain guidelines be followed with regards to the direction of the research and/or to the use or publication of research results. In addition, sponsors usually want to retain control of some or all of the Intellectual Property generated from a project. Sponsors of research may include private companies, federal government departments (e.g., Human Resources Development Canada) or federal funding agencies (e.g., Canada Foundation for Innovation), and provincial government ministries (e.g., Ministry of Training, Colleges and Universities), provincial funding agencies (e.g. Regional Innovation Centers such as MaRS) or industry partners, be they for profit or not-for profit.

Research Grant: a fund provided in aid of the independent research activities of a faculty or staff member. Normally, grant recipients are expected to use the funds as outlined in the grant proposal and to contribute the results from the research to the public domain without undue delay. The research methodology is usually developed by the Principal Applicant and co-

applicants, not under the direction or in collaboration with the granting agency. Grant agencies will not typically make any claim to Intellectual Property generated from projects they fund. Grant programs may be offered by federal or provincial agencies (e.g., Social Sciences and Humanities Research Council, Workplace Safety and Insurance Board), non-profit organizations, or foundations (e.g., Ford Foundation, Fulbright Foundation).

Sponsor: is the partner in the project and can be an individual, a for-profit company, a government agency, an academic institution, a private organization or a not-for profit organization. The sponsor takes responsibility for the initiation, management, and/or financing of the research project. The sponsor would not actually conduct the research unless he/she is a Humber staff member. Usually, the sponsor has defined the research project and requires some Humber resources (faculty expertise, students, space and/or equipment) in order to complete the project. The sponsor usually remains in control of the final results and any Intellectual Property arising from the project, in compliance with the Humber Intellectual Property policy and/or the research contract.

Policy:

1. Any Humber employee who wishes to apply for a research contract or grant will prepare a proposal for internal review and approval in order to identify: acceptable use of Humber services and resources, compliance with other relevant Humber policies (such as the Ethical Conduct for Research Involving Humans policy), the appropriateness of the requested funds and any liability associated with the proposed grant proposal.

2. Research contracts and grant proposals and applications will require (1) School/Department Approval, (2) Financial Services and Planning Approval of the Budget, (3) Research Office Approval and (4) Executive Approval as per the funding agency or sponsor guidelines, usually the President of the College. These approvals must be obtained i) prior to final submission of a grant application or research contract and ii) in the sequence listed above.

3. All research contracts and grants will be signed by a Humber authorized signing authority(ies) as required by the contract or grant.

4. The Dean of Research will be responsible for the administration of this policy and to monitor its effectiveness. The Dean will provide an annual report to the Humber Research Council and, as necessary, to the VP, Academic regarding the effectiveness of this policy to facilitate research grant applications. Reports to the VP, Academic may include recommended changes to the policy that are considered necessary.

References:

Humber Intellectual Property Policy

Ethical Conduct for Research Involving Humans

Appendices:

None

Related Procedure:

Research Grant and Fund Administration

Research Contracts and Fund Administration

HUMBER

Procedure Manual

Procedure #	AC204P1
Related Policy Name & #	Research Contracts, Grants and Fund Administration AC204
Approved by:	Vice President Academic
Approval Date:	February 25, 2013
Replaces Procedure Dated:	Nov. 20, 2003, June 29, 2004
Admin. Contact(s):	Dean, Research
Review Date:	January 2018

Research Grant Applications and Fund Administration

Purpose:

This procedure specifies the terms and conditions by which research grants will be reviewed and approved and how associated funds will be administered at the Humber College Institute of Technology and Advanced Learning.

This document is available in alternate format on request.

Definitions:

Direct Cost: a cost that is easily and accurately identified in research proposals or contracts. Examples of direct costs include, but are not limited to, wages and benefits of research personnel, materials, supplies, travel, equipment, and rental of space.[i]

Indirect Cost: a cost in a research project that cannot be easily identified and charged to a particular research project but which is incurred by the college and allows research projects to take place. Indirect costs can include such financial considerations as: depreciation of building and equipment, maintenance (including utilities, waste disposal, and security), insurance, financial administration (including purchasing and accounting), and libraries.[ii]

Principal Applicant or Principal Investigator: an individual who is responsible for preparing and submitting the grant. This will also be the individual responsible for the management of the project and budget in compliance with granting agency guidelines, and Humber policies.

Co-applicant or Co-investigator: is a member of the research team whose skills and/or education is essential to carrying out some part of the proposed project, for example data analyses. A Humber employee who will be involved should be included as a Co-applicant if they meet the definition of the granting agency. The co-applicant will be normally be involved in the development of some sections of the proposal, but not responsible for its completion or submission.

Faculty Lead: is a co-applicant whose participation is essential to the performance of the research activities supported by the contract or grant. The Faculty Lead will normally be a Humber employee with essential training and experience to develop the methodology and lead the research activities. There will typically be one or more Faculty Leads for institutional grants, where the Principal Applicant is required to be an administrative staff member. Refer also to section 2.2 below for more details on Faculty Lead responsibilities.

Research Grant: a fund provided in aid of the independent research activities of a faculty or staff member. Normally, grant recipients are expected to use the funds as outlined in the grant proposal and to contribute the results from the research to the public domain without undue delay. The research methodology is usually developed by the Principal Applicant and co-applicants, not under the direction or in collaboration with the granting agency. Grant agencies will not typically make any claim to Intellectual Property generated from projects they fund. Grant programs may be offered by federal or provincial agencies (e.g., Social Sciences and Humanities Research Council, Workplace Safety and Insurance Board), non-profit organizations, or foundations (e.g., Ford Foundation, Fulbright Foundation).[iii]

Sponsor: An individual, company, institution or organization which takes responsibility for the initiation, management, and/or financing of a research project.

Procedures:

1. Research Grant Applications

Although grants normally come with fewer obligations than research contracts, they often involve substantial use of institutional resources and sometimes require a financial contribution made by the host institution in order to qualify. Therefore, any Humber employee who wishes to apply for a research grant will prepare a proposal for internal review and approval as outlined in sections 1.2 and 1.3. This review will provide the opportunity to identify: acceptable use of Humber services and resources, compliance with other relevant Humber policies (such as the Ethical Conduct for Research Involving Humans policy), the appropriateness of the requested funds and any liability associated with the proposed grant proposal.

   1.1 Research Grant Applications

   1.1.1 Any Humber employee who intends to apply for funding from an external granting organization should contact the Humber Research Office as early as possible to ensure the proper administrative steps are followed.
   1.1.2 Employees applying for a grant must provide evidence that their supervisor (Dean or Director) is aware of and supports the project before the application process is started.
   1.1.3 Applications should be prepared in collaboration with the Research Office. Applications should conform to the requirements of the granting agency, and will usually include the following:
   - The name and contact information for the Principal Applicant;
   - Names and contact information of other individuals directly involved in the research (co-applicants);
   - A detailed description of what will be done, who will be involved, how data will be collected, and how results will be analyzed and disseminated (research proposal). The proposal will also include details on the expectations and time to be committed of all team members, including all co-applicants;
   - Project timelines, including expected start and end dates, and milestones;
   - A budget and detailed budget justification that describes the direct costs of the research project and how the costs will be covered by funds from

the research grant and what the Humber contribution is (see also 5.3 below);

- A list of College services and resources (including human resources) to be used for recovery of indirect costs of the project, if permitted by the granting agency. The indirect costs of research are to be calculated as 40% of the total direct costs of the project. Any indirect costs not recovered by the granting agency must be included as an in-kind contribution by the College to the project;
- Any restrictions affecting intellectual property resulting from the research;
- The signature of the Principal Applicant verifying that s/he accepts responsibility for the proposed research and other responsibilities, as stipulated in subsections 2.1, 2.2, 3.1, 3.2 and 3.3 of this policy, should the grant be awarded; and,
- Evidence that the co-applicants have read the grant application, have the qualifications required for their roles as described in the research proposal, and are ready and able to assume responsibility for their role. Faculty lead approval of the application will also serve to verify acceptance of conditions in 2.2 of this policy, see below.

1.2 Budget Development Process for Grants

Applicants will work directly with the Research Office to develop the research project budget. It is advised that applicants contact the Research Office as early as possible in the process to minimize the negative effects of delays.

The full cost of the project must be fully calculated, and should clearly differentiate between direct and indirect costs. All budgets must also clearly state who is covering the cost.

The operating budget should include i. Direct Costs, ii. Indirect Costs and iii. Proposed sources of funding,, which will include any or all of the following,:
  i.   Direct Costs:
       a. Salaries, stipends and/or honoraria for research project personnel;
       b. Supplies required to conduct the research;
       c. Equipment that must be purchased, if an allowable expense, and associated operating and/or maintenance costs;
       d. Travel costs, either to conduct the research or for meetings/conferences;
       e. Other knowledge dissemination;
       f. Other costs as appropriate.
  ii. Indirect Costs:
       a. Infrastructure resources to conduct the research including space, equipment and maintenance costs;
       b. Salary for research support services employees in departments such as Finance, Research Ethics Board, the Research Office, administrative staff, other as appropriate for the project;
       c. Building maintenance and operating expenses such as heat, lighting, property taxes;
       d. Other as appropriate for the proposal.

iii. Proposed Sources of Funding: The total budget should also include all sources of funding, potential or confirmed, including any and/or all of the following:

    a. Amount requested from the granting agency

    b. Cash contributions from the industry partner and/or sponsor. This would include supplies provided by the sponsor for the purposes of the project, new employees hired specifically for the project, and equipment that is purchased by the sponsor for the project, only if the equipment is to belong to Humber upon completion of the project

    c. In-kind contributions from the sponsor. This includes salaries of existing staff who will donate some of their time to the project without additional compensation, and equipment or space that is being used for the project but which remains the property of the sponsor upon completion of the project

    d. Cash contributions from Humber: Commitments of the college to hire new staff, equipment, supplies or other resources specifically for the project should be counted as cash

    e. In-kind contributions from Humber: This would cover the salaries of current employees who are redirecting some of their time to the project. This should not include administrative staff from Finance or Human Resources as these salaries are covered under indirect costs

    f. Cash and in-kind contributions from other sources: should be calculated and categorized according to the guidelines of Direct and Indirect costs, above

1.3 Approval Process for Submission of Grant Proposals

Research grant proposals will require approval in the sequence listed:
(1) School/Department Approval,
(2) Financial Approval of the Budget,
(3) Research Office Approval; and
(4) Appropriate Executive Approval

It is the responsibility of the Principal Applicant to allow adequate time for all of the following reviews and approvals to be completed. The Principal Applicant should contact the approvers well in advance of any deadlines to learn about plans for approvers to be out of office and to identify alternate approver(s), as necessary. Failure to provide adequate time to properly review may result in delays that jeopardize the timely submission of the application.

The following subsections provide details about each type of approval.

1.3.1 School/Department Approval

Research grants require initial approval by the Dean of the school or department of the individual applying for the grant (the Principal Applicant), the Faculty Lead, as appropriate, and other co-applicants. This approval must be obtained informally before the start of the application process, see 1.1.2; formal approval is required for the final, completed application. Approval by the Dean does not represent final approval for submission of grant applications. The Dean's formal approval, provided by signature, will constitute:

- that the terms and conditions of the proposed research outlined in the grant application are suitable to the school or department;
- acceptance that the research is consistent with the school's or department's strategic objectives and will benefit students and faculty;
- assurance that the research will be accommodated within the constraints of the available College facilities and resources;
- assurance that the research will not conflict with the other responsibilities at the College of the applicant as either the Principal Applicant, Faculty Lead or co-applicant, as applicable;
- acceptance that the school or department will be financially responsible for covering revenue shortfalls resulting from overspending on grant accounts, including indirect costs (see 3.3 below) ; and
- Agreement that the Dean will immediately notify the Research Office of any change in the employment status of a Principal Applicant or Faculty Lead (see 3.4 of this policy, below).

If the proposal includes applicants from more than one department or school, approval must be obtained by the Deans of all applicants and co-applicants.

Any Grant proposal that obtains School/Department Approval should be forwarded to Financial Services and Planning for review and approval before it is forwarded to the Research Office.

1.3.2 Financial Approval of the Budget
The budget must be reviewed and approved by the Director of Financial Services and Planning prior to approval of the Research Office. It is highly recommended that applicants work closely with the Research Office in the development of the budget and justification prior to submitting to Finance for approval.

Signature of the Director of Financial Services and Planning indicates that the budget conforms to Humber standards and that the indirect costs have been appropriately budgeted.

1.3.3 Research Office Approval
The Research Office will review the research grant proposal to ensure that:
  (1) The project aligns with Humber's Applied Research Strategic Plan;
  (2) The project conforms to and addresses applicable institutional policies, including Research Ethics Board approval, see 3.2;
  (3) The proposal contains all appropriate, relevant and necessary elements and complete details are provided, including information about the roles and responsibilities of co-applicants;
  (4) The budget, budget justification and project timelines are appropriate for the scope of work proposed; and
  (5) All necessary approvals have been obtained.
Formal approval provided by the Dean, Research Office, by signature, will constitute that the preceding five criteria have been met in advance of executive approval.

1.3.4 Executive Approval
The signature of an authorized official is required at Humber as final, institutional approval for all research grant applications. The signature of the President will be

required for final approval to submit grant applications. As appropriate, the President may delegate final approval to the VP, Academic or to the Vice President, Finance and Administrative Services. Furthermore, the President or designate will only review and consider research grant applications that have been approved as per 1.3 of this policy. In some cases, for small grants, Executive Approval may be delegated by the VPA to the Dean, Research. In these cases, the grant may be submitted after the Research Office has approved.

As authorized officials responsible to the College's Board of Governors, the President or designate will use his/her discretion regarding implications of the grant proposal on the College, particularly as it concerns institutional liability. Therefore, along with authority to approve research grant proposals, the President or delegate may, at his/her sole discretion, seek counsel about, propose modifications to, or reject the research grant proposal, as deemed necessary.

2. Responsibilities

2.1 Principal Applicant Responsibilities
The Principal Applicant will be responsible for abiding by the terms and conditions outlined in the grant proposal. Specifically, the Principal Applicant assumes responsibility for:
- The performance and completion of the work in full compliance with the proposal approved by the granting agency;
- Ensuring all participants have the appropriate training and experience to perform the role and responsibilities as described in the proposal;
- Ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the granting agency and of the College, especially those relating to publication, intellectual property, and confidentiality;
- The management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget;
- Working closely with the Faculty Lead, as applicable, to ensure the project is moving forward as per the timelines and within the approved budget; and,
- Ensuring that all relevant stakeholders including the Research Office, Deans of participating schools, and VPs who provided approval for the grant proposal, are informed as soon as possible of any circumstances which could prevent satisfactory completion of the research.

2.2 Faculty Lead Responsibilities
In all cases where a Faculty Lead is required, the Principal Applicant may delegate the following research operations, after the proposal has been approved and the grant has been secured:
- Ordering supplies and tracking project expenses of the research fund account; however, authorizing expenditures in accordance with the approved budget remains the responsibility of the Principal Applicant;
- Supervising study personnel, including research assistants and students, as they perform project-related duties;
- Preparing interim and final reports, though all documents submitted for internal and external review or approval must first be reviewed and approved by the

Principal Applicant; and,
- Ensuring that the Dean(s) associated with the project, the Research Office and, as appropriate, the President are informed as soon as possible of any circumstances which could prevent satisfactory completion of the project.

3. Research Grants and Fund Administration

Though 3.1, 3.2 and 3.3 may be delegated by the Principal Applicant to an administrative assistant or research assistant, all grant-related documents and activity remain the responsibility of the Principal Applicant.

3.1 Record Keeping
The Principal Applicant is responsible for the following:
- Ensuring that a copy of the submitted proposal with all necessary signatures is provided to the Research Office;
- Providing a copy of the grant approval letter and final approved budget to the Research Office and Financial Services;
- Keeping copies of all project-related expenses and a record of all salary expenditures.
- Recording minutes for all project-related meetings.
- Other as required for Research Ethics Board approval or the granting agency.

3.2 Administration and Management of Funds

After a grant proposal has been successfully funded, the Principal Applicant will be responsible for:
(1) Submitting the Research Ethics Board approval letter to the Research Office for research involving human participants, as appropriate. This approval must be obtained prior to the release of funds;
(2) Ensuring grant funds are utilized in compliance with the Granting agency guidelines and adhering to Humber Finance and Purchasing requirements;
(3) Preparing reports and submitting to Finance for review and approval in advance of the Granting agency deadlines; and,
(4) Authorizing expenditures in accordance with the budget approved by the Granting Agency.

Financial Services will be authorized to open an account for the research grant fund and will provide accounting services for the fund, according to generally accepted accounting principles. For institutional grants, funds will be managed by the Research Office. For grants awarded directly to a faculty Principal Applicant, funds may be managed as per the direction of the awardee's Dean.

Financial Services will also provide an audited financial statement of the grant fund accounts, as may be required for reporting obligations. It is the responsibility of the Principal Applicant to work closely with Finance and to request audited financial statements in advance of reporting deadlines.

3.3 Recovery and Allocation of Indirect Costs

Provisions for the recovery of indirect costs of performing research activities will be included in all Humber research grant proposals, where permitted by the granting agency. The total indirect costs will be calculated at 40% of the total direct costs of the project. This amount should be recovered to the greatest extent possible, where permitted by the funding agency. The President has the authority collectively to adjust this rate on a case-by-case basis, as may be deemed appropriate. The Principal Applicant is responsible for ensuring that the requested budget includes as much of the indirect costs as possible. The Dean of the Principal Applicant's Department is responsible to ensure that all direct and indirect costs that are not recovered by the grant will be covered by their Department.

The revenue received by Humber, as a recovery of indirect costs, will be distributed as follows:

- 50% to Humber's General Revenues;
- 50% to the development fund of the Principal Applicant's affiliation, department or school.

3.4 Change in the Status of Grant or Award Holders

The Dean of the Principal Applicant and/or Faculty Lead shall immediately notify the Dean of Research of any change in the employment status of a grant or award holder or essential co-investigator (Principal Applicant or Faculty Lead) so that the appropriate sponsoring agencies can be notified in a timely manner. The replacement of a Principal Applicant must be approved by the Dean of Research and the Granting Agency.

4. Policy Administration

The Dean of Research will be responsible for the administration of this policy and procedure and to monitor its effectiveness.

References:

Humber Approval and Signing Authority Policy

Humber Intellectual Property Policy

Humber Ethical Conduct for Research Involving Humans

Appendices:

None

Related Procedure:

Research Contracts and Fund Administration (AC204P2)
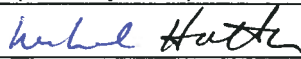
Endnotes

[i] Adapted from University of Toronto's *Policy on Research Contracts and the Recovery of Indirect Costs of Research.*

[ii] Adapted from University of Toronto's *Policy on Research Contracts and the Recovery of Indirect Costs of Research.*

[iii] Adapted from University of Ottawa's policy on *Grants and Contracts Administered by the University.*

Policy #	(formerly 0156) AC202
Approved by:	
Name:	Michael Hatton
Title:	Vice President Academic
Approval Date:	September 24, 2012
Policy Holder:	Vice President Academic
Administrative Contact:	Dean, Research
Replaces Policy Dated:	November 25, 2004
Review Date:	September 2017

Research Involving Biohazardous and Radioactive Materials

Purpose/Rationale:

To date, Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College") employees have not engaged in research that involves biohazardous and/or radioactive materials. In addition, there are no plans to engage in research involving these materials in the foreseeable future. However, should this situation change, the College will commit itself to protecting employees, students, the community and the environment from potential hazards that may arise in the handling and management of biohazardous and/or radioactive materials. This policy has been developed to comply with eligibility requirements of federal funding agencies (Natural Sciences and Engineering Research Council of Canada (NSERC), Canadian Institutes of Health Research (CIHR), Social Sciences and Humanities Research Council (SSHRC)) concerning research involving biohazardous and radioactive materials. This policy outlines the College's official position on research involving biohazardous and/or radioactive materials.

This document is available in alternate format on request.

Scope:

The policy applies to all College research and teaching activities.

Definitions:

Biohazards: infectious agents or biological materials that present a direct or indirect risk or potential risk to the health of humans, animals or the environment

Radioactive materials: materials that emit ionizing radiation in the form of alpha or beta particle or gamma rays and may present a risk to humans, animals or the environment

Policy:

1. Although Humber College employees have never engaged in college-sanctioned research involving biohazardous and/or radioactive materials, the College subscribes in principle to responsible handling and management of these materials to ensure the protection of humans, animals and the environment.

2. Should the decision be made at a future date to engage in research involving biohazardous or radioactive materials, Humber College employees and students will implement care and management practices consistent with all legislative and regulatory requirements, including Health Canada's *Laboratory Biosafety Guidelines* and the Canadian Nuclear Safety Commission's regulations, the *Hazardous Products Act*, the *Hazardous Materials Information Review Act*, and Workplace Hazardous Materials Information Standards. In addition, individuals responsible for supervising or working in areas where such research is conducted will be expected to adhere to appropriate *Occupational Health and Safety Act* requirements, policies and procedures.

References:

Laboratory Biosafety Guidelines, 3rd Edition 2004

Hazardous Products Act, 1985

Hazardous Materials Information Review Act, 1985

Workplace Hazardous Materials Information Standards

Occupational Health and Safety Act of Ontario, 1990

Acknowledgements: This policy has been adopted from Mohawk College with their permission, and adapted for Humber College. Humber gratefully acknowledges the contribution of Mohawk College in this regard.

Appendices:

Related Procedure:

Policy #	(formerly #0202-3) AC108
Approved by:	*he hal Hatton*
Name:	M. Hatton
Title:	Vice President Academic
Approval Date:	January 4, 2013
Policy Holder:	Vice President Academic
Administrative Contact:	Associate Dean Academic Operations
Replaces Policy Dated:	February 11, 2002
Review Date:	December 2017

Student Feedback Questionnaire

Purpose/Rationale:

The Humber College Institute of Technology & Advanced Learning (hereafter referred to as "Humber" or "the College") is committed to measuring students' perceptions of their learning experience. The Student Feedback Questionnaire (hereafter referred to as "the SFQ") is an instrument used on a regular basis to collect such data.

This document is available in alternate format on request.

Scope:

The SFQ is normally administered to each course section of all programs in every semester.

Definitions:

None

Policy:

1. The SFQ is normally administered in all course programs, offered during the Fall, Winter and Spring/Summer semesters. For Continuing Education, normally, credit courses of 24 hours of instruction or more will be included. Other courses may be added at the discretion of the Academic Administrators.

2. Under the direction of the Vice President Academic, SFQ data will be compiled and the information returned to the Vice President Academic, the Dean and each professor.

3. Each year the Vice President Academic and the Dean of each school will review faculty whose performance falls short of college expectations, discuss development plans, and consider other interventions. Exemplary faculty performance will also be identified.

4. SFQ data will be used in the program review process as part of the assessment of student satisfaction.

Appendix:

Student Feedback Questionnaire

Related Procedure:

None

**ONTARIO COLLEGES OF APPLIED ARTS
AND TECHNOLOGY**

ACADEMIC EMPLOYEES
COLLECTIVE AGREEMENT

BETWEEN:
COLLEGE EMPLOYER COUNCIL (the Council)
FOR THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY

AND:
ONTARIO PUBLIC SERVICE EMPLOYEES UNION
(FOR ACADEMIC EMPLOYEES)

**EFFECTIVE FROM: OCTOBER 1, 2017
TO: SEPTEMBER 30, 2021**

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Article 1
RECOGNITION

1.01   The Union is recognized as the exclusive collective bargaining agency for all academic employees of the Colleges engaged as teachers, counsellors and librarians, all as more particularly set out in Article 14, Salaries, except for those listed below:

(i)   Chairs, Department Heads and Directors,

(ii)   persons above the rank of Chair, Department Head or Director,

(iii) persons covered by the Memorandum of Agreement with the Ontario Public Service Employees Union in the support staff bargaining unit,

(iv)   other persons excluded by the legislation, and

(v)   teachers, counsellors and librarians employed on a part-time or sessional basis.

NOTE A: Part-time in this context shall include persons who teach six hours per week or less.

NOTE B: Sessional in this context shall mean an appointment of not more than 12 months duration in any 24 month period.

Article 2
STAFFING

2.01   The Colleges shall not reclassify professors as instructors except through the application of Article 27, Job Security.

2.02   The College will give preference to the designation of full-time positions as regular rather than partial-load teaching positions, as defined in Article 26, Partial-Load Employees, subject to such operational requirements as the quality of the programs, their economic viability, attainment of the program objectives, the need for special qualifications and the market acceptability of the programs to employers, students, and the community.

2.03 A   The College will give preference to the designation of full-time positions as regular continuing teaching positions rather than sessional teaching positions including, in particular, positions arising as a result of new post-secondary programs subject to such operational requirements as the quality of the programs, their economic viability, enrolment patterns and expectations, attainment of program objectives, the need for special qualifications and the market acceptability of the programs to employers, students, and the community. The College will not abuse sessional appointments by failing to fill ongoing positions as soon as possible subject to such operational requirements as the quality of the programs, their economic viability, attainment of program objectives, the need for special qualifications, and enrolment patterns and expectations.

2.03 B   The College will not abuse the usage of sessional appointments by combining sessional with partial-load service and thereby maintaining an employment relationship with the College in order to circumvent the completion of the minimum 12 months sessional employment in a 24 month period.

2.03 C   If the College continues a full-time position beyond one full academic year of staffing the position with sessional appointments, the College shall designate the position as a regular full-time bargaining unit position and shall fill the position with a member of the bargaining unit as soon as a person capable of performing the work is available for hiring on this basis.

2.03 D   Grievances alleging a violation of Article 2.02 and Article 2.03 A cannot rely on staffing which occurred from September 1, 2014 to December 20, 2017 to assist in establishing a breach of either of those Articles.

Article 3
RELATIONSHIP

3.01   On or prior to commencement of employment, each new employee shall be provided with a copy of this Collective Agreement (also referred to as Agreement), and the names and addresses of the Union Local Executive if supplied to the College by the Union Local. Additionally, partial-load employees will be provided a copy of the Collective Agreement on the first occasion they are employed following the negotiation of a new Collective Agreement or if re-employment occurs more than one year after the end of the previous partial-load contract.

3.02   The Colleges and the Union agree that there will be no intimidation, discrimination, interference, restraint or coercion exercised or practiced by either of them or their representatives or members because of an employee's membership or non-membership in the Union or because of an employee's activity or lack of activity in the Union or because of an employee's filing or not filing a grievance including participation in the workload complaint system.

3.03   The Union further agrees that there will be no solicitation for membership, collection of dues, Union Executive or membership meetings or other Union activities on the College premises, except as specifically set out in this Agreement or by written permission of the College concerned, but such permission shall not be unreasonably withheld.

    In January and in September, the Union Local may request and the College shall provide the current address and phone number on file for full-time and partial-load employees.

Article 4
NO DISCRIMINATION/BULLYING/PSYCHOLOGICAL HARASSMENT

4.01 A   The parties agree that, in accordance with the provisions of the *Ontario Human Rights Code*, there shall be no discrimination or harassment against any employee by the Union or the Colleges, by reason of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability.

4.01 B   It is understood that nothing contained in 4.01 A limits the right of an employee to grieve in accordance with the procedure as set forth in Article 32, Grievance and Arbitration Procedures.

Where an employee has a complaint about workload based upon the provisions in the *Ontario Human Rights Code*, the employee shall have a right to pursue the complaint in accordance with the procedures set out in Article 11.02.

4.01 C   The parties agree that the implementation of a special program under Section 14 of the *Human Rights Code, R.S.O., 1990*, as amended, shall be deemed not to contravene 4.01 A.

4.02 A 1   All employees covered by this Agreement have a right to freedom from harassment in the workplace because of sex by his or her employer or agent of the employer or by another employee. Harassment means engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.

4.02 A 2   It is agreed that the responsibility of the College under clause 4.02 A 1 with respect to the conduct of an agent of the employer or of another employee shall be limited to the taking of all reasonable means to ensure that the conduct complained of does not occur.

4.02 A 3   Every employee covered by this Agreement has a right to be free from:

(i)   a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the employee where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome; or

(ii)   a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the employee.

4.02 A 4   The College shall make reasonable provisions to ensure that employees are free from bullying/psychological harassment as defined within this article.

The College and the Local Union shall cooperate to the fullest extent possible to ensure the work environment is free from bullying/psychological harassment.

4.02 A 5 Bullying/psychological harassment refers to any vexatious behaviour that is known, or ought reasonably to be known, to be unwelcome and that:

(a) Adversely affects an employee's dignity, or psychological or physical integrity, and/or

(b) Takes the form of repeated conduct which could reasonably be regarded as intending to intimidate, offend, degrade or humiliate, and/or

(c) Results in a harmful work environment.

Examples of bullying/psychological harassment include, but are not limited to, the following:

- berating/belittling an employee or an individual;
- making repeated unwarranted criticism;
- undermining or deliberately impeding a person's work;
- spreading malicious rumours or gossip;
- making physical gestures intended to intimidate, offend, degrade or humiliate an employee or an individual;
- making comments that are threatening, derisory or defamatory.

4.02 A 6 Actions which may be deemed to be bullying/psychological harassment could be carried out by a manager and/or a supervisor, students, employees, individuals or groups.

4.02 A 7 Reasonable action by a College, a manager and/or a supervisor, by the Union or its representatives, by students, by employees, individuals or by groups is not bullying/psychological harassment.

Examples of this include, but are not limited to, the following:

- the transfer, demotion, discipline, counsel or dismissal of an employee in a reasonable manner;
- a decision, based on reasonable grounds and facts, not to promote or grant another benefit in connection with an employee's employment or performance;
- the legitimate right and responsibility of managers to conduct ongoing evaluation of employee performance at work, which may include reasonable criticism of performance and/or may result in reasonable changes to a person's assignment as a result of an evaluation;
- the legitimate right of Union members and officials to reasonably conduct grievance investigations, file grievances, conduct inspections, lawfully picket and, without limiting the aforementioned, generally conduct Union business in a reasonable manner;
- the legitimate right and responsibility of employees to correct inappropriate student behaviour and maintain order in the work environment in a reasonable manner;
- respectfully expressing disagreement or reasonably stating a contrary point of view;

- the legitimate exercise of freedom of thought and inquiry, and expression.

4.02 A 8 Bullying/psychological harassment will be treated as a disciplinary offence that could lead to dismissal.

Frivolous allegations of bullying/psychological harassment will be treated as a disciplinary offence that could lead to dismissal.

4.02 A 9 The time limits set out in Article 32, Grievance and Arbitration Procedures, and in Article 33, Expedited Arbitration Process, do not apply to complaints under this Article, provided that the complaint is made within a reasonable time of the conduct complained of, having regard to all the circumstances.

4.02 A 10 Where, at any time either before the making of a complaint or the filing of a grievance under Article 32, Grievance and Arbitration Procedures, the College establishes an investigation of the complaint, or the employee agrees to the establishment of such an investigation, pursuant to any human resources policy or other procedure of the College, the time limits for the processing of the complaint or grievance under Article 32, Grievance and Arbitration Procedures, or Article 33, Expedited Arbitration Process, shall be suspended until the employee is given notice in writing of the results of the investigation.

4.02 A 11 Where a complaint under this Article is made against an employee's supervisor, or any person with supervisory responsibilities at a higher level over the employee, any oral complaint or written grievance which is expressed in Article 32, Grievance and Arbitration Procedures to be presented to the supervisor may be presented directly to the College President, or the President's designee, or any person appointed by the College President specifically to deal with complaints or grievances under this provision.

4.02 A 12 Where it appears to an arbitrator/arbitration board that an employee who is a grievor under this Article has made a complaint under the *Ontario Human Rights Code* relating to the conduct which is the subject of the grievance, the arbitrator/arbitration board may, as it sees fit, adjourn the grievance, stay the grievance, or dismiss the grievance.

4.02 A 13 An employee who makes a complaint under this Article may be accompanied and represented by a Union Steward at the time of the discussion of the complaint, at each stage of the grievance procedure, and in the course of any investigation established by the College under any human resources policy.

Article 5
NO STRIKE AND NO LOCK-OUT

5.01 The Union agrees there shall be no strike and the Council agrees there shall be no lock-out, "strike" and "lock-out" being as defined in the *Colleges Collective Bargaining Act, 2008*, as amended.

Article 6
MANAGEMENT FUNCTIONS

6.01   It is the exclusive function of the Colleges to:

(i)   maintain order, discipline and efficiency;

(ii)   hire, discharge, transfer, classify, assign, appoint, promote, demote, lay off, recall and suspend or otherwise discipline employees subject to the right to lodge a grievance in the manner and to the extent provided in this Agreement;

(iii)   manage the College and, without restricting the generality of the foregoing, the right to plan, direct and control operations, facilities, programs, courses, systems and procedures, direct its personnel, determine complement, organization, methods and the number, location and classification of personnel required from time to time, the number and location of campuses and facilities, services to be performed, the scheduling of assignments and work, the extension, limitation, curtailment, or cessation of operations and all other rights and responsibilities not specifically modified elsewhere in this Agreement.

6.02   The Colleges agree that these functions will be exercised in a manner consistent with the provisions of this Agreement.

Article 7
UNION/COLLEGE COMMITTEE (LOCAL)

7.01   The Union Local may appoint a Committee at each College composed of up to three members from among employees who have completed the probationary period. Where a College has another Campus more than 32 km away from the College's main establishment, with at least 20 employees covered by this Agreement employed thereat, the Union Local may appoint a Campus Committee of up to three members, two of whom shall be from employees on that Campus who have completed the probationary period.

7.02   A Committee of three members appointed by the College or Campus officials will meet with the Union College or Campus Committee at a mutually agreed time and place provided that either party requests and gives at least seven days prior notice accompanied by an agenda of matters proposed to be discussed. It is agreed that matters to be the subject of discussion at meetings include:

(i)   the local application of this Agreement;

(ii)   clarification of procedures or conditions causing misunderstanding or grievances;

(iii)   an internal complaint process to facilitate the resolution of employee complaints that do not fall within the provisions of 11.01, 11.02, Article 32,

Grievance and Arbitration Procedures, or Article 33, Expedited Arbitration Process;

(iv) other matters which are mutually agreed upon;

(v) if requested by the Union Local, the rationale for a sessional appointment by the College shall be the subject of discussion; and

(vi) if requested by the Union Local, the College shall explain its rationale for its application of Article 2, Staffing, or 27.05 (iii). In particular, it will consider any representations which the Union Local may make with respect to the assigning of work on a full-time or a sessional, partial-load or part-time basis, and with respect to the feasibility of assigning work on a full-time basis rather than on a sessional, partial-load or part-time basis.

It is understood that the College will continue to make reasonable provision for the environmental conditions of air, light, space and temperature of employees' work areas in the College. A complaint of an employee concerning the environmental conditions mentioned above shall be discussed at a meeting under this Article and not under the provisions of Article 32, Grievance and Arbitration Procedures, or Article 33, Expedited Arbitration Process.

7.03   Where it is considered mutually desirable that the Union Local and the College set out in writing the resolution of a matter as to the local application of this Agreement or clarification of procedures or conditions causing misunderstanding or grievances as referred to in 7.02 (i) or (ii), such resolution may be signed by the parties and apply for the specific terms agreed upon but, in any event, shall not continue beyond the term of this Agreement as currently in effect.

7.04   It is agreed that meetings under this Article shall not concern or entertain matters that are properly the subject of meetings as provided in 36.02.

Article 8
UNION BUSINESS

8.01   It is agreed that up to a maximum of five persons per College be released from duty for sufficient time to engage in Arbitration Board Hearings or Provincial Union Committee Meetings for members thereof or Union conventions for elected delegates and alternates thereto (which may include seminars or conferences which will be considered by the College concerned on their individual merit(s)), provided such release, which shall not be unreasonably withheld, does not in the opinion of the College President interfere with the efficient operation of the College.

8.02   The regular salary, pension contributions, sick leave entitlements, group insurance benefits, and other fringe benefits of employees released from duty under 8.01 shall continue to be paid by the College. The Union shall reimburse the College for the regular salary portion, or in the case of attendance of Union appointees, at meetings with management appointees of the Joint Educational Qualifications Subcommittee, Joint Insurance Committee, CAAT Pension Plan Committees,

Employee/Employer Relations Committee, Joint Grievance Scheduling Committee or such other Joint Union Management Committees as the Union and Council may subsequently agree in writing will be similarly treated for 50% of the regular salary portion.

8.03 A   The Colleges agree to provide paid leaves of absence for the seven employees who are the members of the Union's negotiating team. These leaves shall extend from the beginning of bargaining for a new contract until such date as it is completed, not just for the specific times at which direct negotiations are being conducted.

8.03 B   The regular salary, pension contributions, sick leave entitlements, group insurance benefits, and other fringe benefits of employees released from duty under 8.03 A shall continue to be paid by the College. Such leave shall be with full accumulation of seniority. Employees on leave under this Article shall enjoy all rights provided by the Agreement and shall be deemed to have completed satisfactorily the total duties they could otherwise have been assigned.

8.04 A   The parties agree as to the desirability of a mutually acceptable basis for reduced teaching or work assignment of a full-time employee who has completed the probationary period for the purpose of assisting employees and the Union Local in the administration of this Agreement and the business directly pertinent thereto. The parties also agree that it is desirable that such basis be mutually resolved at the College level by the College and Union Local Committees in order to take into account variations of:

(i)   the philosophical desirability of any teaching or work assignment reduction having regard to the Local structure of its officers and their function;

(ii)   the distribution of employees at the various campuses concerned and the distances involved together with the other physical characteristics and organization of the College concerned.

8.04 B   In recognition that resolution locally as referred to in 8.04 A may not be possible for a variety of reasons, the parties agree to the following basis for reduction in teaching or work assignments to facilitate assistance to employees and the Union Local in the administration of this Agreement and the business directly pertinent thereto:

(i)   In each College, there shall be a reduction of up to 30 teaching contact hours per week (as selected by the Union Local) that would otherwise have been assigned. For these hours the Union Local shall reimburse the College for 25% of the base salary portion of the first 15 hours. The Union Local shall reimburse the College for 50% of the base salary portion of the next 15 hours. In the case of a Librarian or Counsellor, three hours of work or assignment shall be deemed equivalent to one teaching contact hour for the purpose of this Article only. For the purposes of workload calculation, each teaching contact hour shall be credited as 2.17 workload hours to be recorded on the Standard Workload Form (SWF).

| (ii) | In each College there shall be a further reduction of up to 35 teaching contact hours per week (as selected by the Union Local) that would otherwise have been assigned. For these hours the Union Local shall reimburse the College for 100% of the base salary portion. In the case of a Librarian or Counsellor, three hours of work or assignment shall be deemed equivalent to one teaching contact hour for the purpose of this Article only. For the purposes of workload calculation, each teaching contact hour shall be credited as 2.17 workload hours to be recorded on the SWF. |

8.05 A   The Union Local President shall advise the College President by June 1 of each year of the employee(s) to have a reduced teaching or work assignment pursuant to the provisions of 8.04 and the College shall arrange the reductions effective for the academic year commencing September 1 subject to the availability of a suitable replacement or substitute for the employee(s) concerned and the efficient operation of the College.

8.05 B   The regular salary, pension contributions, sick leave entitlements, group insurance benefits, and other fringe benefits of employees with a reduced teaching or work assignment pursuant to 8.04 shall continue to be paid by the College and the Union shall reimburse the College as provided for in 8.04.

8.05 C   It is agreed that such employee(s) when active in Union business shall not hinder or interfere with College assignments and the regular performance of employees' duties and responsibilities and shall cooperate with College officials in this objective.

8.06   Upon application in writing by the Union to the Human Resources Committee through the College concerned, a leave of absence shall be granted to two employees elected to a full-time position with the Union, subject to the availability of a suitable replacement or substitute for the person concerned. Such leave of absence shall be for one term of office of two years unless extended for a specific period on agreement of the parties. Such leave of absence shall be without salary, pensions, sick leave, insurance and other fringe benefits but shall, notwithstanding 27.03 C, be with full accumulation of seniority.

Article 9
EMPLOYEE/EMPLOYER RELATIONS COMMITTEE

Purpose

9.01   The parties agree to establish an Employee/Employer Relations Committee (E.E.R.C.) in order to:

(i)   Facilitate communications between Management and the Union at the Provincial level in an unconstrained, yet official manner during the life of the Agreement;

(ii)   Preclude and resolve common problems during the life of the Agreement;

(iii)   Permit both parties to enter negotiations with much of the groundwork completed.

Membership

9.02 A   The Committee will be composed of equal representation not to exceed a total of ten members, five appointed by each party.

9.02 B   Each party shall designate a Co-Chair and they will be responsible for the coordination of the Committee meetings.

9.02 C   The Committee shall determine its own internal procedure.

9.02 D   Union members of the Committee may be released from duty without loss of regular salary for the purpose of attending meetings. Such leave of absence shall not be unreasonably withheld, recognizing the need for efficiency of operations of the College. Union members who are not on duty will attend meetings on their own time. Travelling expenses and other expenses incurred by the Union members of the Committee will be borne by the Union.

Meetings

9.03 A   The frequency of meetings shall be as established by the Committee.

9.03 B   The Committee will primarily concern itself with matters that have Province-wide application and other items as mutually agreed upon that do not constitute altering or changing the Agreement.

9.03 C   The Committee will consider matters of a local College concern. Either party will inform the other party if an item is to be referred to the E.E.R.C. prior to its being discussed by the E.E.R.C.

9.03 D   The Committee will discuss College practices on utilization of sessional employees and all matters regarding the use of sessional employees referred to it.

9.03 E   The Committee will not address items that are the subject of a grievance unless both parties to the grievance so agree.

9.03 F   It is recognized that the Committee is not intended as a decision-making body. However, the Committee may make recommendations as appropriate.

9.03 G   The Committee will examine issues relating to employment equity and means of enhancing it, including an examination of the recognition of part-time service under the College's Classification Plans.

9.03 H   The Committee will examine the adequacy of information supplied to the Union Local, including information supplied under 27.02 F, 27.04 and 27.12.

Article 10
UNION DEDUCTION

10.01   There shall be an automatic deduction of an amount equivalent to the regular monthly membership dues from the salaries of all employees.

10.02   Regular monthly membership dues shall be in the amount established in accordance with the Union's Constitution and By-laws and may include an amount for the Union Local which has also been established in accordance with such Constitution and By-laws. The Union shall advise the College in writing of the amount (including the Union Local portion) to be deducted.

10.03   The amount so deducted shall be remitted to the Union Head Office and the Local Treasurer in the appropriate amounts in accordance with and subject to the conditions set out in Section 13 of the *Colleges Collective Bargaining Act, 2008,* as amended. The cheques shall be accompanied by a list of the names and locations of employees from whom the deductions have been made and forwarded not later than the 15th day of the month following the month in which such deductions have been made.

10.04   The Union agrees to indemnify and keep the College harmless from any claim by an employee arising out of the deduction arrangements set out in this Article.

10.05   By January 31 of each year the Union shall be provided with information regarding the number of persons in each classification by salary step and by College.

Article 11
WORKLOAD

11.01 A   Each teacher shall have a workload that adheres to the provisions of this Article.

11.01 B 1   Total workload assigned and attributed by the College to a teacher shall not exceed 44 hours in any week for up to 36 weeks in which there are teaching contact hours for teachers in post-secondary programs and for up to 38 weeks in which there are teaching contact hours in the case of teachers not in post-secondary programs.

The balance of the academic year shall be reserved for complementary functions and professional development.

Workload factors to be considered are:

(i)   teaching contact hours

(ii)   attributed hours for preparation

(iii) attributed hours for evaluation and feedback

(iv)   attributed hours for complementary functions

11.01 B 2 A "teaching contact hour" is a College scheduled teaching hour assigned to the teacher by the College. Regardless of the delivery mode, courses shall be deemed to have the same number of teaching contact hours as they would if taught entirely in the classroom or laboratory.

11.01 C Each teaching contact hour shall be assigned as a 50 minute block plus a break of up to ten minutes.

The voluntary extension of the teaching contact hour beyond 50 minutes by the teacher and any student(s) by not taking breaks or by re-arranging breaks or by the teacher staying after the period to consult with any student(s) shall not constitute an additional teaching contact hour.

11.01 D 1 Weekly hours for preparation shall be attributed to the teacher in accordance with the following formula:

TYPE OF COURSE	RATIO OF ASSIGNED TEACHING CONTACT HOURS TO ATTRIBUTED HOURS FOR PREPARATION
New	1 : 1.10
Established A	1 : 0.85
Established B	1 : 0.60
Repeat A	1 : 0.45
Repeat B	1 : 0.35
Special A	as indicated below
Special B	as indicated below

11.01 D 2 No more than four different course preparations shall be assigned to a teacher in a given week except by voluntary agreement which shall not be unreasonably withheld.

11.01 D 3 For purposes of the formula:

(i) "New" refers to the first section of a course which the teacher is

- teaching for the first time. (This definition does not apply to a new full-time teacher who has previously taught the course as a Partial-Load, Sessional or Part-time employee, nor to courses designated as "Special" as defined below); or

- teaching for the first time since a major revision of the course or curriculum has been approved by the College.

(ii) "Established A" refers to the first section of a course which the teacher has previously taught but not within the previous three academic years.

(iii)   "Established B" refers to the first section of a course which the teacher has taught within the previous three academic years.

(iv)   Where a non-language course is to be taught in more than one language the first section taught in a second language shall be regarded as "New" or "Established".

(v)   "Repeat A" refers to another section which the teacher is teaching concurrently with the same course for which hours of preparation have been attributed under "New" or "Established", but to students in a different program or year of study.

(vi)   "Repeat B" refers to another section which the teacher is teaching concurrently with the same course for which hours of preparation have been attributed under "New" or "Established" or "Repeat A" to students in the same program and year of study.

(vii)   "Special A" refers to sections of courses in which students may enter on a continuous intake basis or courses which have been organized into individualized self-learning packages.

The first section of a "Special A" course which the teacher has not taught before or which the teacher has not taught within the previous three academic years attracts the numerical value in "Established A" (1:0.85).

The first section of a "Special A" course which the teacher has taught within the previous three academic years attracts the numerical value in "Established B" (1:0.60).

Repeat sections of a "Special A" course attract the numerical value in "Repeat A" (1:0.45).

(viii)   "Special B" refers to preparation for sections of a course in which the objectives describe the students' application of knowledge in actual work settings.

The first section of a "Special B" course which the teacher has not taught before or which the teacher has not taught within the previous three academic years attracts the numerical value in "Established A" (1:0.85).

The first section of a "Special B" course which the teacher has taught within the previous three academic years attracts the numerical value in "Established B" (1:0.60).

Repeat sections of a "Special B" course attract the numerical value in "Repeat B" (1:0.35).

Additional time necessary to arrange and prepare for student placement in such learning situations shall be attributed on an hour for hour basis and recorded on the Standard Workload Form (SWF), as referred to in 11.02.

(ix) Hours for curriculum review or course development assigned to a teacher on an ongoing basis, in lieu of teaching or in a non-teaching period, shall be attributed on an hour for hour basis and recorded on the SWF.

11.01 E 1 Weekly hours for evaluation and feedback in a course shall be attributed to a teacher in accordance with the following formula:

RATIO OF ASSIGNED TEACHING CONTACT HOURS
TO ATTRIBUTED HOURS FOR EVALUATION AND FEEDBACK

Essay or project	Routine or Assisted	In-Process
1:0.030 per student	1:0.015 per student	1:0.0092 per student

11.01 E 2 For purposes of the formula:

(i) "Essay or project evaluation and feedback" is grading:

– essays

– essay type assignments or tests

– projects; or

– student performance based on behavioral assessments compiled by the teacher outside teaching contact hours.

(ii) "Routine or assisted evaluation and feedback" is grading by the teacher outside teaching contact hours of short answer tests or other evaluative tools where mechanical marking assistance or marking assistants are provided.

(iii) "In-process evaluation and feedback" is evaluation performed within the teaching contact hour.

(iv) Where a course requires more than one type of evaluation and feedback, the teacher and the supervisor shall agree upon a proportionate attribution of hours. If such agreement cannot be reached the College shall apply evaluation factors in the same proportion as the weight attached to each type of evaluation in the final grade for the course.

11.01 E 3 Before the method(s) of evaluation and feedback are established for a course, the supervisor will consult with the affected teachers, as a group. Normally, the group will consist of the teachers working within the affected program. The group may consist of teachers teaching a course that is being taught across programs.

If only one teacher is assigned to a program, that teacher shall be deemed to be "the group" for purposes of this Article.

11.01 E 4   The number of students in a course or section shall be determined initially by the College's planning estimates and recorded on the SWF as provided for in 11.02.

The number of students in a course or section shall be reviewed after the enrolment audit dates and not later than the completion of the course or section or, at the request of the teacher, following the last day for withdrawal of registration by the student(s), and revised where appropriate.

The number of students in a continuous intake program, course or section shall be reviewed every three months at the request of either the College or the teacher and determined as the weighted average of the number of students formally registered over the duration of the program, course or section. The weighted average shall be calculated by summing the number of formally registered students in each week of the program, course or section and then dividing the sum by the number of weeks in the duration of the program, course or section.

11.01 F 1   Complementary functions appropriate to the professional role of the teacher may be assigned to a teacher by the College. Hours for such functions shall be attributed on an hour for hour basis.

An allowance of a minimum of six hours of the 44 hour maximum weekly total workload shall be attributed as follows:

> four hours for routine out-of-class assistance to individual students
> two hours for normal administrative tasks.

The teacher shall inform his/her students of availability for out-of-class assistance in keeping with the academic needs of students.

11.01 F 2   The attribution of four hours of out-of-class assistance for students may not be sufficient where a teacher has unusually high numbers of students in his/her total course load. When a teacher who has more than 260 students in his/her total course load considers that he/she will not have sufficient time to provide appropriate levels of out-of-class assistance, the teacher will discuss the issue with his/her supervisor. Possible means of alleviating the concern should be considered such as additional types of assistance being provided or additional hours being attributed. Failing agreement on how to best manage the situation the teacher shall be attributed an additional 0.015 hour for every student in excess of 260.

11.01 G 1   Where preparation, evaluation, feedback to students and complementary functions can be appropriately performed outside the College, scheduling shall be at the discretion of the teacher, subject to the requirement to meet appropriate deadlines established by the College.

11.01 G 2   Where there are atypical circumstances affecting the workload of a teacher or group of teachers which are not adequately reflected in this Article 11, Workload,

additional hours shall be attributed, following discussion between each teacher individually and the supervisor, on an hour for hour basis.

11.01 H 1 The College shall allow each teacher at least ten working days of professional development in each academic year.

11.01 H 2 Unless otherwise agreed between the teacher and the supervisor, the allowance of ten days shall include one period of at least five consecutive working days for professional development.

11.01 H 3 The arrangements for such professional development shall be made following discussion between the supervisor and the teacher subject to agreement between the supervisor and the teacher, and such agreement shall not be unreasonably withheld.

11.01 H 4 The employee may be reimbursed for costs associated with such professional development, as approved by his/her supervisor or other body established by the College to deal with allocating resources made available for this purpose.

11.01 I Teaching contact hours for a teacher in post-secondary programs shall not exceed 18 in any week. Teaching contact hours for a teacher not in post-secondary programs shall not exceed 20 in any week.

11.01 J 1 Notwithstanding the above, overtime worked by a teacher shall not exceed one teaching contact hour in any one week or three total workload hours in any one week and shall be voluntary.

11.01 J 2 Such teaching contact hour agreed to in excess of the respective weekly teaching contact hour maximum shall be compensated at the rate of 0.1% of annual regular salary. Such workload hours agreed to in excess of the 44 hour weekly workload maximum shall be compensated at the rate of 0.1% of annual regular salary. Such overtime payments shall be for the greater amount but shall not be pyramided.

11.01 J 3 All such voluntary overtime agreements, which shall not be unreasonably withheld, shall be set out in writing on the SWF for that period by the College and filed with the teacher and the Union Local within ten days.

11.01 J 4 Probationary teachers shall not be assigned teaching contact hours or total workload hours in excess of the maxima under any circumstances.

11.01 K 1 Contact days (being days in which one or more teaching contact hours are assigned) shall not exceed 180 contact days per academic year for a teacher in post-secondary programs or 190 contact days per academic year for a teacher not in post-secondary programs.

11.01 K 2 Weekly contact hours assigned to a teacher by the College may be scheduled into fewer than five contact days and such compressed schedule shall be deemed to be five contact days.

11.01 K 3 Teaching contact hours shall not exceed 648 teaching contact hours per academic year for a teacher in post-secondary programs or 760 teaching contact hours per academic year for a teacher not in post-secondary programs.

11.01 K 4 Compensation for work in excess of the maxima set out above shall be paid by the College to the teacher on the basis of:

(i) 1/180 or 1/190 respectively of the teacher's annual regular salary for each contact day in excess of the 180 or 190 contact day annual maximum;

(ii) 0.1% of the teacher's annual regular salary for each teaching contact hour in excess of the 648 or 760 teaching contact hour annual maximum.

Such compensation shall be for the greatest amount and shall not be pyramided under this clause or under 11.01 J.

11.01 L 1 The contact day shall not exceed eight hours from the beginning of the first assigned hour to the end of the last assigned hour except by written voluntary agreement. The Union Local shall receive a copy of such agreement within seven days.

11.01 L 2 Every effort shall be made to ensure that work will not be assigned to begin less than 12 hours after the end of the previous day's work assignment.

11.01 L 3 A teacher shall not normally be assigned work on calendar Saturdays or Sundays. Where a teacher is assigned to work on a Saturday or Sunday, the teacher shall be credited with one and one-half times the credit hours normally given for hours so assigned and attributed.

11.01 L 4 A teacher may agree in writing to waive the premium credits provided for in 11.01 L 3 for a specified period of time.

11.01 M Where a Union Local and a College agree in writing on terms governing workload assignments at the College, such agreements shall be binding on the College, the Union Local and the teachers and timetables shall be established in accordance with such local agreements.

11.02 A 1
(a) Prior to the establishment of a total workload for any teacher the supervisor shall discuss the proposed workload with the teacher and complete the SWF, attached as Appendix I, to be provided by the College. The supervisor shall give a copy to the teacher not later than six weeks prior to the beginning of the period covered by the timetable excluding holidays and vacations. It is recognized that if the SWF is subsequently revised by the College, it will not be done without prior consultation with the teacher.

(b) The College may, where a change in circumstances requires it, amend assignments provided to a teacher after the original assignment, subject to the teacher's right to refer any matter to the College Workload Monitoring Group (WMG) referred to in

11.02 B 1 and if necessary, the Workload Resolution Arbitrator (WRA) referred to in 11.02 E 1 and appointed under 11.02 F 1.

11.02 A 2 The SWF shall include all details of the total workload including teaching contact hours, accumulated contact days, accumulated teaching contact hours, number of sections, type and number of preparations, type of evaluation/feedback required by the curriculum, class size, attributed hours, contact days, language of instruction and complementary functions.

11.02 A 3 Following receipt of the SWF, the teacher shall indicate in writing on the SWF whether in agreement with the total workload. If not in agreement the teacher and the supervisor may add such other comments as is considered appropriate and may indicate in writing that the workload should be reviewed by the College WMG.

11.02 A 4 In the event that the teacher is not in agreement with the total workload and wishes it to be reviewed by the WMG, the teacher must so indicate in writing to the supervisor within five working days following the date of receipt of the SWF. The completed SWF will be forwarded by the supervisor to the WMG within three working days from date of receipt from the teacher with a copy to be given to the teacher.

Absent such indication, the teacher shall be considered to be in agreement with the total workload.

11.02 A 5 The timetable shall set out the schedule and location of assigned workload hours reported on the SWF, on a Timetable Form to be provided by the College, and a copy shall be given to the teacher no less than two weeks prior to the beginning of the period covered by the timetable, which shall be the same period as that covered by the SWF.

11.02 A 6

(a) In the event of any difference arising from the interpretation, application, administration or alleged contravention of 11.01, 11.02, or 11.09, a teacher shall discuss such difference as a complaint with the teacher's immediate supervisor.

The discussion shall take place within 14 days after the circumstances giving rise to the complaint have occurred or have come or ought reasonably to have come to the attention of the teacher in order to give the immediate supervisor an opportunity of adjusting the complaint. The discussion shall be between the teacher and the immediate supervisor unless mutually agreed to have other persons in attendance. The immediate supervisor's response to the complaint shall be given within seven days after discussion with the teacher.

Failing settlement of such a complaint, a teacher may refer the complaint, in writing, to the WMG within seven days of receipt of the immediate supervisor's reply. The complaint shall then follow the procedures outlined in 11.02 B through 11.02 F.

(b) Grievances arising with respect to Article 11, Workload, other than 11.01, 11.02 and 11.09 shall be handled in accordance with the grievance procedure set out in Article 32, Grievance and Arbitration Procedures.

11.02 B 1 There shall be a College WMG at each College.

11.02 B 2 Each WMG will be composed of eight members, with four to be appointed by the College and four appointed by the Union Local unless the College and the Union Local otherwise agree. The term of office of each member of the WMG shall be two years, commencing on April 1 in each year with four members of the WMG, two College appointees and two Union appointees, retiring on March 31 of each year. A quorum shall be comprised of four, six or eight members with equal representation from the College and Union Local.

Alternative arrangements may be made at the local level upon agreement of the Union Local and the College.

11.02 C 1 The functions of the WMG shall include:

(i) reviewing workload assignments in general at the College and resolving apparent inequitable assignments;

(ii) reviewing specific disputes pursuant to 11.02 A 4 and/or 11.02 A 6 (a) and where possible resolving such disputes;

(iii) making recommendations to the College on the operation of workload assignments at the College;

(iv) reviewing individual workload assignments where requested by the teacher or the Union Local and, where possible, resolving the disputes;

(v) making recommendations to the College and Union Local committees appointed under Article 7, Union/College Committee (Local), as to amendments or additions to the provisions governing workload assignments at the College for local negotiation in accordance with 11.02 G in order to address particular workload needs at the College.

11.02 C 2 The WMG shall in its consideration have regard to such variables affecting assignments as:

(i) nature of subjects to be taught, including type of program (e.g. apprenticeship, certificate, diploma, advanced diploma, degree);

(ii) level of teaching and experience of the teacher and availability of technical support and other resource assistance;

(iii) size and amenity of classroom, laboratory or other teaching/learning facility;

(iv) numbers of students in class;

(v)   instructional modes, including requirements for alternate delivery;

(vi)   availability of time for the teacher's professional development;

(vii)   previously assigned schedules;

(viii) lead time for preparation of new and/or changed schedules;

(ix)   availability of current curriculum;

(x)   students requiring accommodation;

(xi)   introduction of new technology;

(xii) the timetabling of workload, including changes to the length of the course;

(xiii) level of complexity and rate of change in curriculum;

(xiv) requirements for applied research;

(xv) required translation of materials.

11.02 D 1 The WMG shall meet where feasible within one week of receipt of a workload complaint or at the request of any member of the WMG.

11.02 D 2 The WMG shall have access to all completed SWFs and timetables, and such other relevant workload data as it requires to review workload complaints at the College.

11.02 D 3 The WMG or any member of it may require the presence of the supervisor and/or the teacher before it to assist it in carrying out its responsibilities.

11.02 D 4 Any decision made by a majority of the WMG with respect to an individual workload assignment shall be in writing and shall be communicated by the College to the teacher, the supervisor, the senior academic officer at the College and the Union Local President as soon as possible after the decision is arrived at.

11.02 D 5 Such decision shall be binding on the College, the Union Local and the teacher involved.

11.02 E 1 If following a review by the WMG of an individual workload assignment which has been forwarded to the WMG, the matter is not resolved, the teacher shall be so advised in writing. The matter may then be referred by the teacher to a WRA provided under the agreement. Failing notification by the WMG within three weeks of the referral of the workload assignment to the WMG, the teacher may refer the matter to the WRA.

11.02 E 2 If the teacher does not refer an assignment to the WRA within one week of the receipt by the teacher of notification by the WMG that it has been unable to settle the matter, the matter will be considered to have been settled.

11.02 F 1 One or more WRAs shall be jointly selected by the College President or the President's designee and the Union Local President. The appointment of a WRA shall be from July 1 until June 30 of the following year unless both parties otherwise agree in writing. A WRA shall act on a rotation basis or as otherwise agreed.

11.02 F 2 A WRA shall indicate to the College President or the President's designee and the Union Local President, in writing, willingness to act within the time frames specified in this Article.

11.02 F 3 In the event that the College President or the President's designee and the Union Local President are unable to agree upon the appointment of a WRA, either the College or the Union Local may request the Minister of Labour to appoint a WRA and the WRA shall, upon appointment by the Minister of Labour, have the same powers as if the appointment had been made by the College and the Union Local as provided herein.

11.02 F 4 The College and the Union Local will provide to a WRA the SWF and any other documents which were considered by the WMG in its deliberations and such other information as the WRA considers relevant.

11.02 F 5 A WRA shall determine appropriate procedure. The WRA shall commence proceedings within two weeks of the referral of the matter to the WRA. It is understood that the procedure shall be informal, that the WRA shall discuss the matter with the teacher, the teacher's supervisor, and whomever else the WRA considers appropriate.

11.02 F 6 A WRA shall, following the informal discussions referred to above, issue a written award to the College and the Union Local and to the teacher, resolving the matter. Such award shall be issued by the WRA within ten working days of the informal discussion. The award shall only have application to the teacher affected by the matter and shall have no application beyond the end of a twelve-month period from the date of the beginning of the workload assignment.

11.02 F 7 On request of either or both parties within five working days of such award, the WRA shall provide a brief explanation of the reasons for the decision.

11.02 F 8 The award of the WRA shall be final and binding on the parties and the teacher, and shall have the same force and effect as a Board of Arbitration under Article 32, Grievance and Arbitration Procedures.

11.02 F 9 Having regard to the procedures set out herein for the resolution of disputes arising under 11.01, 11.02, or 11.09, no decision of the WMG or award of the WRA is subject to grievance or any other proceeding.

11.02 F 10 The Colleges and the Union shall each pay one-half of the remuneration and expenses of a WRA.

11.02 F 11 Where a referral is made to the WMG or the WRA by more than one teacher, references in the article to "teacher" shall be read as "teachers".

11.02 F 12 References to "teacher" in this Article include "instructor" but do not include partial-load teachers.

11.02 G It is recognized that speedy resolution of workload disputes is advantageous to all concerned. Therefore, the College and Union Local committees appointed under Article 7, Union/College Committee (Local), have the authority to agree to the local application of Article 11, Workload, and such agreement may be signed by them and apply for the specific term of this Agreement as currently in effect. Also, such agreement shall not serve as a precedent for the future at that or any other College. Such agreement is subject to ratification by the Union Local membership within ten days and is subject to approval by the College President.

11.03 The academic year shall be ten months in duration and shall, to the extent it be feasible in the several Colleges to do so, be from September 1 to the following June 30. The academic year shall in any event permit year-round operation and where a College determines the needs of any program otherwise, then the scheduling of a teacher in one or both of the months of July and August shall be on a consent or rotational basis.

11.04 A The assigned hours of work for Librarians and Counsellors shall be 35 hours per week.

11.04 B 1 The College shall allow each Counsellor and Librarian at least ten working days of professional development in each academic year.

11.04 B 2 Unless otherwise agreed between the Counsellor or Librarian and the supervisor, the allowance of ten days shall include one period of at least five consecutive working days for professional development.

11.04 B 3 The arrangements for such professional development shall be made following discussion between the supervisor and the Counsellor or Librarian subject to agreement between the supervisor and the Counsellor or Librarian, and such agreement shall not be unreasonably withheld.

11.04 B 4 The employee may be reimbursed for costs associated with such professional development, as approved by his/her supervisor or other body established by the College to deal with allocating resources made available for this purpose.

11.04 C Where Counsellors and Librarians are assigned teaching responsibilities the Colleges will take into consideration appropriate preparation and evaluation factors when assigning the Counsellors' and Librarians' workload.

11.05 The parties agree that no College shall circumvent the provision of this Article by arranging for unreasonable teaching loads on the part of persons who are excluded from or not included in the academic bargaining unit.

11.06 During the period of assigned workload, teachers shall not take any employment, consulting or teaching activity outside the College except with the prior written consent of the supervisor. The consent of the supervisor shall not be unreasonably withheld.

11.07 Where the College requires the performance of work beyond the limits herein established, the College shall provide any such teachers with proper work facilities during such period.

11.08 In keeping with the professional responsibility of the teacher, non-teaching periods are used for activities initiated by the teacher and by the College as part of the parties' mutual commitment to professionalism, the quality of education and professional development.

Such activities will be undertaken by mutual consent and agreement will not be unreasonably withheld.

No SWF will be issued but such activities may be documented. Where mutually agreed activities can be appropriately performed outside the College, scheduling shall be at the discretion of the teacher, subject to the requirement to meet appropriate deadlines.

Modified Workload Arrangements

11.09 A 1 In order to meet the delivery needs of specific courses or programs, Modified Workload Arrangements may be agreed on instead of the workload arrangements specified in Articles 11.01 B 1, 11.01 C, 11.01 D 1 through 11.01 F, 11.01 G 2, 11.01 I, 11.01 J, 11.01 L, 11.01 M, 11.02 A 1 (a), 11.02 A 2, 11.02 A 3, 11.02 A 4, 11.02 A 5 and 11.08. A Modified Workload Arrangement requires the consent of the teacher(s) involved and the consent of the Local Union.

11.09 A 2 In order for a Modified Workload Arrangement to be implemented, at least two thirds (2/3) of the teachers involved and their manager must agree. Teachers not in agreement must be given the option of having the regular provisions of Article 11 apply to their workload assignment.

11.09 A 3 No more than 20% of the full-time teachers at a College may be participating in Modified Workload Arrangements at the same time.

11.09 A 4 The Modified Workload Arrangement may apply for any period of assignment, but shall not extend beyond one academic year, unless expressly renewed. Each Modified Workload Arrangement will have a start and end date.

Should the Modified Workload Arrangement extend beyond the life of the Collective Agreement, the terms shall be modified to respect any applicable changes contained within the amended Collective Agreement.

Workload Limit Protections

11.09 A 5 For clarity, the workload limits contained in 11.01 K 1, 11.01 K 2 and 11.01 K 3 shall apply to Modified Workload Arrangements established under Article 11.09.

If the Modified Workload Arrangement extends beyond an academic year, the limits of 11.01 K will be cumulative over the length of the Plan and 11.01 K 4 will not be applied unless the cumulative limits are exceeded.

11.09 A 6　The Modified Workload Arrangement shall document the details of the proposed workload assignments and schedules and shall be provided to the teachers and to the Local Union. It shall specify what provisions of Article 11 will not apply to the Modified Workload Arrangement, the start and end dates, the total teaching contact hours, and total contact days assigned to each teacher during the period. If the Local Union does not indicate in writing within five (5) days of the receipt of the documentation that it does not consent to the Modified Workload Arrangement, the Union will be considered to be in consent.

11.09 A 7　If the Union does not consent the parties will meet within three (3) days to discuss the matter. Failing resolution, the College may refer the matter directly to a WRA within seven (7) days of the discussion.

11.09 B 1　The WRA shall commence to hear the matter within seven (7) days of the referral of the matter and will issue a decision within three (3) days of the hearing. The Union will be a party at such a hearing.

11.09 B 2　The provisions of Article 11.02 F shall apply except as modified herein.

11.09 B 3　In determining whether the Union's refusal to consent to the Modified Workload Arrangement should be upheld the WRA may consider any one or more of the following factors along with any other factor the WRA deems appropriate.

- whether it enhances or diminishes the quality of learning for students.
- whether it may lead to improvements in teaching and learning.
- whether it leads to a reduction in the use of part-time staff and better usage of full-time teachers.
- whether it distributes work equitably amongst participating teachers.
- whether it may lead to greater satisfaction with workload assignments than the regular workload formula.
- whether it would be an efficient workload assignment process.

11.09 B 4　If the WRA concludes the Union should have consented to the Modified Workload Arrangement the Modified Workload Arrangement may be implemented.

Article 12
TUITION SUBSIDY

12.01　An employee in the bargaining unit may take, for a tuition fee of not more than $20.00 per course, on the employee's own time,

(i)　Ministry funded programs or courses,

　　　or

(ii)   other programs or courses as are mutually agreed,

which the College currently offers. The employee must meet the normal College entrance and admission requirements and is subject to academic policies after admission.

Article 13
COPYRIGHT AND ACADEMIC FREEDOM

13.01   Except as may be otherwise mutually agreed between the employee and the College, a work commissioned by the College, or produced pursuant to the employee's normal administrative or professional duties with the College, shall be and remain the property of the College. Other works produced by an employee shall be and remain the property of the employee. Nothing contained herein shall adversely affect any rights an employee may have under the *Copyright Act* (Canada) and in particular the subsection addressing "work made in the course of employment".

13.02   Academic freedom is fundamental to the realization and preservation of the Colleges' commitment to academic excellence. The purpose of this article is to define the rights and obligations related to academic freedom.

13.03   All members of the College community shall support and protect the fundamental principle of academic freedom.

13.04   Every faculty member is able to exercise academic freedom in the performance of his/her duties. Academic freedom at the College includes the right to enquire about, investigate, pursue, teach and speak freely about academic issues without fear of impairment to position or other reprisal.

13.05   The exercise of academic freedom is subject to the following responsibilities:

(i)   In exercising academic freedom, employees shall be responsible for adhering to legal parameters (such as but not limited to The Human Rights Code, Criminal Code of Canada, civil liability, collective agreement obligations), institutional regulations, Ministry Directives, requirements of accrediting bodies, and program and curriculum requirements.

(ii)   Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligations to base research and teaching on an honest search for knowledge. In exercising such freedom, faculty have a responsibility to respect the academic freedom and rights of other members of the college community.

(iii)   The College affirms that faculty shall be free to act and speak in their capacity as public citizens provided they indicate they are speaking as individuals and not acting as representatives of the College.

Article 14
SALARIES

14.01 A   Determination of starting salaries and progression within the salary schedules shall be in accordance with the Job Classification Plans (see pages 122-127). The application to certain present employees above the maximum step on the salary schedule shall continue as set out in 14.03.

14.01 B   The College shall, upon the initial hiring of an employee in the bargaining unit, forward a copy of the initial step placement calculation to the Union Local President.

14.02 A   The salary schedules in 14.03 will apply to persons teaching more than 12 hours on a regular basis. Persons teaching over six and up to and including 12 hours on a regular basis will be covered by 26.04.

14.02 B   It is recognized that a full-time teacher who may be assigned by the College to an instructional assignment of less than 13 hours per week shall continue to be paid on the basis of salary rather than on an hourly rate except as may occur through the application of Article 27, Job Security, or as may be mutually agreed between the employee and the College.

14.02 C 1   A full-time employee may request and, with the approval of the College, may undertake a less than full-load assignment for a mutually agreed period.

14.02 C 2   Such employee shall be paid on the basis of pro-rata base salary rather than on an hourly rate. Effective September 24, 1998, such employee shall continue to accumulate seniority on a full-time basis for the duration of the mutually agreed period. The method of calculating pro-rata base salaries and benefits under this section shall be established by mutual agreement between the employee and the College. The request of the employee shall be in writing and a copy provided to the Union Local President.

Salary Schedules for Full-Time Professors, Counsellors and Librarians

14.03 A 1

    (a) The following table indicates the annual base salary paid at each step on the Salary Schedule to full-time Professors, Counsellors and Librarians.

STEP LEVEL	1.75% Effective October 1, 2017	2.0% Effective October 1, 2018	2.0% Effective October 1, 2019	2.0% Effective October 1, 2020
Step 5	$62,717	$63,971	$65,250	$66,555
Step 6	$65,597	$66,909	$68,247	$69,612
Step 7	$68,476	$69,845	$71,242	$72,667
Step 8	$71,353	$72,780	$74,236	$75,721
Step 9	$74,232	$75,716	$77,231	$78,775
Step 10	$77,109	$78,651	$80,224	$81,829
Step 11	$79,988	$81,587	$83,219	$84,884
Step 12	$82,867	$84,525	$86,215	$87,939
Step 13	$85,747	$87,462	$89,211	$90,995
Step 14	$88,624	$90,397	$92,205	$94,049
Step 15	$91,505	$93,335	$95,202	$97,106
Step 16	$94,374	$96,262	$98,187	$100,151
Step 17	$97,246	$99,190	$101,174	$103,198
Step 18	$100,114	$102,116	$104,158	$106,242
Step 19	$102,984	$105,044	$107,145	$109,288
Step 20	$105,855	$107,972	$110,131	$112,334
Step 21	$108,723	$110,897	$113,115	$115,378

Maximum Salary Table

(b) The following table indicates the maximum salary level attainable by an employee based on that employee's relevant formal education levels and equivalencies.

Maximum Step Level Attainable	Required Qualifications
Step 21	A minimum of a 4-year Canadian Baccalaureate Degree or equivalent; CGA; P.Eng.; CA; CMA (formerly RIA)
Step 19	3-year CAAT Diploma or General Pass University Degree or Certified Journeyperson holding equivalent qualifications*
Step 18	2-year CAAT Diploma or Certified Journeyperson
Step 17	1-year post-secondary certificate
Step 16	No formal post-secondary diploma, certificate or degree

NOTE: Formal educational qualifications not specified above will be subject to evaluation by the Joint Educational Qualifications Subcommittee, as described in Appendix II.

* Equivalent qualifications for a certified Journeyperson or someone treated as such, shall mean the successful completion of five full-year CAAT courses at the technologists level of which two are directly related to the individual's area of expertise, or the equivalent. The course of study leading to equivalent qualifications for a certified Journeyperson or someone treated as such, shall be approved in advance by the College.

Control Point Table

14.03 A 2

(a) Annual increments to the control point are based on experience, at the rate of one step for each completed year on-the-job experience. Above the control point, but not beyond the maximum, one step will be granted where performance in the past year was satisfactory. For the purposes of this paragraph the following shall be considered as on-the-job experience: leave for union activities, paid leave of absence, secondment.

(b) The following table indicates the control point relevant for an employee based on the maximum base salary level that employee may attain in the salary schedule. The control point relevant to full-time instructors is contained within the wage schedule 14.03 A 2 (c).

Maximum Step Attainable	Effective October 1, 2017	Effective October 1, 2018	Effective October 1, 2019	Effective October 1, 2020
Step 16	Step 10	Step 10	Step 10	Step 10
Step 17	Step 11	Step 11	Step 11	Step 11
Step 18	Step 11	Step 11	Step 11	Step 11
Step 19	Step 12	Step 12	Step 12	Step 12
Step 20				
Step 21	Step 13	Step 13	Step 13	Step 13

Salary Schedules for Full-Time Instructors

(c) The following table indicates the annual base salary paid at each step on the Salary Schedule to full-time Instructors.

STEP LEVEL	1.75% Effective October 1, 2017	2.0% Effective October 1, 2018	2.0% Effective October 1, 2019	2.0% Effective October 1, 2020
Minimum	$41,258	$42,083	$42,924	$43,783
Step 1	$44,141	$45,024	$45,924	$46,843
Step 2	$47,016	$47,956	$48,915	$49,893
Step 3	$49,893	$50,891	$51,908	$52,947
Step 4	$52,774	$53,829	$54,906	$56,004
Step 5*	$55,652	$56,765	$57,900	$59,058
Step 6	$58,530	$59,701	$60,895	$62,112
Step 7	$61,408	$62,636	$63,889	$65,167
Step 8	$64,288	$65,574	$66,885	$68,223
Step 9	$67,167	$68,511	$69,881	$71,278
Step 10	$70,046	$71,447	$72,876	$74,334

* Control Point of Range

Guidelines

Allowances - Professors

14.03 A 3 Coordinator Allowance – Coordinators are teachers who in addition to their teaching responsibilities are required to provide academic leadership in the coordination of courses and/or programs. Coordinators report to the academic manager who assigns their specific duties, which shall be determined prior to the acceptance of the designation, subject to changes as circumstances require. It is understood that coordinators do not have responsibility for the supervision or for the disciplining of teachers in the bargaining unit. It is not the intention of the Colleges to require employees to accept the designation of coordinator against their wishes.

Those employees who are designated as coordinators will receive an allowance equal to one or two steps on the appropriate salary schedule. Such allowance will be in addition to the individual's annual base salary.

14.03 A 4 Employees with the following qualifications shall be entitled to progress to the maximum step on the salary schedule:

(i) A General Pass University degree plus a Bachelor of Education degree;

(ii) Three year CAAT Diploma or General Pass University Degree or Certified Journeyperson holding equivalent qualifications, plus a valid Ontario Teacher's Certificate granted before 1992 or equivalent as may be ruled on by Joint Educational Qualifications Subcommittee (JEQS);

(iii) A General Pass University Degree, plus a valid Ontario Guidance Specialist's Certificate granted before 1992 or equivalent as may be ruled on by JEQS; or

(iv) The In-Service Teacher Training Program Certificate. As this is a unique in-service College program, equivalencies are not considered.

General

14.03 A 5 For Professors and Counsellors and Librarians the applicable maximum is the Step on the schedule reflecting their individual qualifications. For Instructors, the applicable maximum is the maximum salary for their classification. However, in the application of 14.03 A 6, the base salary rate of an employee may exceed the employee's maximum, in which case the higher rate will prevail for the term of this Agreement.

14.03 A 6 Professors or Counsellors being paid a base salary rate in excess of Step 16 on August 31, 1991, pursuant to Section 2(f) of the guidelines attached to the September 17, 1975 Agreement, will have their base salaries increased effective as of September 1, 1992 and September 1, 1993 so that their new base salaries will exceed the maximum of the salary schedule as of such dates by the same amount as in effect under the immediately previous Agreement.

14.04 A   Persons who teach over six and up to and including 12 hours per week on a regular basis shall be referred to as "partial-load" employees. They shall not receive salary or vacation but shall be paid for the performance of each teaching hour at an hourly rate in accordance with the rates set out in Article 26, Partial-Load Employees.

Article 15
VACATIONS

15.01 A   A full-time employee who has completed one full academic year's service with the College shall be entitled to a vacation of two months as scheduled by the College. A full-time employee may request and, with the approval of the College, may have a vacation that is scheduled in periods other than a contiguous two-month block. A full-time employee who has completed less than one full academic year's service with the College shall be entitled to a two month vacation period and shall be paid the remainder of the employee's prorated annual salary. The request of the employee shall be in writing and a copy provided to the Union Local President.

Where the employee requests a vacation in other than a contiguous two month block, the employee shall be entitled to forty-three (43) weekdays of vacation not including any holidays as set out in Article 16.

15.01 B   A teacher assigned to teach for an additional month (11th month) over the normal teaching schedule of the equivalent to ten months as part of a continuous 12 month program shall be entitled to a vacation of one month, as scheduled by the College. Such teacher shall also receive a bonus of ten percent of the employee's annual regular salary for the additional eleventh month of teaching assignment to be paid on completion of such assignment. A teacher assigned to teach in the eleventh month for less than a full month will be entitled to a pro-rata amount of the ten percent bonus referred to above, to be paid on completion of such assignment.

A member of the teaching faculty teaching in a continuous program shall not be required to teach for more than 12 consecutive months without a scheduled vacation of at least one month.

15.01 C   It is understood that the above provisions for vacations are not intended to prohibit Colleges from scheduling non-teaching periods at Christmas and New Year's or at any other mid-term break.

15.02   In scheduling vacations, the College will take into consideration the maintenance of proper and efficient staffing of College programs and operations and the requests of employees. The College will notify employees of their vacation period at least four weeks prior to the commencement of the vacation period concerned. It is understood that following notification of vacation periods, vacation schedules may be changed in circumstances beyond the College's control or by mutual agreement. The College agrees that seniority shall be given consideration in resolving conflicting vacation requests.

Article 16
HOLIDAYS

16.01 A   An employee will be granted the following holidays on the day on which the holiday occurs or is celebrated by the College without reduction of regular salary:

Family Day	Civic Holiday
Good Friday	Labour Day
Victoria Day	Thanksgiving Day
Canada Day	

16.01 B   An employee will be granted the holiday period of December 25th to January 1st inclusive without reduction of regular salary.

16.02   When a holiday as defined in 16.01 A falls within the vacation period of a member of the academic staff teaching an 11th month as referred to in 15.01, a Counsellor or a Librarian, the employee shall be granted an additional day off at a date designated by the College.

16.03   When a holiday as defined in 16.01 A falls on a Saturday or Sunday, the College shall designate a day in lieu thereof.

Article 17
SHORT-TERM DISABILITY PLAN (STD)

Participation

17.01 A   Effective April 1, 1991, all full-time employees shall be covered by this plan.

Funding

17.01 B   This plan shall be funded by the College.

Waiting Period

17.01 C   New employees will be eligible for benefits under this plan from their first day of service with the College. The annual benefit allocation described in 17.01 F shall be credited at that time.

Benefit Year

17.01 D   The benefit year shall commence September 1 for the purpose of crediting the days referred to in 17.01 F 1.

Workplace Safety and Insurance and Other STD Insurance

17.01 E   Where a full-time employee is entitled to payments under the *Workplace Safety and Insurance Act* and Regulations, or is entitled to payments under any other short-term disability insurance, such person shall be entitled to payments, where required, from this plan to supplement the amount payable under the *Workplace Safety and Insurance Act* and Regulations, or such other insurance, up to the amount otherwise payable under this plan.

Benefits

17.01 F 1   During absences due to illness or injury, participating employees who would otherwise be scheduled to work shall receive 100% of regular pay for up to and including 20 working days in any one benefit year, plus any unused credits carried forward from previous years. Days not utilized in any year shall be considered to be credits (on the basis that one credit represents 100% of regular pay for one working day) and shall be carried forward to the next benefit year. Debits shall be made from the total assigned benefit on a day-for-day basis.

17.01 F 2   During absences due to illness or injury in excess of the accumulated days referred to in 17.01 F 1, participating employees shall be paid 75% of regular pay for up to the difference between the number of accumulated days referred to in 17.01 F 1 and the date the employee would normally qualify for LTD.

17.01 F 3   Where the qualifying period for LTD has expired, and the employee qualifies for LTD, and the employee still has credits standing in his or her name under this plan, such credits may, at the election of the employee, be utilized by the employee instead of LTD benefits, until the employee elects to take LTD benefits, if qualified.

17.01 F 4   During the period defined in 17.01 F 1, a participating employee who is absent due to injury or illness on the day before or after a holiday as defined in 16.01 shall receive regular pay for the holiday at the rate defined in 17.01 F 1.

17.01 F 5   During the period defined in 17.01 F 2, a participating employee who is absent due to injury or illness on the day before or after a holiday as defined in 16.01 shall receive regular pay for the holiday at the rate defined in 17.01 F 2.

17.01 F 6   Application for benefits under the plan shall be made at such time and in such manner as the College shall determine and shall be supported by such medical evidence, if any, as the College may require.

17.01 F 7   Where the College requires an employee to undergo an independent medical examination, or provide further documentation from the employee's physician or attending specialist when the College determines that the initial documentation is insufficient, the College shall pay the cost for the medical examination and/or documentation.

Expiry of Credits

17.01 G   Subject to 17.01 H, upon retirement, layoff or termination of employment, any credits standing in the name of the employee shall be cancelled and shall be of no effect.

Protection of Existing Rights

17.01 H   Notwithstanding 17.01 G, employees hired into the academic bargaining unit before April 1, 1991, shall be entitled to utilize available credits (or portions thereof) at the time of retirement, termination of employment or lay-off as a lump-sum gratuity calculated in accordance with the terms of the pre-existing Cumulative Sick Leave Plans, where applicable and where the employee is eligible and shall not exceed the amount of one-half the employee's annual base salary as of the date of separation.

17.02   If a full-time employee is absent from work for the purpose of caring for a member(s) of their immediate family, the employee may apply for leave under 21.07 A, 21.07 B, and 21.07 C. Days withdrawn from the employees' sick leave credits for this purpose will not be counted towards the elimination period for LTD.

Article 18
LONG-TERM DISABILITY PLAN (LTD)

18.01   Employees shall pay the full premium of the present Long-Term Disability Plan, the benefit level to be 60% of monthly base salary in effect as of the date of disability reduced by:

(i)   any form of salary continuation from the employer or benefit from an employer sponsored retirement or pension plan;

(ii)   any basic disability benefits payable from government sponsored income security programs (e.g. C/QPP, W.S.I., E.I., or similar programs);

but this amount shall not be reduced by amounts payable under:

(i)   any privately sponsored group disability insurance plan;

(ii)   any increase in benefit arising from the C/QPP as a result of an adjustment in the Consumer Price Index.

Article 19
OTHER INSURANCE PLANS

Extended Health Plan

19.01 A   The College shall pay 100% of the billed premium of the Extended Health Plan for employees covered thereby and subject to the eligibility requirements of the Plan.

The Extended Health Plan shall provide for a combined maximum annual coverage for all covered paramedical services of $1,500. Effective February 1, 2018, the Extended Health Plan shall provide for a combined maximum annual coverage for all covered paramedical services of $2,000.

19.01 B   Effective April 1, 2004 or such reasonable time as may be required, a Critical Illness/Catastrophic Event Insurance will be made available to employees with the full premiums to be paid by the employees.

Dental Plan

19.02 A   The Colleges agree to pay 100% of the billed premiums of an insured dental plan (the Plan) based on the Ontario Dental Association (ODA) schedule for the immediately preceding year.

19.02 B   Coverage shall apply, subject to the eligibility requirements and conditions of the Plan, to all eligible full-time employees on the active payroll and in the active employ of the College following the completion of six months continuous service during the probationary period. Those employees whose spouses are covered by a comparable plan may elect to be covered by their spouse's plan.

19.02 C   Coverage under this Plan includes the employee, spouse and dependent children to age 21 (the beneficiaries).

19.02 D 1   Coverage for diagnostic, preventative and restorative services is listed in Schedule A of Appendix III.

19.02 D 2   Coverage for endodontic, periodontal, surgical and adjunctive services is listed in Schedule B of Appendix III.

19.02 D 3   Coverage for prosthodontic procedures is listed in Schedule C of Appendix III.

19.02 D 4   Benefits under Schedules A, B and C are limited to a maximum of $2,000 per annum for each beneficiary with no deductible (effective October 1, 1998). Effective January 1, 2007, this maximum will be increased to $2,500 per annum.

19.02 E 1   Coverage for orthodontic procedures is listed in Schedule D of Appendix III and is effective May 1, 1988.

19.02 E 2   Benefits under Schedule D are limited to a $2,500 lifetime maximum per person covered regardless of age and 50% co-insurance.

19.02 F 1   Coverage for crowns and bridges will take effect with respect to each full-time employee in the active employ of the College on November 1, 1992 who is then covered by the Plan. Other full-time employees in the active employ and on the active payroll of the College who have completed the prescribed waiting period shall become eligible for this coverage subject to the eligibility requirements and terms and conditions of the Plan.

19.02 F 2   Coverage for crowns and bridges is listed in Schedule E of Appendix III and is effective November 1, 1992.

19.02 F 3   Benefits under Schedule E are limited to a maximum of $2,500 per beneficiary per calendar year with 50% co-insurance.

Survivor Benefits

19.03 A 1   The College shall continue coverage of Extended Health (including Vision and Hearing Care) and Dental Plans if such benefits were in force at the date of death for the dependent survivor of a deceased employee for six months at no cost to the survivor. Thereafter, effective September 24, 1998, at the option of the dependent survivor, and subject to 19.03 A 2, the College shall continue such benefits as were in force for the deceased employee at the date of death. Coverage continues until the end of the month the deceased employee would have reached age 65. Thereafter, the survivor who is in receipt of a lifetime monthly survivor pension, may elect to participate in retirement benefits provided such election is made within 31 days from the end of the month the deceased employee would have reached age 65 and the survivor continues to be eligible for benefits under OHIP or another Canadian medicare plan equivalent to OHIP from another province or territory.

19.03 A 2   In order to maintain benefit coverage pursuant to 19.03 A 1, the dependent survivor shall:

    (i)   enroll in the Extended Health and Dental Plans as specified by the insurer;

    (ii)   keep the College informed of any change of address or other information as the College or the insurer may require; and,

    (iii)   pay the College quarterly in advance the full cost of the plans.

Vision Care

19.04   The College shall pay 75% of the premiums for a Vision Care Plan providing coverage for full-time employees to a maximum of $400 each two years, per person 18 years of age and over, and $400 each one year per person under 18 years of age, for glasses, frames, contact lenses, and refractive surgery, subject to eligibility requirements and enrolment requirements. The balance of the premiums shall be paid by payroll deduction.

Hearing Care Plan

19.05   The College shall pay 75% of the premiums for full-time employees for a Hearing Care Plan providing coverage to a maximum of $3,000 each three years, per person, subject to eligibility requirements and enrolment requirements. The balance of the premiums shall be paid by payroll deductions.

Basic Life Insurance Plan

19.06 The College shall continue the present Group Basic Life Insurance Plan to provide term insurance coverage of $25,000 on the life of the employee and to pay the full premium for full-time employees, subject to the eligibility requirement.

Supplemental Life Insurance Plan

19.07 A The Colleges shall continue the Supplemental Life Insurance Plan to provide for the availability of Supplementary Life Insurance in units of $10,000 up to a maximum of $60,000 of coverage with the College paying 50% of the premium for full-time employees covered by the Plan subject to the payment of the balance by payroll deduction.

19.07 B Effective December 1st, 2009, the College shall continue the Supplemental Life Insurance Plan to provide for the availability of Supplementary Life Insurance in units of $10,000 to a maximum of $300,000 for employees who elect the maximum option of $60,000 as contained in 19.07 A provided the employee pays the full premium cost through payroll deduction.

19.07 C The College shall arrange for Dependent Life Insurance coverage in the amount of $5,000 upon the death of a spouse and $2,000 upon the death of a dependent child including still-births as defined in the *Vital Statistics Act* to those employees who elect such coverage in writing, subject to the enrolment requirements of the plan. Such employees shall pay, through payroll deduction, 100% of the premium as established by the insurance carrier.

Liability Insurance

19.08 A The College shall arrange liability insurance coverage of employee's liability, while performing duties or tasks required and authorized by the College or customarily performed as part of the employee's duties.

19.08 B The College shall provide access to the employee liability insurance provisions of the College's insurance policies to an employee or the Union Local, upon request and given reasonable advance notice.

Retirement Benefits

19.09 A The Colleges agree to provide eligible retired employees the option of enrolling in the CAAT Retiree Benefit Plan, which includes Life Insurance, Extended Health Care and Dental Care under the following conditions:

(i) The retired employee shall pay, in advance, the full cost of the benefits that the retiree has enrolled in as follows:

- Current members of the plan will have the option to continue to pay the College quarterly or switch to automatic monthly bank withdrawals;

- New enrollees shall pay the College through automatic monthly bank withdrawals.

(ii) Eligibility for such coverage shall be dependent upon:

- The employee qualifying for and commencing to receive a lifetime monthly pension from the Colleges of Applied Arts and Technology Pension Plan or the Teachers' Pension Plan immediately upon his/her retirement;

- The retired employee electing such coverage within thirty-one (31) days of his/her retirement date;

- The retired employee maintaining eligibility for benefits under OHIP or another Canadian medicare plan equivalent to OHIP from another province or territory;

- The employee commenced retirement on or after May 1, 1988.

(iii) Insurable benefits payable under OHIP or the Ontario Drug Benefit Plan shall not be payable under the Extended Health Care Plans or Dental Care Plan.

Details of the Plan are published in the CAAT Retiree Benefit Plan booklet.

Survivor Benefits for Retirees

19.09 B 1 At the option of the dependent survivor of a retired employee and subject to Article 19.09 B 2, he/she can continue coverage in the CAAT Retiree Benefit Plan, excluding Life Insurance, provided that such benefits were in force at the date of death.

19.09 B 2 In order to maintain coverage pursuant to Article 19.09 B 1, the eligible dependent survivor of a retired employee shall:

(i) enroll in the benefit plans as specified by the insurer;

(ii) keep the College informed of any change of address or other information as the College or the insurer may require; and

(iii) pay the College quarterly in advance the full cost of the benefits that the survivor has enrolled in.

Post Retirement Life Insurance Plan

19.09 C Effective October 1, 1992, the College shall make available to a retiring employee, at the time of retirement, life insurance coverage to age 75 in the amount of $10,000, with the retiree to pay 100% of the premium. It is understood that for experience rating purposes, active employees and retirees shall be considered to constitute one group.

Same Sex Spouse Benefit Coverage

19.10   Effective October 1, 1992, the parties agree that the Life Insurance, Extended Health, Dental, Spousal and Dependent Insurance, Vision Care, Hearing Care Benefit Plans and survivor benefits shall include coverage for same sex spouses.

Article 20
PROFESSIONAL DEVELOPMENT LEAVE

20.01   The College recognizes that it is in the interests of employees, students and the College that employees are given the opportunity by the College to pursue College-approved professional development activities outside the College through further academic or technical studies or in industry where such activities will enhance the ability of the employee upon return to the College to fulfill professional responsibilities.

20.02   To that end, each College will grant a minimum of two percent of full-time members of the academic bargaining unit of the College concerned who have been members of the bargaining unit for a period of not less than six years, and an additional one percent of full-time members of the academic bargaining unit of the College concerned who have been members of the bargaining unit for a period of not less than 15 years, to be absent on professional development leave at any one time in accordance with the following conditions:

(i)   the purpose of the leave is for College-approved academic, technical, industrial or other pursuits where such activities will enhance the ability of the teacher, counsellor or librarian upon return to the College;

(ii)   a suitable substitute can be obtained;

(iii)   the leave will normally be for a period of from one to 12 months;

(iv)   the employee, upon termination of the professional development leave, will return to the College granting the leave for a period of at least one year, failing which the employee shall repay the College all salaries and fringe benefits received by the employee while on professional development leave;

(v)   the salary paid to the employee will be based on the following scale: 55% of the employee's base salary increasing by five percent per year after six years of employment with the College concerned to a maximum of 80% of the employee's base salary after eleven (11) years. It is understood that the College's payment is subject to reduction if the aggregate of the College's payment and compensation or payments from other sources during the period exceeds the amount of the employee's base salary. The amount and conditions of payment will be pro-rated for shorter leaves.

(vi)   Applications for professional development leave will be submitted in writing containing a detailed statement of the nature of the proposed leave and its

proposed benefit(s) to the College and the employee; to the Chair of the Department at least six months prior to the commencement date;

(vii) The College may, but is not required to, consider an application from an employee who has commenced a professional development leave within the preceding seven (7) years;

(viii) All applicants will be notified in writing by the College President or the President's designee as to the disposition of their application for professional development leave;

(ix) The College may on its own initiative propose plans of professional development leave to employees; however no employee shall be under obligation to accept such a proposal;

(x) This Article shall not preclude the College from permitting greater numbers of employees to be absent on professional development leave;

(xi) The fulfillment of the minimum of two percent of full-time employees on professional development leave (arising out of employee-initiated leaves) will depend upon the receipt and approval by the College of a sufficient number of qualified applications in accordance with the criteria set out above;

(xii) In the event that more eligible employees apply for professional development leave than will be approved, preference for applications that fulfill the purpose of the leave as set in 20.02 (i) shall be given to the applicants with greater length of service since their last professional development leave under this Article;

(xiii) An applicant who is denied professional development leave shall be notified in writing of the reasons for the denial. Approval of an application for professional development leave shall not be unreasonably withheld;

(xiv) For professional development leaves that are granted for a period of less than one year, the payment shall be pro-rated. The unused portion of the allowable earned leave shall remain available to the teacher, counsellor or librarian subject to the application and approval processes of the College and those defined within this Article. Seniority for the purpose of granting the unused portion shall include the seniority used in granting the first portion plus subsequent accrual. Payment for the unused portions of leave when taken shall be paid at the same proportion of salary as established in 20.02 (v) when the first portion was taken. The proportion of salary shall be the salary in place when the unused portion of the leave is taken;

(xv) The College shall provide to the Union Local, once each year, the names of all applicants and the names of all successful applicants and the duration of the leaves granted.

Article 21
LEAVES OF ABSENCE

21.01   Both parties to this Agreement recognize the over-riding professional responsibility to the students. Leaves of absence as provided in this Article will therefore be scheduled where possible to ensure a minimum of disruption to the educational programs of the College. Reasonable notice shall be given to the supervisor concerned. It is understood that leaves under Article 21, Leaves of Absence, or under Article 17, Short-Term Disability Plan (STD), that are for the purpose of dealing with the death, illness, injury, or medical emergency of a person referred to in 21.04 or are for personal illness, injury, or medical emergency should be credited towards the emergency leave provisions of the *Employment Standards Act, S.O. 2001.*

21.02   Leave of absence for personal reasons and special leave in extenuating personal circumstances may be granted at the discretion of the College without loss of regular salary. Where leave of absence for personal reasons is denied, reasons shall be given in writing to the applicant where requested.

21.03   Leave of absence for religious leave may be granted at the discretion of the College, in accordance with existing human rights standards regarding accommodations, without loss of regular salary. Where leave of absence for religious reasons is denied, reasons shall be given in writing to the applicant where requested.

21.04   On the death of an employee's spouse as defined in the benefit booklet, parent, step-parent, child, step-child, brother, sister, father-in-law, mother-in-law, brother-in-law, sister-in-law, grandparent or grandchild, an employee shall be granted leave of absence of three or more days without loss of regular salary, the duration of the leave to be at the discretion of the College.

It is understood that 21.02 is applicable to employees seeking bereavement leave related to the death of persons not identified in 21.04.

21.05   An employee required to appear for or serve jury duty or served with a subpoena to appear as a Court witness shall not have regular salary reduced for the period concerned subject to the payment to the College by the employee of the jury duty or witness fees received. The employee shall notify the employee's immediate supervisor immediately after receipt of notice of selection for jury duty or the subpoena requiring appearance as a witness. The College may require the employee to furnish a certificate of service from an officer of the Court before making payments under this Article. In order to qualify for payment the employee will report to the College for work during those regular hours of work or assignment that the employee is not required to attend the Court.

21.06 A   Leave of absence without pay may be granted by the College for legitimate personal reasons.

21.06 B   If an employee requests in writing a leave of absence of seven consecutive calendar days or more, accompanied by supporting reasons, a denial thereof by

the College shall be in writing containing the reasons if such a written reply is requested by the employee.

21.07 A   In each year, the College shall grant to each employee up to five days of leave to care for members of the employee's immediate family when they are ill.

21.07 B   For the purpose of 21.07 A, an employee's immediate family shall mean the employee's spouse (or common-law spouse resident with the employee), children (including children of legal or common-law spouse), and parents (including step-parents or foster parents).

21.07 C   Except as provided in 21.07 D, leave pursuant to 21.07 A shall be without pay.

21.07 D   The employee may apply for benefits under the Short-Term Disability Plan as described in Article 17 (or, in the case of St. Lawrence College or La Cité, the St. Lawrence Plan, if applicable) with respect to the day or days of leave taken under 21.07 A. All the terms of Article 17, Short-Term Disability Plan, (or the terms of the St. Lawrence Plan, where applicable) shall apply to the period of leave as if such period was an illness of the employee.

21.08   If a full-time employee terminates employment for the purpose of caring for a dependent person (or persons) and is subsequently re-employed as a full-time employee, the employee shall, upon application and completion of the probationary period, be credited with the employee's previous length of service for the purpose of:

(i)   vesting of Cumulative Sick Leave Gratuity (provided no previous payment was made);

(ii)   the Severance Pay Plan;

(iii)   Professional Development Leave;

(iv)   College Prepaid Leave Plan; and

(v)   seniority

provided that:

(i)   the employee had completed at least two years continuous service at the time of termination;

(ii)   the employee's termination indicated the reason for leaving to be the caring for a dependent person;

(iii)   the break in service was for no longer than six years, except as may be mutually agreed between the College and the employee.

Article 22
PREGNANCY AND PARENTAL LEAVE

22.01 A   A pregnant employee who has been employed for at least 13 weeks before the expected date of delivery shall be entitled to 17 weeks pregnancy leave of absence without pay (except as provided in 22.02), for the purpose of childbirth, or such other longer or shorter period of pregnancy leave as is required to be granted under the *Employment Standards Act, 2000*. Except as hereinafter provided, the leave of absence shall be in accordance with the pregnancy leave provisions of the *Employment Standards Act, 2000*. If through still-birth or miscarriage the employee wishes to return at an earlier date than the leave of absence originally agreed to, the College shall endeavour to arrange for such earlier return to work and such request shall not be unreasonably denied. Notwithstanding the above, the employee may return upon four weeks notice.

22.01 B   An employee on pregnancy leave may take a further 35 weeks parental leave of absence without pay (except as provided in 22.02), or such other longer or shorter period of parental leave as is required to be granted under the *Employment Standards Act, 2000,* provided the employee applies in writing two weeks prior to the expiry of her pregnancy leave. Such leave shall be in accordance with the provisions of the *Employment Standards Act, 2000*.

22.01 C   A leave of absence of up to 37 weeks or such other longer or shorter period of parental leave as is required to be granted under the *Employment Standards Act, 2000,* is available to any parent who has been employed for at least 13 weeks. Such leave shall be pursuant to the provisions of the *Employment Standards Act, 2000*, and is not in addition to the leave referred to in 22.01 B. Parent includes a person with whom a child is placed for adoption and a person who is in a relationship of some permanence with a parent of a child and who intends to treat the child as his or her own. Such leave may begin no more than 52 weeks after the day the child is born or comes into the custody, care, and control of a parent for the first time.

22.01 D   On request, in writing, at least two weeks prior to the date of expiry of the leave under 22.01 A, 22.01 B or 22.01 C, an employee shall be granted a leave of absence without pay to a maximum leave (including leave available under 22.01 A and 22.01 B and 22.01 C) of 52 weeks. The length of such leave shall be at the discretion of the employee. If requested by the College, the employee will endeavour to return at the start of a semester.

It is understood that Section 53 of the *Employment Standards Act, 2000* shall continue to apply to a leave of absence that has been extended under this provision.

22.01 E   The College shall not require an employee to take vacation entitlement concurrently with leave under this Article. On return from the leave, an employee may forego vacation time owing.

22.01 F   Employees on leave under this Article shall continue to accumulate seniority for the duration of their leaves.

22.02 A   An employee on leave under 22.01 shall have insured benefit coverage continued (i.e. group life insurance, group disability, Extended Health, Dental and Pension benefits, and any other type of benefit that is prescribed by regulation under the *Employment Standards Act, 2000* and is provided to employees under the provisions of this Agreement) during the period of the leave, as follows:

    (i)   the College shall continue the employee's benefit coverage for all insured benefits for which the College is responsible for payment of 100% of the billed premium (i.e. Extended Health, Dental, Basic Life);

    (ii)   the College shall continue to pay its percentage of premium cost for all insured benefits for which the College and the employee jointly share the cost provided the employee continues to pay the employee's percentage share of the premium cost (i.e. Supplemental Life, Pension);

    (iii)   any benefit coverage that is based on an employee's salary shall be based on the salary which the employee would otherwise have earned during the period;

    (iv)   sick leave credits will continue to accumulate.

22.02 B   An employee entitled to pregnancy and/or parental leave under 22.01, who provides the College with proof that the employee has applied for and is eligible to receive Employment Insurance (E.I.) benefits pursuant to Sections 22 or 23, *Employment Insurance Act*, S.C. 1996, c.23, as amended from time to time, shall be paid a top-up, in accordance with the Supplementary Unemployment Benefit Plan (S.U.B).

22.02 C   Payments made according to the Supplementary Unemployment Benefit Plan will consist of the following:

    (i)   for the waiting period of the first leave taken under Article 22.01 A and/or 22.01 B and/or 22.01 C, as applicable, during which the employee is serving the *Employment Insurance* waiting period, a payment equivalent to 93% of the regular salary which the employee would otherwise have earned during the period;

    and

    (ii)   for up to a maximum of 51 additional weeks while the employee is on pregnancy and/or parental leave, and provided the employee is eligible to receive Employment Insurance (E.I.) benefits pursuant to Sections 22 or 23 *Employment Insurance Act*, S.C. 1996, c.23, as amended from time to time, or was eligible to receive such E.I. benefits but has received the maximum number of weeks payable, payments equivalent to the difference between the sum of the weekly E.I. benefits the employee is eligible to receive and any other earnings received by the employee, and 93% of the regular salary which the employee would otherwise have earned during such period. The weekly top-up payment will be calculated using the weekly E.I. benefit that

would be payable to the employee (i.e. 55%) without regard to any election by the employee to receive a lower E.I. benefit spread over a longer period of time as may be permitted under the *Employment Insurance Act.*

22.02 D   Notwithstanding anything to the contrary contained herein, the terms of the S.U.B. Plan described in 22.02 B and 22.02 C shall be construed so that they comply with Regulation 37(2) of the *Employment Insurance Act*, including the following conditions:

(i)   In no event will the top-up payment exceed the difference between 93% of the employee's actual weekly rate of pay that the employee was receiving on the last day worked prior to the commencement of the leave and the sum of the employee's E.I. benefit calculated without regard to an election by the employee to receive a lower E.I. benefit spread over a longer period of time as may be permitted under the *Employment Insurance Act* and any other earnings received by the employee.

(ii)   An employee who qualifies for benefits shall have no vested right to payments under the plan except to payments during a period of unemployment specified in the plan. (Reference: 37(2)(h) E.I. Regulations).

(iii)   Payments in respect of guaranteed annual remuneration or in respect of deferred remuneration or severance pay benefits shall not be reduced or increased by payments received under the plan. (Reference: 37(2)(i) E.I. Regulations).

Article 23
PREPAID LEAVE PLAN (PLP)

23.01   The Prepaid Leave Plan (PLP) has been developed to afford full-time employees the opportunity of taking up to a one year leave of absence and to finance the leave through deferral of regular salary from the previous years in an appropriate amount which will be accumulated and together with interest, be paid out at the commencement of the leave.

23.02   Any employee having three years seniority is eligible to participate in the PLP in accordance with the conditions set out in this Article.

23.03 A   An employee who qualifies as above must make written application to the President of the College on or before January 31 requesting permission to participate in the PLP setting out the deferral program requested.

23.03 B   Written acceptance, or denial of the request, with explanation, will be forwarded to the applicant by May 1 in the year the request is made.

23.03 C   Approval of individual requests to participate in the PLP shall rest solely with the College. Requests will not be unreasonably denied.

23.03 D   The deferral period over which salary is deferred and accumulated, the amount thereof and the period in which leave is granted and repayment of such deferred salary and interest occurs shall be one of the following programs:

(i)   one year deferral of up to ½ of annual regular salary in each year followed by one year of leave, subject to 23.03 D (vii);

(ii)   two years deferral of up to ⅓ of annual regular salary in each year followed by one year of leave;

(iii) three years deferral of up to ¼ of annual regular salary in each year followed by one year of leave;

(iv)   four years deferral of up to 1/5 of annual regular salary in each year followed by one year of leave;

(v)   five years deferral of up to 1/6 of annual regular salary in each year followed by one year of leave;

(vi)   when mutually agreed between the College and the employee, a PLP may be devised which allows for a deferral period different from those proposed in (i) to (v) above, provided that the percent and amount of monies being deferred during the deferral period does not exceed the ratio of the period of the leave of absence (measured in months) divided by the total period of participation in the PLP (i.e. the fraction of the leave of absence over the sum of the deferral period and the leave period);

(vii) while participating in the PLP, the amount of salary deferred by the employee under this plan cannot exceed 33 ⅓ percent in any calendar year.

23.03 E   No plan devised under this Article shall have a deferral period in excess of 72 months or a leave period in excess of 12 months or less than six months.

23.03 F   Following College approval, the employee and the College shall enter into a written agreement which states that the employee waives the right to receive the deferred portion of salary as defined in accordance with 23.03 D. The agreement shall further set out all other terms of the plan agreed to in accordance with the conditions herein.

23.04   The payment of salary and benefits, and the period of the leave of absence shall be as follows:

(i)   In the period of the program, preceding the period of the leave, the employee will be paid a reduced percentage in accordance with 23.03, of the employee's annual regular salary as set out in Article 14, Salaries.

(ii)   The remaining percentage of annual regular salary will be deferred and this accumulated amount plus any interest earned shall be retained for the participant by the College to finance the period of leave.

(iii) The calculation of interest under the terms of this PLP shall be monthly (not in advance). The interest paid shall be calculated by averaging the interest rates in effect on the last day of each month for a true savings account, a one year term deposit, a three year term deposit and a five year term deposit. The rates for each of the accounts identified will be those set out in writing by the Bank Branch with which the College deals. Interest, calculated as above, shall be applied on a monthly basis, the first credit to be the month following the initial deposit. A yearly statement of the amount standing in the participant's credit will be sent to the participant by the College. If at the last day of any month, any one or more of the above products is not offered by the bank with which the College deals, then the interest rates on the remaining products will be averaged.

(iv) During the period of the program prior to the leave, any benefits related to salary level shall be structured according to the salary the participant would have received in the period concerned had the participant not been in the PLP.

(v) A participant's coverage for Life Insurance, LTD, Extended Health and Dental Plan coverage will be maintained by the College during the leave of absence, if eligibility conditions permit; however, the premium costs of all such plans shall be paid by the participant during the leave.

(vi) During the period of the program that the employee is on leave, any benefits related to salary level shall be structured according to the salary the participant would have received in the period prior to taking the leave had the participant not been in the PLP.

(vii) At the commencement of the period of leave, the College shall pay to the participant the monies standing to the participant's credit less any premiums or contributions deducted for the leave, except as may otherwise be mutually agreed. If by mutual agreement, the employee chooses to have some of the deferral amount withheld during the leave then interest shall be paid on the balance withheld. All monies deferred including interest must be paid out by the end of the leave period.

23.05 A 1 Following the leave of absence, the employee must resume employment for a period of time not less than the duration of the leave of absence period.

23.05 A 2 On return from leave, a participant will be assigned to the participant's same position or, if the lay-off displacement or placement provisions have application, the employee will be governed by the appropriate terms of this Agreement. In determining the salary level applicable following the participant's return, the period of leave shall not qualify for salary increment purposes. However if there is a period of service in the year prior to the commencement of the leave for which no consideration has been given for salary level determination purposes, such period shall be taken into consideration for salary level determination purposes on the participant's return.

23.05 B Sick leave credits will not accumulate during the period spent on leave nor will sick leave be available during such period.

23.05 C A participant may, with the approval of the College, withdraw from the PLP in unusual or extenuating circumstances (e.g. financial hardship or serious illness). Requests for withdrawal must be submitted in writing, detailing the reason(s) for withdrawal, as soon as possible prior to commencement of the leave. The College shall maintain the request and its approval as a part of College records.

When a request for withdrawal is approved, the College shall pay to the employee a lump sum amount equal to monies deferred plus interest accrued to the date of withdrawal from the PLP. Payment shall be made as soon as possible, but must be made within 30 days of approval of withdrawal from the PLP.

23.05 D In the event that a suitable replacement cannot be obtained for a participant who has been granted a leave or the participant requests a postponement of the leave, the College may up to six months prior to the commencement of the leave postpone the leave, but the period of the postponement shall not exceed 12 months. In this instance, a participant may choose to remain in the PLP, or receive payment as in 23.05 C.

23.05 E Should 23.05 D result in a leave of absence being taken later than the originally intended final year of the PLP, any monies accumulated by the terminal date of the PLP, will continue to accumulate interest until the leave of absence is granted.

23.05 F Should a participant die while enrolled in the PLP, any monies accumulated, plus interest accrued to the date of payment will be paid to the employee's estate. Every agreement entered into under 23.03 F shall state that monies paid to the estate of an employee under this section are a "right or thing" within the meaning of the *Income Tax Act* (Canada) and shall be taxable as income in the year of the employee's death in accordance with the *Income Tax Act* (Canada).

23.06 During each taxation year the participating employee's income tax liability shall be in accordance with the *Income Tax Act* (Canada) and the amount of the withholding tax deducted at source by the College shall be based on monies actually received by the employee in each taxation year subject to the acceptance of this PLP by Canada Customs and Revenue Agency.

Article 24
HEALTH AND SAFETY

24.01 All employees shall be covered under the *Workplace Safety and Insurance Act*.

24.02 A The College will take all precautions reasonable in the circumstances to ensure conditions of safety and health in the employees' work areas in the College by conforming with the provisions of the *Occupational Health and Safety Act* and Regulations.

24.02 B Where the employee in the performance of duties uses safety equipment as required under the *Occupational Health and Safety Act* of Ontario, the College shall provide such equipment to the employee at no cost. Specific eligibility problems shall be resolved by the Joint Occupational Health and Safety Committee.

Article 25
REIMBURSEMENT FOR AUTOMOBILE EXPENSES

25.01 A Effective August 14, 2006, an employee authorized to use the employee's car on approved College business including travelling to assigned duties away from the employee's accustomed work location shall be reimbursed kilometrage expenses in accordance with the following:

KILOMETRES DRIVEN	SOUTHERN ONTARIO	NORTHERN ONTARIO
0-4,000	40.0 cents/km	41.0 cents/km
4,001-10,700	35.0 cents/km	36.0 cents/km
10,701-24,000	29.0 cents/km	30.0 cents/km
24,001 km and over	24.0 cents/km	25.0 cents/km

25.01 B The boundary between Northern and Southern Ontario for the purposes of kilometre reimbursement is as follows: The District of Muskoka is now considered part of Northern Ontario. Along Highway 400 the District commences North of Port Severn. Along Highway 11 it commences North of Severn Bridge. Between the two communities the boundary is the Severn River. East of Severn Bridge, the District of Muskoka is located North of Regional Highway 52. Highway 60 at Oxtongue Lake easterly to Killaloe Station and Highway 62 to Pembroke.

25.01 C For the purpose of this Article, all kilometrage outside of Ontario will be at the rate for Southern Ontario.

25.01 D An employee paid a kilometrage allowance in accordance with this Article shall be reimbursed for necessary parking expense incurred.

25.01 E If kilometrage rates payable to Ontario Public Servants under the Collective Agreement between Management Board of Cabinet and OPSEU be amended during the term of this Agreement, such amended kilometrage rates shall apply to employees on the effective date of the amendment agreed to but not in any event retroactively prior to the date of announcement of the agreed amendments.

Article 26
PARTIAL-LOAD EMPLOYEES

26.01 A This Article contains provisions exclusively related to partial-load employees. However, this Article is not inclusive of all rights of partial-load employees under the Collective Agreement.

26.01 B A partial-load employee is defined as a teacher who teaches more than six and up to and including 12 hours per week on a regular basis.

26.02 A   A partial-load employee shall not receive salary or vacations but shall be paid for the performance of each teaching contact hour at an hourly rate calculated in accordance with 26.04.

26.02 B   A portion of the hourly rate for partial-load teachers is in lieu of vacation pay.

26.03 A   Determination of partial-load teachers' starting step and progression within the hourly rate schedules shall be in accordance with the Job Classification Plans (see pages 122-127).

26.03 B   The College shall endeavour to issue all contracts prior to the start of the contract. The College shall, upon the initial hiring of a partial-load teacher in the bargaining unit, forward a copy of the initial step placement calculation to the Union Local President.

26.03 C   Partial-load employees will be provided a copy of the Collective Agreement on the first occasion they are employed following the negotiation of a new Collective Agreement or if re-employment occurs more than one year after the end of the previous partial-load contract.

26.04   The following tables indicate the hourly rate paid at each step for partial-load employees. For progression on the grid, refer to 26.10 B.

Post-Secondary Partial-Load Professors

STEP LEVEL	1.75% Effective October 1, 2017	2.0% Effective October 1, 2018	2.0% Effective October 1, 2019	2.0% Effective October 1, 2020
Step 5	$83.79	$85.46	$87.17	$88.92
Step 6	$87.65	$89.40	$91.19	$93.01
Step 7	$91.49	$93.32	$95.19	$97.09
Step 8	$95.33	$97.24	$99.18	$101.17
Step 9	$99.19	$101.18	$103.20	$105.27
Step 10	$103.01	$105.07	$107.18	$109.32
Step 11	$106.86	$109.00	$111.18	$113.41
Step 12	$110.73	$112.94	$115.20	$117.50
Step 13	$114.55	$116.84	$119.17	$121.56
Step 14	$118.41	$120.78	$123.19	$125.66
Step 15	$122.25	$124.69	$127.19	$129.73
Step 16	$126.09	$128.61	$131.18	$133.81
Step 17	$129.95	$132.55	$135.20	$137.91
Step 18	$133.79	$136.47	$139.20	$141.98
Step 19	$137.65	$140.40	$143.21	$146.07
Step 20	$141.51	$144.34	$147.22	$150.17
Step 21	$145.36	$148.27	$151.23	$154.26

Non-Post-Secondary Partial-Load Professors

STEP LEVEL	1.75% Effective October 1, 2017	2.0% Effective October 1, 2018	2.0% Effective October 1, 2019	2.0% Effective October 1, 2020
Step 5	$75.40	$76.91	$78.45	$80.02
Step 6	$78.90	$80.48	$82.09	$83.73
Step 7	$82.33	$83.98	$85.66	$87.37
Step 8	$85.80	$87.51	$89.26	$91.05
Step 9	$89.26	$91.04	$92.86	$94.72
Step 10	$92.71	$94.57	$96.46	$98.39
Step 11	$96.19	$98.12	$100.08	$102.08
Step 12	$99.64	$101.63	$103.67	$105.74
Step 13	$103.12	$105.18	$107.29	$109.43
Step 14	$106.58	$108.71	$110.88	$113.10
Step 15	$110.01	$112.21	$114.46	$116.75
Step 16	$113.50	$115.77	$118.09	$120.45
Step 17	$116.96	$119.30	$121.69	$124.12
Step 18	$120.43	$122.84	$125.30	$127.80
Step 19	$123.90	$126.38	$128.90	$131.48
Step 20	$128.91	$131.49	$134.12	$136.80
Step 21	$133.91	$136.59	$139.32	$142.11

Post-Secondary Partial-Load Instructors

STEP LEVEL	1.75% Effective October 1, 2017	2.0% Effective October 1, 2018	2.0% Effective October 1, 2019	2.0% Effective October 1, 2020
Minimum	$55.10	$56.20	$57.33	$58.48
Step 1	$58.98	$60.16	$61.36	$62.59
Step 2	$62.81	$64.06	$65.34	$66.65
Step 3	$66.66	$67.99	$69.35	$70.74
Step 4	$70.50	$71.91	$73.35	$74.81
Step 5	$74.37	$75.86	$77.38	$78.92
Step 6	$78.20	$79.77	$81.36	$82.99
Step 7	$82.03	$83.67	$85.35	$87.05
Step 8	$85.87	$87.59	$89.34	$91.13
Step 9	$89.70	$91.50	$93.33	$95.19
Step 10	$93.59	$95.46	$97.37	$99.31

Non-Post-Secondary Partial-Load Instructors

STEP LEVEL	1.75% Effective October 1, 2017	2.0% Effective October 1, 2018	2.0% Effective October 1, 2019	2.0% Effective October 1, 2020
Minimum	$49.59	$50.58	$51.60	$52.63
Step 1	$53.06	$54.12	$55.20	$56.31
Step 2	$56.52	$57.65	$58.80	$59.98
Step 3	$60.00	$61.20	$62.42	$63.67
Step 4	$63.42	$64.69	$65.99	$67.31
Step 5	$66.90	$68.24	$69.61	$71.00
Step 6	$70.37	$71.78	$73.21	$74.68
Step 7	$73.82	$75.29	$76.80	$78.34
Step 8	$77.30	$78.84	$80.42	$82.03
Step 9	$80.73	$82.35	$84.00	$85.68
Step 10	$84.23	$85.92	$87.64	$89.39

26.05   A partial-load employee shall pay dues in accordance with Article 10, Union Deduction.

26.06   **Insured Group Benefits**

26.06 A   **Extended Health, Vision and Hearing Care**

The College shall pay 100% of the billed premium of the Extended Health Plan found in Article 19, Other Insurance Plans, for partial-load employees, excluding Vision and Hearing coverage, and subject to the application procedures for this benefit, with the exception of those employees who opt out of the plan because of spousal coverage elsewhere.

The College shall provide for access to the Dental, Vision Care, Hearing Care, Critical Illness/Catastrophic Event Insurance and Life Insurance Plans found in Article 19, Other Insurance Plans, for partial-load employees provided the premium is paid by the employee.

Details regarding participation, eligibility, waiting period, benefit level and premium sharing are as follows:

	Extended Health	**Vision Care**	**Hearing Care**	**Critical Illness/ Catastrophic Event**
Participation	Required with opt out option	Voluntary if Extended Health elected	Voluntary if Extended Health elected	Voluntary
Eligibility	All partial-load employees under contract	All partial-load employees under contract	All partial-load employees under contract	As per full-time employees
Waiting Period	First of month following the completion of one calendar month	First of month following the completion of one calendar month	First of month following the completion of one calendar month	As per full-time employees
Benefit Level	As per full-time employees	As per full-time employees	As per full-time employees	As per full-time employees
Premium Sharing	100% employer paid	100% employee paid	100% employee paid	100% employee paid

26.06 B   Dental Care

	Dental Plan
Participation	Voluntary
Eligibility	All partial-load employees under contract
Waiting Period	First of month following the completion of six calendar months
Benefit Level	As per full-time employees
Premium Sharing	100% employee paid

26.06 C   Life Insurance Plans

	Basic and AD & D	Supplementary Employee and Dependent	Optional
Participation	Voluntary	Voluntary	Voluntary
Eligibility	All partial-load employees under contract	All partial-load employees under contract up to age 65	All partial-load employees under contract up to age 65
Waiting Period	First of month following the completion of one calendar month	First of month following the completion of one calendar month	First of month following the completion of one calendar month
Benefit Level	As per full-time employees	As per full-time employees	As per full-time employees
Premium Sharing	100% employee paid	100% employee paid	100% employee paid

26.06 D   Group Insurance - Bridging Benefit

If upon termination of a contract there is a written contract for future employment as a partial-load employee, the employee, by paying 100% of the premiums for the benefits, may continue participation throughout the period between contracts in any group insurance plan in which that employee was participating.

Where the College is anticipating re-employment of a partial-load employee, the College is encouraged, where feasible, to provide a written contract upon termination.

If an employee is re-employed within 6 months of the end of any contract, waiting periods for group insurance plans will be waived.

26.07   Tuition Subsidy and Leaves of Absence

The College shall provide partial-load employees with access to the rights provided in Article 12, Tuition Subsidy; Article 21, Leaves of Absence; Article 22, Pregnancy and Parental Leave, and Article 23, Prepaid Leave Plan, of this Agreement. Details regarding participation, eligibility, waiting period and benefit level are as follows:

	Tuition Subsidy	**Leaves of Absence**	**Pregnancy and Parental Leave**	**Prepaid Leave Plan**
Participation	All partial-load employees under contract	All partial-load employees under contract	All partial-load employees under contract	All partial-load employees under contract
Eligibility	All partial-load employees under contract	All partial-load employees under contract	All partial-load employees under contract	All partial-load employees under contract
Waiting Period	Nil	Nil	Nil	Nil
Benefit Level	As provided under Article 12 - Tuition Subsidy Shall be paid for regularly scheduled days of work	As provided under Article 21 - Leaves of Absence Shall be paid for regularly scheduled days of work	As provided under Article 22 - Pregnancy and Parental Leave Shall be paid for regularly scheduled days of work SUB payments as per Article 22 of the Agreement and insured benefits, if any, shall not go beyond the end of the employee's contract	As provided under Article 23 - Prepaid Leave Plan Shall be paid for regularly scheduled days of work Monies can only be deferred until the end of the employee's contract

26.08   Short-Term Disability Plan

26.08 A   Partial-load employees will be covered by the Short-Term Disability Plan described in Article 17 of this Agreement with the 20 working days of coverage for 100% regular pay to be pro-rated in accordance with the table found in 26.08 B. Details regarding participation, eligibility, waiting period and benefit level are as follows:

	Sick Leave Plan
Participation	All partial-load employees under contract
Eligibility	All partial-load employees under contract
Waiting Period	Nil
Benefit Level	Same as full-time employees except that annual entitlement is pro-rated based on length of contract and number of Teaching Contact Hours in accordance with 26.08 B.

26.08 B   Partial-Load Sick Leave Pro-rating Table (In Hours)

NUMBER OF WHOLE OR PARTIAL CALENDAR MONTHS OF CONTRACT	NUMBER OF WEEKLY CONTACT HOURS					
	7	8	9	10	11	12
	NUMBER OF HOURS OF PAID SICK LEAVE					
1	3	3	4	4	4	5
2	6	6	7	8	9	10
3	8	10	11	12	13	14
4	11	13	14	16	18	19
5	14	16	18	20	22	24
6	17	19	22	24	26	29
7	20	22	25	28	31	34
8	22	26	29	32	35	38
9	25	29	32	36	40	43
10	28	32	36	40	44	48

26.08 C   Sick Leave Plan - Bridging Benefit

Partial-load employees hired up to and including March 31, 1991 who were re-hired within 6 months of the end of any contract, or who were re-hired within 6 months of the end of any approved leave of absence or where upon termination there was a written contract for future employment as a partial-load employee shall be covered by the cumulative sick leave plan which was in place for the full-time academic employees hired up to and including March 31, 1991.

Partial-load employees hired on or after April 1, 1991 are covered by the short-term disability plan described in Article 17 as modified by Articles 26.08 A and 26.08 B but will also enjoy the bridging provisions as set out above.

26.09   Statutory and College Holidays

Partial-load employees who are under contract on the last working day prior and the working day subsequent to a holiday as defined in Article 16, Holidays, shall be paid for these if they are regularly scheduled teaching days. Under contract means there is a written contract between the College and the employee. Details regarding participation, eligibility, waiting period and benefit level are as follows:

	Statutory and College Holidays
Participation	All partial-load employees under contract
Eligibility	All partial-load employees under contract
Waiting Period	Nil
Benefit Level	Partial-load employees will receive regular pay if: (i) the holiday occurs on a day the employee would have been scheduled to work, and (ii) the employee was in attendance the scheduled day of work, both before and after the holiday.

26.10   Job Security

26.10 A   It is agreed that Article 27, Job Security, has no application to partial-load teachers except as referred to in 27.04 A, 27.06 A (iv), (v), (vi), 27.08 B, 27.11 B and 27.12. Such partial-load teachers may be released upon 30 days' written notice and shall resign by giving 30 days' written notice.

26.10 B   For the purpose of determining the service of a partial-load teacher under 27.06 A (iv), (v), (vi), and 27.08 B and for the purpose of determining progression through the grid ten months of on-the-job experience will entitle the employee to one year of service and to progress one step on the grid, except as noted in 26.10 C.

26.10 C   On-the-job experience will be calculated as follows: a partial-load teacher will be entitled to credit for service from September 1, 1971 (but not earlier) on the basis of ½ month's credit for each full month of service up to January 1, 1977 and thereafter on the basis of ½ month's credit for each calendar month in which the employee teaches 30 hours or more and from October 1, 2017 (but not earlier) on the basis of one month credit for each calendar month in which the employee teaches 30 hours or more.

26.10 D   In addition to maintaining a record of a partial-load employee's job experience, the college will keep a record of the courses that the employee has taught and the departments/schools where the partial-load employee has taught such courses.

By October 30th in each calendar year, a currently or previously employed partial-load employee must register their interest in being employed as a partial-load employee in the following calendar year. This individual will be considered a registered partial-load employee for the purpose of 26.10 E.

All partial-load employees employed for all or part of the period from September 1 to December 31, 2017 will be deemed to have registered for the 2018-2019 academic year.

26.10 E   Subject to the application of Articles 2.02 and 27.06 A, commencing in the 2018-2019 academic year, where the school or department within a college determines that there is a need to hire a partial-load employee to teach a course that has previously been taught by that registered partial-load employee in the department/school, it will give priority in hiring to such partial-load employee if:

(i)   They are currently employed, or if they have previously been employed as a partial-load employee for at least eight (8) months of service as defined in 26.10 C within the last four (4) academic years, and

(ii)   The assignment of such course will not cause the employee to exceed the maximum teaching contact hours for partial-load employees.

The offer of partial-load employment is conditional on the college subsequently determining there is sufficient enrolment to warrant the assignment being offered. Where two (2) or more partial-load employees would be entitled to be offered the course assignment, the employee with the most service will be offered the first opportunity.

Article 27
JOB SECURITY

27.01   A full-time employee shall be appointed to regular status upon successful completion of the probationary period and be credited with seniority at least equal to the probationary period served.

Probationary Period

27.02 A 1   A full-time employee will be on probation until the completion of the probationary period. This shall be one year of continuous active employment for full-time employees employed after September 23, 2014.

27.02 A 2   The probationary period of an employee may be extended for up to one additional year where the College determines that the employee's performance has not met expectations. The College shall provide a performance improvement plan to the employee. The plan shall specify the areas where improvement is needed and the supports and resources that the College will provide to the employee. The Union Local will be notified if an employee's probationary period is extended.

27.02 B   The probationary period for an employee shall alternatively consist of 12 full months of non-continuous employment (in periods of at least one full month each) in a 24 calendar month period. For the purposes of 27.02 B, a calendar month in which the employee completes 15 or more days worked shall be considered a "full month".

If an employee completes less than 15 days worked in each of the calendar months at the start and end of the employee's period of employment and such days worked, when added together, exceed 15 days worked, an additional full month shall be considered to be completed.

27.02 C   Active employment, for the purposes of the probationary period for an employee will include the vacation period and accumulated absences of less than 20 working days.

27.02 D   During the probationary period an employee will be informed in writing of the employee's progress at intervals of four months continuous employment or four full months of accumulated non-continuous employment and a copy given to the employee.

27.02 E   A probationary employee may be released upon at least 30 calendar days' written notice or pay in lieu thereof. If requested by the employee, the reason for such release will be given in writing.

27.02 F   The Union Local shall be advised of the date on which an employee completes the probationary period.

Seniority

27.03 A   The calculation of seniority for full-time employees whose service includes some work performed during certain periods shall be governed by the following:

(i)   effective September 1, 1976, seniority shall include the period of 24 full months of non-continuous employment (in periods of at least one full month each) in a 48 calendar month period, for those who completed a probationary period on that basis since that date. For this purpose, only the period after September 1, 1975, shall be considered and no prior employment or calendar period shall be taken into account or credited.

However, an employee's continuous service acquired in accordance with the provisions of the Agreement dated September 17, 1975, as at August 31, 1976, for the period back to September 1, 1975, shall count as continuous employment or months of non-continuous accumulated employment for the purpose of this provision;

(ii)   for the purpose of (i), effective September 1, 1976, a calendar month in which the employee completes 15 or more days worked shall be considered a "full month";

(iii)   for the purpose of (i) and (ii), effective September 1, 1981, if an employee completes less than 15 days worked in each of the calendar months at the start and end of the employee's period of employment and such days worked, when added together, exceed 15 days worked an additional full month shall be considered to be completed.

27.03 B   An employee who commenced full-time employment with the College directly from the College's predecessor educational institutions shall be credited for the purpose

of this Article with seniority equal to the employee's continuous service in such predecessor institutions. Predecessor institutions of a particular College are institutions where programs previously offered by that institution were continued at the College, and the staff associated with those programs became employees of the College.

27.03 C A full-time employee shall continue to accumulate seniority for the purpose of this Article while:

(i) in the College's active employ;

(ii) employed and absent through verified illness or injury;

(iii) on a College-approved leave of absence for up to 24 months. Secondments are appointments to an employer or agency other than the College;

(iv) on a College-approved leave of absence on an exchange program;

(v) on a College-approved professional development leave of absence;

(vi) on a College-approved secondment for up to 24 months; or

(vii) temporarily assigned within the College to a position outside the bargaining unit, for up to 24 months. A person may not combine such assignments to accrue greater than 24 months seniority under this section (vii).

27.03 D Seniority shall be lost and employment deemed terminated if:

(i) an employee is discharged and is not reinstated through the grievance or arbitration procedure;

(ii) a person is laid off for more than 24 months;

(iii) an employee resigns or leaves the employ of the College;

(iv) a person on lay-off fails to return to the College's employ in accordance with the notice of recall. A person on lay-off shall not lose seniority and shall not be deemed to be terminated where the person is unable to return to the College's employ, on one occasion only during the lay-off, where a notice of recall is of one month's duration or less. It is understood that in such circumstances, the College and the employee may mutually agree to adjust the period of the notice of recall where educational and operational objectives so require;

(v) a person utilizes a leave of absence for other than the reason for which the leave of absence is given; or

(vi) a person fails to return upon the completion of any leave of absence except for reasons satisfactory to the College.

27.03 E 1   A person who has been in a position that is now covered by the Agreement and has been or is assigned up to and including August 31, 1978, a position with the College outside the Agreement will be credited with and continue to accumulate seniority for the purpose of this Agreement while in the employ of the College.

27.03 E 2   Employment with the College in a position ordinarily outside the bargaining unit in the course of which teaching, counselling or library assignments have been undertaken in the College (other than on an unusual or isolated basis) shall count in computing seniority of persons hired by the College in positions outside the Agreement. Such seniority shall be credited in the proportion that the teaching, counselling or library assignment is of a full-time assignment based on one-quarter, one-half or three-quarters of a month of seniority for each full month's employment.

27.03 E 3   A person who is covered by the Agreement and is permanently assigned a position with the College outside the Agreement after August 31, 1978, will be credited with and maintain seniority as at the date of assignment for six years thereafter while in the employ of the College. Should such person be permanently assigned to a position outside of the bargaining unit, within six months following a temporary assignment within the College outside the bargaining unit, the seniority accumulated during the temporary assignment shall not be credited to the person.

27.03 E 4   Seniority credited pursuant to this Article can only be exercised once the person concerned has entered or re-entered the bargaining unit as the case may be.

Lists

27.04 A   In January of each year, the College shall prepare and post lists as follows:

    (i)   a seniority list of all regular full-time employees showing the employee's name, classification, division or department, and seniority as determined pursuant to this Article.

    (ii)   a list of all probationary employees showing the employee's name, classification, division or department, date of hire, and date of completion of the probationary period.

    (iii)   a seniority list of all partial-load employees employed since the previous January showing the employee's name, division or department, and accumulated service to date.

    Such lists shall also be sent to the Union Local President.

27.04 B   Such lists shall be posted for at least two weeks and the information contained therein shall be considered correct for all purposes unless the employee disputes its accuracy within such two week period by filing written notice thereof with the College.

27.04 C   If an error is established subsequent to the period referred to in 27.04 B, the correction shall not render the College liable in any manner for actions based thereon.

Layoff and Involuntary Transfer

27.05   When a College plans to lay-off or to reduce the number of full-time employees who have completed the probationary period, or plans the involuntary transfer of such employees to other positions than those previously held as a result of such a planned lay-off or reduction of employees the following procedure shall apply:

(i)   The College will notify the Union Local President and the College Employment Stability Committee (CESC) of the planned staff reduction and the courses, programs or services affected.

(ii)   Within seven calendar days of the receipt of such notification, the CESC shall meet for the purpose of the College advising of the circumstances giving rise to the planned staff reduction and the employees affected.

(iii) If requested by a member of the CESC within three calendar days following the meeting under 27.05 (ii), the CESC shall meet within seven calendar days of receipt of such request for the purpose of discussing the planned staff reduction, the circumstances giving rise to the reduction, the basis for the selection of the employees affected and the availability of alternative assignments. It being understood that the College reserves the right to determine the number and composition of full-time, partial-load and part-time or sessional teaching positions, the College shall give preference to continuation of full-time positions over partial-load, part-time or sessional positions subject to such operational requirements as the quality of the programs, their economic viability, attainment of program objectives, the need for special qualifications and the market acceptability of the programs to employers, students and the community. The CESC may require that further meetings be held.

(iv)   The CESC and the parties shall maintain the confidentiality of the meetings and the identity of all employees discussed except as specifically waived by mutual consent of the Union Local and the College.

(v)   Additional representatives of the College and the Union in equal numbers may attend CESC meetings under 27.05 (ii) and 27.05 (iii) where requested by the CESC to assist the committee. However, the attendance of additional persons pursuant to this paragraph shall not cause any delay in the meetings or the notice to individuals affected by the staff reduction.

(vi)   Upon completion of its deliberations the CESC shall forward its recommendations, if any, to the College President and the Union Local President, who shall maintain the confidentiality of the recommendations.

(vii) When a College decides, following such meetings, to proceed with a lay-off of one or more employees who have completed the probationary period written notice of lay-off of not less than 90 calendar days shall be given to employees being laid off. If requested by the employee, a College representative will be available to meet with the employee within three

calendar days to discuss the basis of the College selection of the employees affected.

27.06 A   When the College decides to lay off or to reduce the number of full-time employees who have completed the probationary period or transfer involuntarily full-time employees who have completed the probationary period to another position from that previously held as a result of such lay-off or reduction of employees, the following placement and displacement provisions shall apply to full-time employees so affected. Where an employee has the competence, skill and experience to fulfill the requirements of the full-time position concerned, seniority shall apply consistent with the following:

(i)   An employee will be reassigned within the College to a vacant full-time position in lieu of being laid off if the employee has the competence, skill and experience to perform the requirements of a vacant position.

(ii)   Failing placement under 27.06 A (i), such employee shall be reassigned to displace another full-time employee in the same classification provided that:

(a)   the displacing employee has the competence, skill and experience to fulfill the requirements of the position concerned;

(b)   the employee being displaced has lesser seniority with the College.

(iii)   Failing placement under 27.06 A (ii), such employee shall be reassigned to displace a full-time employee in another classification upon acceptance of the identical employment conditions as the classification concerned provided that:

(a)   the displacing employee has the competence, skill and experience to fulfill the requirements of the position concerned;

(b)   the employee being displaced has lesser seniority with the College.

(iv)   Failing placement under paragraph 27.06 A (iii), such employee shall be reassigned to displace two partial-load employees provided that:

(a)   the displacing employee has the competence, skill and experience to fulfill the requirements of the position concerned; and

(b)   each of the partial-load employees being displaced has lesser months of service with the College as determined in Article 26, Partial-Load Employees, than such displacing employee's months of seniority; and

(c)   it is understood that the College retains the right to assign additional work to the employee, where warranted, subject to the limits prescribed by Article 11, Workload.

(v)   (a)   Failing placement under 27.06 A (iv) or where the employee has waived in writing the right in 27.06 A (iv), such employee shall be reassigned to displace one partial-load employee and one or more part-

time employees whose assigned courses are as described in 27.06 A (v) (b), provided that:

(i)   the displacing employee has the competence, skill and experience to fulfill the requirements of the position concerned; and

(ii)   each of the employees being displaced has lesser months of service with the College (as determined in Article 26, Partial-Load Employees, or Appendix VI, as appropriate) than such displacing employee's months of seniority; and

(iii)   it is understood that the College retains the right to assign additional work to the employee where required so that the work assignment so created constitutes a full-load assignment in accordance with the limits prescribed by Article 11, Workload.

(b)   The courses taught by the part-time employees displaced must be:

(i)   the same as, or

(ii)   essentially the same as, or

(iii)   pre-requisite courses to those taught by the partial-load employee concerned.

(c)   Such employee shall have the lay-off notice extended until completion of the assignment so created and shall maintain current salary and benefits for the duration of that assignment.

(d)   Upon completion of the assignment so created, or as mutually agreed between the College and the employee, such employee shall be reassigned to a vacant full-time position if the employee has the competence, skill and experience to perform the requirements of a vacant full-time position.

(e)   Failing placement under 27.06 A (v) (d), such employee shall be laid off without further notice upon completion of the partial-load assignment.

(vi)   (a)   Failing placement under 27.06 A (v) or where the employee has waived in writing the right in 27.06 A (v), such employee shall be reassigned to displace one partial-load employee and engage in approved retraining activities such that the employee retains current salary and benefits for the duration of the partial-load assignment provided that:

(i)   the displacing employee has the competence, skill and experience to fulfill the requirements of the position concerned; and

(ii)   the partial-load employee being displaced has lesser months of service with the College (as determined in Article 26, Partial-Load Employees) than such displacing employee's months of seniority.

(b)   Such employee shall have the lay-off notice extended until completion of the partial-load employee's assignment and shall maintain current salary and benefits for the duration of the partial-load assignment.

(c)   Upon completion of the partial-load assignment, or as mutually agreed between the College and the employee, such employee shall be reassigned to a vacant full-time position if the employee has the competence, skill and experience to perform the requirements of a vacant full-time position.

(d)   Failing placement under 27.06 A (vi) (c), such employee shall be laid off without further notice upon completion of the partial-load assignment.

(vii) (a)   Failing placement under 27.06 A (vi) (a), or where the employee has waived in writing the right in 27.06 A (vi) (a), such employee shall be reassigned to displace a sessional employee (who has more than 90 days remaining on the sessional employee's term appointment) provided that the displacing employee has the competence, skill and experience to fulfill the requirements of the position concerned.

(b)   Such employee shall have the lay-off notice period extended until completion of the sessional employee's assignment and shall maintain current salary and benefits for the duration of the sessional assignment.

(c)   Upon completion of the sessional assignment or as mutually agreed between the College and the employee, such employee shall be reassigned to a vacant full-time position if the employee has the competence, skill and experience to perform the requirements of a vacant full-time position.

(d)   Failing placement under 27.06 A (vii) (c), such employee shall be laid off without further notice.

(viii) (a)   Failing placement under 27.06 A (vii) (a), or where the employee has waived in writing the right in 27.06 A (vii), such employee shall be reassigned to displace a part-time employee upon acceptance of the identical employment conditions as the part-time employee concerned provided that:

(i)   the displacing employee has the competence, skill and experience to fulfill the requirements of the position concerned; and

(ii)   the part-time employee being displaced has lesser months of service with the College as determined in Appendix VI than such displacing employee's months of seniority.

(b)   Such a reassigned person shall be deemed to be laid off and eligible for recall in accordance with 27.09 B and 27.09 C, 27.03 D and the rights under 27.09 A.

(c) Failing placement under 27.06 A (viii) (a), such employee shall be laid off with written notice of not less than 90 calendar days. Such employee shall be granted release from all or part of the normally assigned duties, for this period of notice, for the purpose of engaging in retraining activities, where such release is feasible given the normal operational requirements facing the College. Where such release is not possible, the notice period shall be extended by up to 90 days to permit retraining and the employee shall maintain current salary and benefits for the duration of the notice period.

(d) At the termination of the period referred to in 27.06 A (viii) (c), such employee shall be reassigned to a vacant full-time position, if the employee has the competence, skill and experience to perform the requirements of a vacant full-time position.

(e) Failing placement under 27.06 A (viii) (d), such employee shall be laid off without further notice.

27.06 B Consideration of an employee's experience shall include educational, teaching, practical, research, or other experience, of which the College has been made aware.

27.07 The lay-off of employees arising from a strike by employees in the support staff bargaining unit shall not require notice as set out in 27.05 and 27.14. Provided the lay-off of employees is in a uniform manner, 27.06 shall not apply.

A probationary employee shall have employment bridged over the period and shall be credited with employment as at the date of lay-off.

Lay-Off Grievances

27.08 A An employee claiming improper lay-off, contrary to the provisions of this Agreement, shall state in the grievance the positions occupied by full-time and non-full-time employees whom the employee claims entitlement to displace. The time limit referred to in 32.01 for presenting complaints shall apply from the date written notice of lay-off is given to the employee.

27.08 B If the grievance is processed through the Grievance Meeting, the written referral to arbitration in 32.03 A shall specify, from the positions originally designated in 27.08 A, two full-time positions, or positions occupied by two or more partial-load or part-time employees (the sum of whose duties will form one full-time position), who shall thereafter be the subject matter of the grievance and arbitration. The grievor shall be entitled to arbitrate the grievance thereafter under only one of (i), (ii), (iii), (iv), (v), (vi), (vii), or (viii) of 27.06 A.

Post Lay-Off Considerations

27.09 A To assist persons who are laid off, the College agrees to the following:

(i)   Such a person may take, one program or course offered by the College, for a nominal tuition fee of not more than $20.00 per course.

The employee must meet the College entrance and admission requirements and is subject to academic policies after admission.

Funds from the Joint Employment Stability Reserve Fund (JESRF) may be used to support the tuition.

In addition, the College shall consider and implement such retraining opportunities as the College may consider feasible.

(ii)   Before the College hires a sessional employee, a person who has been laid off under 27.06 A within the last twenty-four months and has not elected severance under 27.10 A shall be offered the sessional appointment provided that the former employee has the competence, skill, and experience to fulfil the requirements of the sessional position concerned. The applicable salary for the duration of the sessional appointment shall be at the current base salary rate, at the step level in effect at the time of lay-off.

For the purpose of Appendix V, the former employee will be deemed to be a new hire. This sessional employee will terminate employment at the end of the sessional appointment.

For the purposes of 27.03 D and 27.09 B the former employee will be deemed to be still on lay-off during the sessional appointment.

(iii)   The College shall consider additional means of support such as career counselling and job search assistance where such activities are expected to assist the individual in making the transition to a new career outside the Bargaining Unit.

Recall

27.09 B   Before hiring full-time employees, an individual who has been laid off under 27.06 will be recalled to that individual's former or another full-time position, provided that the individual has the competence, skill, and experience to fulfill the requirements of the position concerned. Such recall entitlement shall apply during the period of two years from the date of lay-off.

27.09 C   If more than one individual is entitled to recall to a position under 27.09 B, the individual with the greater seniority will be recalled.

27.09 D   In the event of a recall being made by the College, the College shall advise the Union Local President of the names and classifications of the individuals recalled.

Severance

27.10 A   A Severance Pay Plan on lay-off provides for severance payment to full-time employees with two or more full years of continuous service up to a maximum payment at 23 or more years continuous service with the College, provided the employee gives the College written election of severance within 120 calendar days after termination of the notice period and waives all recall rights under the Agreement. (Employees should also refer to the *Employment Standards Act* (Ontario) regarding severance and recall).

27.10 B   Severance payment shall be in accordance with the following scale based on the number of full years of continuous service with the College as at the date of lay-off based on the employee's annual base salary rate as of that date, as set out in Article 14.

Full years of continual service at date of lay-off	Per cent of employee's annual base salary rate at date of lay-off
2 yrs	9%
3 yrs	11%
4 yrs	13%
5 yrs	15%
6 yrs	17%
7 yrs	19%
8 yrs	21%
9 yrs	23%
10 yrs	25%
11 yrs	27%
12 yrs	29%
13 yrs	31%
14 yrs	33%
15 yrs	35%
16 yrs	37%
17 yrs	39%
18 yrs	41%
19 yrs	43%
20 yrs	45%
21 yrs	47%
22 yrs	49%
23 yrs or more	50%

Postings

27.11 A   Notice will be posted in the College of all vacancies of full-time positions in the bargaining unit. Such notice will be posted for at least five working days. At the same time, notice of these vacancies will be sent to the Union Local President and shall be forwarded to the electronic Central Registry, maintained by the Council, where the notice shall remain posted for at least five working days. [website: http://ontariocollegeemployment.ca].

27.11 B   Where a vacancy of a full-time position in the bargaining unit occurs consideration shall first be given to full-time and current partial-load employees or persons who

have been partial-load employees within four (4) months prior to the posting. These applicants shall be considered internal applicants.

If the vacancy is not filled internally, the College will give consideration to applications received from academic employees laid off at other Colleges before giving consideration to other external applicants. Such consideration shall be given for up to and including ten working days from the date of posting as described in 27.11 A.

Consideration will include review of the competence, skill and experience of the applicants in relation to the requirements of the vacant position.

Personnel Lists

27.12   During the last week of September, January and May the College shall notify the Union Local President of all personnel covered by the Agreement hired or terminated since the last notification, together with the classification, location and Division or Department concerned. At such times, the College shall also include notification of all hirings of personnel assigned to teach credit courses including, in particular, sessional appointments.

Resignation

27.13   An employee shall resign by giving at least 90 calendar days' written notice to the College, failing which (and unless otherwise agreed between the employee and the College) the employee shall receive the minimum vacation payment to which the employee is entitled under applicable legislation in lieu of any vacation pay or credit to which the employee is entitled under this Agreement.

Discharge

27.14 A   An employee being discharged who has completed the probationary period shall be notified in writing by the College President or the person(s) the College President designates for that purpose. When the reasons for discharge of the employee are not such as to warrant immediate discharge, the College will give 90 calendar days' written notification. Any vacation entitlement of an employee shall be paid in addition to the 90 days' notice period or to any payment in lieu thereof.

27.14 B   The release or dismissal of a probationary employee from employment is within the discretion of the College and is not covered by the provisions of the Agreement and is therefore not grievable or arbitrable, but may be subject to the internal complaint process as referred to in 7.02 (iii). An employee who has completed the probationary period and is discharged for cause may lodge a grievance in the manner and to the extent provided in the Grievance and Arbitration Procedures, or in the Expedited Arbitration Process.

General

27.15   An employee reassigned by the College under the provisions of 27.06 A to a work location more than 80 kilometres distant from the employee's previous work location shall be reimbursed for necessary expenses incurred in transporting the employee's household furniture and effects to a residence near such new work location up to a maximum amount of $1,000. Packing and insurance charges shall not qualify as an expense for reimbursement purposes. To qualify for reimbursement, such relocation of residence and expense incurred as a result must take place within one year of the reassignment.

27.16   Extension and Continuing Education programs and courses which are not included in the regular assignment of full-time employees are excluded from the application of this Article for all purposes.

Article 28
EMPLOYMENT STABILITY

28.01 A   The parties hereto subscribe to certain objectives and principles as follows:

(i)   that employment stability should be enhanced, within the resources available, through both long-term and short-term strategies;

(ii)   that such strategies could include, but not necessarily be restricted to, planning, retraining, early retirement, alternative assignments, secondments, employee career counselling, job sharing and professional development;

(iii)   that data which are relevant to employment stability should be made available to both parties;

(iv)   that procedures should be in place to deal with situations that arise in which, notwithstanding the best efforts of both parties, lay-offs and/or reductions in the number of employees who have completed the probationary period become necessary; and,

(v)   that resources should be made available to achieve, to the degree that it is feasible, these objectives and principles.

28.01 B   The parties have agreed to the following provisions, in order to achieve, to the degree that it is feasible, the foregoing objectives and principles.

28.02 A   There shall be established, at each College, a College Employment Stability Committee (CESC).

28.02 B   Each CESC will be composed of four members, with two to be appointed by the College and two by the Union Local. The term of office of each member shall be one year, which may be renewable, commencing on September 1 of each year. Alternative arrangements may be made at the local level upon agreement of the Union Local and the College.

28.03   The functions of the CESC shall be to:

(i)   perform the functions conferred upon it in 27.05, 28 and 29;

(ii)   recommend long-term and short-term strategies to enhance employment stability; and

(iii)   administer and make decisions with respect to the Joint Employment Stability Reserve Fund (JESRF) established under 28.08, as specifically prescribed in 27.09 A, 28.04, 28.05 and 28.06.

28.04   The functions of the CESC shall include the making of recommendations with respect to long-term strategies to enhance employment stability, having regard to available resources. Activities may include, but not necessarily be restricted to:

(i)   receiving and analyzing data provided under the Agreement with the objective of creating a data base;

(ii)   identifying needs for further data collection;

(iii)   analyzing, on an ongoing basis, internal and external trends which may have impact on employment stability, such as areas of growth and decline and changing resource levels and priorities;

(iv)   developing strategies including retraining, early retirement, alternate assignments, secondments, professional leaves, employee career counselling, job sharing, professional development, pre-retirement planning and voluntary transfer.

28.05   The functions of the CESC shall include the making of recommendations with respect to short-term strategies to enhance employment stability, having regard to available resources. Activities may include, but not necessarily be restricted to:

(i)   receiving data concerning vacancies at other Colleges under 27.11, and distributing information concerning such vacancies and providing assistance to employees regarding such vacancies;

(ii)   developing strategies including retraining, early retirement, alternate assignments, secondments, professional leaves, employee career counselling, job sharing, professional development, pre-retirement planning and voluntary transfer;

(iii)   identifying local adaptations of other provisions of the Agreement which may have an impact on employment stability.

28.06   The CESC shall administer and make decisions with respect to the Joint Employment Stability Reserve Fund (JESRF), established under 28.08, by using the JESRF, or such portion as the CESC considers appropriate, to facilitate employment stability strategies, both long-term and short-term.

28.07 A The CESC shall make any recommendations that it is empowered to make under 27.09 A, 28.04 and 28.05 and any decisions that it is empowered to make under 28.06 by majority vote, subject to 28.07 B and 28.09. The decision of the CESC under 28.06 shall be final and binding on the parties and any employee affected by the decision. In making any decision under 28.06, the CESC shall have no power to alter, modify or amend any part of the Agreement nor to make any decision inconsistent therewith.

28.07 B Where there is no majority decision with respect to any recommendation under 27.09 A, 28.03 (i), 28.04 or 28.05, each of the members of the CESC may make separate recommendations.

28.08 A There shall be established at each College a Joint Employment Stability Reserve Fund (JESRF).

28.08 B The College shall make an annual contribution to the JESRF, to be made on or before September 1 in each year, in an amount equal to $50.00 per full-time member of the bargaining unit at the College, provided that where the amount of the JESRF is equal to or exceeds an amount equal to $500.00 per full-time member of the bargaining unit at the College, the obligation of the College to contribute to the JESRF shall be suspended until the JESRF is again below that amount. In such a case, the next annual contribution required by the College shall again be $50.00 per full-time member of the bargaining unit at the College or the amount required to restore the JESRF to $500.00 per full-time member, whichever is less.

28.08 C The JESRF shall be maintained at a bank or other financial institution at which the College maintains one or more of its accounts, and shall be maintained under the supervision of the chief financial officer of the College. The books and records of the JESRF shall be open for inspection by any member of the CESC at any time during regular business hours.

28.08 D Any requisition for a cheque and/or withdrawal from an account in which the JESRF is maintained shall be countersigned by one member of the CESC appointed by the College and one member appointed by the Union Local.

28.08 E Surplus funds, if any, that are not immediately required for the purposes of 28.06 may be invested on the instructions of the CESC in any account or certificate of deposit maintained at or issued by a bank or financial institution.

28.08 F While it is recognized that the specific financial obligation by the College to the JESRF is the annual contribution to the JESRF (subject, in addition, to any other specific obligations imposed by this Agreement), it is understood that this is not to act as a limitation on either the College's or the Union Local's ability to explore and utilize other means of enhancing employment stability, including contributing additional funds to the JESRF.

28.09 A Where there is no majority decision under 28.06, any member of the CESC may refer the matter to the Employment Stability Reserve Fund Arbitrator (ESRFA).

28.09 B There shall be an Employment Stability Reserve Fund Arbitrator established at each College to be appointed by agreement of the President of the College or the

President's designee and the President of the Union Local. The appointment, which may be renewable by mutual agreement, shall be for one year, commencing on September 1 and expiring on August 31. In the event that the President of the College or the President's designee and the President of the Union Local are unable to agree upon the appointment of an ESRFA, either the College or the Union Local may request the Minister of Labour to appoint an ESRFA and the ESRFA shall, upon appointment by the Minister of Labour, have the same powers as if the appointment had been made by the College and the Union Local.

28.09 C The ESRFA may make any decision that the CESC is empowered to make under 28.06.

28.09 D The ESRFA shall determine appropriate procedure and shall issue a decision within ten calendar days of the referral of the matter to the ESRFA. The ESRFA shall hear the representations of the parties and shall adopt the most expeditious and informal procedure possible.

28.09 E The decision of the ESRFA shall be final and binding on the parties and any employee affected by the decision. The ESRFA shall have no power to alter, modify or amend any part of the Agreement nor to make any decision inconsistent therewith.

28.09 F The College and the Union shall each pay one-half of the fees and expenses of the ESRFA.

Article 29
EXTENDED STAFF REDUCTION

29.01 When a College plans to reduce the number of full-time regular employees who have completed the probationary period by lay-off of five percent or 20 employees whichever is less the following provisions shall apply prior to the application of the procedures set out in 27.05 (vii) and 27.06 A.

29.02 In the above circumstances the College shall give written notification to the Union Local President and the College Employment Stability Committee (CESC) of the College's plan to reduce the number of full-time regular employees who have completed the probationary period by lay-off of five percent or 20 employees whichever is less and indicate the courses, programs and services to be reduced or eliminated and provide the Union Local and the CESC with the budgetary data used by the College in reaching its tentative decision for a planned staff reduction.

29.03 During the 30 calendar day period following such notification, the CESC shall be given an opportunity to present its recommendations or advice on measures to deal with the lay off that may include:

(i) the budgetary measures other than, or in addition to, reduction in the full-time academic salary budget, which might be resorted to in order to prevent or minimize such salary budget reduction;

(ii)   whether the utilization of other means such as normal retirement, voluntary early retirements, leaves or transfers can postpone or alleviate the need to discontinue appointments;

(iii)   the size of the required reduction, if any, in the full-time academic salary budget;

(iv)   a set of priorities for meeting the exigency and a proposal on how any required reductions in the full-time academic salary budget could be accommodated within such priorities;

(v)   whether or not, and to what extent, any required reductions could be accommodated, in whole or in part by:

    (a)   adjusting faculty instructional assignments;

    (b)   curtailing certain academic programs.

29.04   The College shall not proceed with its plan to reduce the number of full-time employees referred to in 29.01 until the expiry of the 30 calendar day period referred to in 29.03 or receipt of the CESC's recommendations or advice, whichever should first occur.

29.05   The CESC may have other persons at its meetings to assist in examination of the planned reduction of employees.

Article 30
EMPLOYEE DISPLACEMENTS THROUGH TECHNOLOGICAL CHANGE

30.01   This Article shall apply when the College introduces new technology in the form of new equipment or process substantially different in nature or design from that previously in effect which has the initial effect of displacing an employee from the employee's position or more than one employee from their positions.

30.02   In such circumstances as in 30.01, the College will provide the Union Local and the CESC at least 90 calendar days before the date on which the technological change is introduced with a description of the change and the approximate number of employees likely to be directly affected by the change. The CESC shall meet to discuss the effect on the employment status of employees directly affected and possible measures to reduce adverse effects of the technological change including discussion of developmental opportunities for employees for possible assignment to other positions within the College or assisting in a change of career for employees with suitable qualifications.

30.03   The CESC may have other persons at its meetings to assist in examination of the circumstances regarding the technological change.

30.04   The CESC may make recommendations on the measures for developmental opportunities or possibilities of other assignments, or other measures to assist the College and employees affected by the technological change.

30.05   Following the effective date of the technological change a reduction of employees resulting therefrom shall be carried out pursuant to 27.05 (vii) and 27.06.

30.06   Where it is considered mutually desirable that the Union Local and the College set out in writing the measures to be applied to any resolution reached in accordance with 30.02 and 30.04, it shall be signed by the parties and shall have the effect of a provision of this Agreement and be subject to Article 32, Grievance and Arbitration Procedures, or Article 33, Expedited Arbitration Process, but shall not continue beyond the terms of this Agreement as currently in effect.

Article 31
PERSONNEL RECORDS

31.01   A performance appraisal, including written progress reports referred to in 27.02 which are to be filed on the employee's record, shall be shown to the employee in advance. The employee may add the employee's views to such appraisal before it is filed. It is understood that such an appraisal does not in itself constitute disciplinary action by the College against the employee.

31.02   The employee shall receive a copy of any disciplinary notice to be placed in that employee's file. Where the College or an arbitrator/arbitration board determines that any suspension or written disciplinary notations were without cause, such suspension or written disciplinary notation and grievances arising thereunder shall be removed from the employee's record.

31.03   An employee shall be given access to the employee's record and shall, upon request, be given a copy of any documents contained in the employee's record.

31.04   If the College meets with an employee for the purpose of issuing a written disciplinary notice, including verbal reprimands, the employee shall be given reasonable notice of the meeting in order that the employee may arrange to have a Union representative present if the employee so chooses. The Union shall make every reasonable effort to have a representative available. If a representative is not available, the employee may have another member of the bargaining unit attend. In any event, the meeting shall not be unduly delayed.

Article 32
GRIEVANCE AND ARBITRATION PROCEDURES

Grievance Procedure

Complaints

32.01   It is the mutual desire of the parties that complaints of employees be adjusted as quickly as possible and it is understood that if an employee has a complaint, the employee shall discuss it with the employee's immediate supervisor within 20 days after the circumstances giving rise to the complaint have occurred or have come or

ought reasonably to have come to the attention of the employee in order to give the immediate supervisor an opportunity of adjusting the complaint. The discussion shall be between the employee and the immediate supervisor unless mutually agreed to have other persons in attendance. The immediate supervisor's response to the complaint shall be given within seven days after discussion with the employee.

Grievances

32.02   Failing settlement of a complaint, it shall be taken up as a grievance (if it falls within the definition under 32.11 C) in the following manner and sequence provided it is presented within seven days of the immediate supervisor's reply to the complaint.

Grievance Meeting

An employee shall present a signed grievance in writing to the College President or his/her designee setting forth the nature of the grievance, the surrounding circumstances and the remedy sought. The College President or his/her designee shall arrange a meeting within 15 days of the receipt of the grievance at which the employee, a Union Steward, and an additional representative designated by the Union Local shall be present if requested by the employee, the Union Local or the College. The College President or his/her designee may have such persons or counsel attend as the College President or his/her designee deems necessary.

Response

The College President or his/her designee shall give the grievor and a Union Steward designated by the Union Local a decision in writing containing reasons supporting the decision within 15 days following the Grievance Meeting.

Arbitration Procedure

32.03 A   **Referral to Arbitration**
In the event that any difference arising from the interpretation, application, administration or alleged contravention of this Agreement has not been satisfactorily settled under the foregoing Grievance Procedure, the matter shall then be referred to arbitration, by notice in writing given to the College President or his/her designee within 15 days of the date of receipt by the grievor of the decision of the College official.

32.03 B   If a matter is referred to arbitration, the process contained in this Article shall apply or, by mutual agreement of the College and the Union Local, the process contained in Article 33, Expedited Arbitration Process, may be utilized.

Any matter so referred to arbitration, including any question as to whether a matter is arbitrable, shall be heard by a sole arbitrator selected from the following list:

J. Bloch	R. MacDowell
L. Davie	K. O'Neil
M. Flaherty	J. Parmar

E. Gedalof	P. Picher
J. Hayes	C. Schmidt
N. Jesin	D. Starkman
W. Kaplan	L. Steinberg
P. Knopf	B. Stephens
D. Leighton	J. Stout

Representatives of the Council and the Union shall meet monthly to review the matters referred to arbitration and agree to the assignment of an arbitrator to hear each of the grievances. The arbitrator shall be assigned either by agreement or, failing agreement, by lot. The parties may from time to time, by mutual agreement, add further names to the list.

Also, the parties may agree to a supplementary list of persons to act on a single or number of occasions.

The College or the Union may, prior to selection of an arbitrator, decide to have the matter heard by an arbitration board. The selected arbitrator shall chair the board. The College and the Union shall each appoint its nominee within ten days of the appointment of the Chair and forthwith notify the other party and the Chair.

32.03 C   No person shall be appointed as an arbitrator who is or was within six months prior to such appointment an employee or is or has within six months prior to such appointment, acted as solicitor, counsel, advisor, agent or representative of either of the parties or the College concerned. Any Chair who declines to act on five consecutive occasions shall be removed from the panel and a replacement selected by mutual agreement of the parties.

32.03 D   The finding of an arbitration (or the majority of the arbitration board) as to the facts and as to the interpretation, application, administration or alleged contravention of the provisions of this Agreement shall be final and binding upon all parties concerned, including the employee(s) and the College.

An arbitrator/arbitration board shall send the decision to the Council and OPSEU Head Office at the same time it is released to the parties.

32.03 E   The arbitrator/arbitration board shall not be authorized to alter, modify or amend any part of the terms of this Agreement nor to make any decision inconsistent therewith; nor to deal with any matter that is not a proper matter for grievance under this Agreement. Section 14 (16) of the *Colleges Collective Bargaining Act, 2008* shall not apply.

32.03 F   The College and the Union shall each pay one-half the remuneration and expenses of the arbitrator and where applicable shall each pay the remuneration and expenses of their nominee.

General

32.04 A   If the grievor fails to act within the time limits set out under the Grievance Procedure or Arbitration Procedure, the grievance will be considered abandoned.

32.04 B   If a designated College official fails to reply to a grievance within the time limits set out, the grievor may process the grievance to the next stage.

32.04 C   The time limits at any stage may be extended by mutual agreement.

32.04 D   The time limits set out under the Grievance Procedure or Arbitration Procedure shall be calculated by excluding the period from Christmas Day to New Year's Day inclusive.

32.04 E   At a meeting under the Grievance Procedure, the employee may be represented by a Union Steward if the employee desires such assistance.

32.04 F   The arbitrator/arbitration board may dispose of a grievance without further notice to any person who is notified of the hearing and fails to appear.

32.04 G   Where the arbitrator/arbitration board determines that a disciplinary penalty or discharge is excessive, it may substitute such other penalty for the discipline or discharge as it considers just and reasonable in all the circumstances.

32.04 H   It is understood that nothing contained in this Article shall prevent an employee from presenting personally a grievance up to and including a hearing by the arbitrator/arbitration board without reference to any other person. However, a Union Steward may be present as an observer, at any stage of the process, if the steward so requests.

32.04 I   The College and the Union Local shall each keep the other advised in writing of the names of its respective representatives authorized to act on its behalf under the Grievance Procedures.

Dismissal

32.05   The release or dismissal of a probationary employee from employment is within the discretion of the College and is not covered by the provisions of the Agreement and is therefore not grievable or arbitrable. An employee who has completed the probationary period may lodge a grievance in the manner set out in 32.06 and 32.07.

32.06   An employee who claims to have been dismissed without just cause shall, within 20 days of the date of receipt of the written notification of the dismissal, present a grievance in writing to the College President, or in the absence of the College President, the Acting President, commencing at the Grievance Meeting stage of the Grievance Procedure and the President shall convene a meeting and give the grievor and the Union Steward the President's decision in accordance with the provisions of the Grievance Procedure.

32.07   If the grievor is not satisfied with the decision of the College President, the grievor shall, within 15 days of receipt of the decision of the College President, or in the absence of the President, the Acting President, by notice in writing to the College, refer the matter to arbitration, as provided in this Agreement.

Group Grievance

32.08   In the event that more than one employee is directly affected by one specific incident and such employees would be entitled to grieve, a group grievance shall be presented in writing by the Union signed by such employees to the College President or his/her designee within 20 days following the occurrence or origination of the circumstances giving rise to the grievance commencing at the Grievance Meeting stage. Two grievors of the group shall be entitled to be present at the Grievance Meeting stage unless otherwise mutually agreed.

Union Grievance

32.09   The Union or Union Local shall have the right to file a grievance based on a difference directly with the College arising out of the Agreement concerning the interpretation, application, administration or alleged contravention of the Agreement. Such grievance shall not include any matter upon which an employee would be personally entitled to grieve and the regular Grievance Procedure for personal or group grievance shall not be by-passed except where the Union establishes that the employee has not grieved an unreasonable standard that is patently in violation of this Agreement and that adversely affects the rights of employees.

Such grievance shall be submitted in writing by the Union Grievance Officer at Head Office or a Union Local President to the Director of Human Resources or as designated by the College, within 40 days from the occurrence or origination of the circumstances giving rise to the grievance commencing at the Grievance Meeting stage of the Grievance Procedure detailed in 32.02.

College Grievance

32.10   The College shall have the right to file a grievance with respect to the interpretation, application, administration or alleged contravention of the Agreement. Such grievance shall be presented in writing signed by the College President or the President's nominee, to the Union at the College concerned with a copy to the Union Grievance Officer within 20 days following the occurrence or origination of the circumstances giving rise to the grievance, commencing at the Grievance Meeting stage. Failing settlement at a meeting held within 20 days of the presentation of the grievance, the Union shall give the College its written reply to the grievance in 15 days following the meeting.

Failing settlement, such grievance may be referred to arbitration within 20 days of the date the College received the Union's reply.

Definitions

32.11 A   "Day" means a calendar day.

32.11 B   "Union" means the Ontario Public Service Employees Union.

32.11 C   "Grievance" means a complaint in writing arising from the interpretation, application, administration or alleged contravention of this Agreement.

Article 33
EXPEDITED ARBITRATION PROCESS

33.01   In the event that a matter has been referred to arbitration, the referring party may indicate in the referral notice that it wishes to utilize the Expedited Arbitration Process contained herein. The other party will respond in writing within five days of receiving the request indicating whether it agrees. If the parties are in agreement, the following process will apply. Failing agreement, the process described in 32.03 A will apply.

33.02 A

    (i)   Expedited arbitrations will be heard by a sole arbitrator. The parties at the local level may agree to add persons to the existing list of arbitrators for the purpose of hearing expedited grievances. Such persons shall act only in grievances arising at that College.

    (ii)   By selecting from the panel established under 32.03 B and any additions agreed to under 33.02 A (i), the Union Local and the College shall attempt to agree on an arbitrator to hear the grievance. Failing agreement within five days, an arbitrator shall be chosen by lot from the panel established under 32.03 B and any additions agreed to under 33.02 A (i).

    (iii)   The Union Local and the College shall attempt to agree on the number of days to initially be scheduled to hear the matter. Failing agreement, the arbitrator shall schedule two days. If the arbitrator is unable to offer a day to commence the hearing that is acceptable to the Union Local and to the College, and is within four months of the date the request is made, the parties may agree on another arbitrator to hear the grievance under the same conditions, or the parties may agree on a date outside of the four months.

           Neither party may refuse more than two tentative arbitration dates for the same expedited grievance. Subsequent requests for adjournment will be dealt with by the confirmed arbitrator as appropriate to the circumstances.

33.02 B   The Union Local and the College may agree in writing to have the arbitrator consider more than one grievance at a time and may do so either before or after the arbitrator has been appointed.

33.03   If the Union Local or the College intend to proceed with any preliminary objections to the jurisdiction of the arbitrator to hear the grievance(s), it must notify the other

side of its intentions in writing, no later than seven days before the first day of arbitration, indicating the nature of the preliminary objection. If no timely notification is received, no preliminary objections to the jurisdiction of the arbitrator may be raised at the hearing. Where preliminary objections have been made, the arbitrator will determine whether it is more expeditious to rule on the objections immediately, reserve his/her ruling and adjourn the hearing, or reserve on the preliminary objections and proceed to hear evidence on the merits.

33.04 A   Where the onus is on the grieving party to establish a breach, that party shall provide the other party with a written brief stating the facts as it sees them and its position no later than 14 days prior to the scheduled hearing date.

33.04 B   Where there is a reverse onus, as in any matter of discipline, the employer shall provide the Union with a written brief stating the facts as it sees them and its position no later than 14 days prior to the scheduled hearing date.

33.04 C   No later than seven days prior to the first day of the hearing, the parties are required, if requested, to provide to all involved parties full disclosure of documents they intend to rely on in the arbitration.

33.05   An Arbitrator shall issue a written decision within 45 days of the hearing being concluded unless an extension is agreed to by the parties. In order to expedite the communication of the decision, the Union Local and the College may jointly agree that the Arbitrator render an oral decision with reasons to follow.

33.06   All other provisions relating to an arbitrator or arbitration board appointed pursuant to 32.03 shall appropriately apply.

Article 34
GENERAL

34.01   It is the policy of the Council that assignments to be performed within the confines of a penal institution are voluntary except when the person is hired on the basis that the assignment may include activities within a penal institution.

34.02   The cost of printing the Agreement booklets will be shared equally by the Council and the Union subject to mutual agreement as to format and production arrangements.

34.03   The parties agree that a French language and an English language version of this Agreement shall be prepared. With respect to any dispute arising at a French language College, the French language version of this Agreement shall prevail. With respect to any dispute arising at an English language College, the English language version of this Agreement shall prevail.

Article 35
DEFINITIONS

35.01 A   The terms "base salary" and "annual base salary" when used in this Collective Agreement refer to the employee's rate of compensation resulting from the employee's step placement on the applicable Salary Schedule, but exclusive of additional amounts as referred to in 35.01 B.

35.01 B   The terms "regular salary" and "regular pay" when used in this Collective Agreement refer to the employee's rate of compensation resulting from the employee's step placement on the applicable Salary Schedule and additional amounts, if any, received through the application of 11.01 J 2, 11.01 K 4, 14.03 A 3, 14.03 A 6 or 15.01 B.

Article 36
DURATION

36.01   This Agreement shall take effect commencing on October 1, 2017 and shall have no retroactive effect or application, except salary schedules in Articles 14 and 26, and shall continue in full force and effect until September 30, 2021, and shall continue automatically for annual periods of one year unless either party notifies the other party in writing within the period of 90 days before the agreement expires that it desires to amend this Agreement.

36.02   Negotiations shall begin within 30 days following notification for amendment as provided in 36.01. Proposals having application to an individual College only which the parties to this Agreement agree are appropriate for discussion at meetings directly between a College Committee of three members (as appointed under 7.01) shall be held at mutually agreed dates during the period of one month following receipt of the notification referred to in 36.01. Failing settlement, such proposal(s) may then be included as matters for discussion in the negotiations between the parties of this Agreement.

EXECUTED at TORONTO, ONTARIO,

FOR THE UNION
this 25th day of January 2018.

FOR THE COUNCIL
this 15th day of January 2018.

Warren Thomas	Sonia Del Missier
JP Hornick	Stephanie Ball
Nicole Zwiers	James Boesch
Darryl Bedford	Nancy Fisher
Mona Chevalier	Rusty McLay
Kevin MacKay	Don Sinclair
Shawn Pentecost	Peter McKeracher
Ravi Ramkissoonsingh	Christiane Émond
Patricia Honsberger	
Anastasios Zafiriadis	

This form will be used within all Colleges in the assignment of teacher workloads. It is understood that this form may require revision by the EERC.

APPENDIX I
STANDARD WORKLOAD FORM

College _____   **Dept. _____**

Teacher _____   **Probationary ( ) Yes   ( ) No**

( ) Full-Time

Coordinator: ( ) One Step / ( ) Two Step / ( ) not applicable

Period Covered by SWF   From _____   To _____

Course/ Subject Identification	Assigend Teaching Contact Hours	Language(s) of Instruction	Preparation				Evaluation Feedback					Complementary Hours Allowance	Complementary Hours Assigned
			Type	Factor	Attributed Hours	Additional Attrib'd Hours	Class Size	Type	Factor	Attributed Hours	Additional Attrib'd Hours		
References to Collective Agreement	11.01 B & C	11.01 D	11.01 D	11.01 D	11.01 D	11.01 D	11.01 E	11.01 E	11.01 E	11.01 E	11.01 E	11.01 F	11.01 D,F,G
Weekly Totals													

Preparation Hours / Subject = Factor X Teaching Contact Hours
Evaluation Feedback Hours / Subject =
Factor X Class Size X Teaching Contact Hours

Number of different course preparations	
Number of different sections	
Number of languages of instruction	

Summary of Weekly Totals

Assigned Teaching Contact Hours / week	
Preparation Hours / week	
Evaluation Feedback Hours / week	
Complementary Hours (allowance) / week (minimum 6)	
Complementary Hours (assigned) / week	
Total this period (SWF)	

Accumulated Totals to SWF Period End Date

	Teaching Contact Hours	Contact Days	Teaching Weeks
Balance from previous SWF			
Total this period SWF			
Total to end date			

Complementary Functions for Academic Year or SWF Period

Description	Weekly Attributed Hours
Total:	

Dates of Discussion of Proposed Workload: _____

_____

_____

Date SWF Received by Faculty Member: _____

Supervisor's Comments: _____

_____

_____

Supervisor's Signature: _____   **Date:** _____

Faculty Member's Comments: _____

_____

_____

NOTE: If not in agreement with the total workload, the Faculty Member must so indicate in writing within five days from the date of receipt of the SWF and return a copy to the Supervisor.

Faculty Member's Signature: _____   **Date:** _____

( ) **Mutual Agreement of Assigned Workload**

( ) **Proposed Workload referred to College Workload Monitoring Group**

( ) **Proposed Workload referred to Workload Resolution Arbitrator**

Voluntary Overtime Agreement

In accordance with Article 11.01 J 2 overtime will be compensated at the rate of 0.1% of annual regular salary.

I hereby agree to one Teaching Contact Hour or _____

Faculty Member's Signature: _____   **Date:** _____

APPENDIX II
JOINT EDUCATIONAL QUALIFICATIONS SUBCOMMITTEE

The parties agree to the establishment of a Joint Educational Qualifications Subcommittee to consider and rule on further formal educational qualifications for the purpose of maximum salary level identification under the salary scale. Such Committee shall be composed of three representatives of the Union and the Council respectively and shall decide the Committee's procedure. Any further qualification must be agreed to by the representatives of both the Council and the Union and shall be in writing.

APPENDIX III
DENTAL PLAN
COVERED DENTAL SERVICES AND PROCEDURE CODES

In the event that the Ontario Dental Association (ODA) amends its procedural codes or schedules during the term of this agreement, the parties shall maintain coverage as set out in this agreement, including co-insurance arrangements, or in the Dental Plan. The Dental Plan itself shall continue to be amended as necessary in accordance with the past practices among the insurer and the parties to the Agreement, and in respect of the ODA schedules.

Specific dental care procedures and services covered by schedules A, B, C, D and E, and the ODA procedural codes or schedules for such procedures and services are available at www.TheCouncil.ca maintained by the Council. Printed copies can also be obtained on request from the College Human Resources Department.

SCHEDULE A, B, C, D
(Refer to Article 19 for specific coverage)

SCHEDULE E
(Refer to Article 19 for specific coverage)

Construction and insertion of bridges or standard dentures more often than once in a three year period is considered an eligible expense if such becomes necessary because:

(a)   it is needed to replace a bridge or a standard denture which has caused temporomandibular joint disturbance, and which cannot be economically modified to correct the condition, or

(b)   it is needed to replace a standard denture which was inserted shortly following extraction of teeth and which cannot be economically modified to the final shape required.

APPENDIX IV
JOINT INSURANCE COMMITTEE

Name of the Committee

The Committee shall be referred to as the Joint Insurance Committee (Academic Employees).

Purpose of the Committee

1 A The purpose of the Joint Insurance Committee is to facilitate communication between the Council and OPSEU on the subject of group insurance applicable to the Academic Staff Bargaining Unit, including Basic Life, Supplementary Life Insurance, Critical Illness, Extended Health Insurance, Long Term Disability Insurance, the Dental Plan and such other negotiated benefits that may, from time to time, be included in the group insurance plan.

1 B Nothing herein shall prevent this Committee from meeting jointly with any comparable committee, if established, concerning the Support Staff Bargaining Unit should it be mutually agreed between this Committee and such other Committee.

1 C It is understood that the group insurance benefits to be provided to employees and the cost sharing arrangements shall be as set out in the applicable Agreement and the matters for consideration by this Committee shall be only as set out in these terms of reference.

Composition of the Committee

2 The Committee shall be composed of an equal number of representatives from the Council and OPSEU with not more than eight representatives in total. At meetings of the Committee each party may be accompanied by up to two resource persons to provide actuarial or other technical advice. Additionally, when necessary, representatives of insurance carriers shall attend meetings to provide information but shall not act as resource persons for either party.

Duties of Committee

3 The duties of the Committee shall consist of the following:

(i) development of the specifications for the public tendering of any negotiated benefits which may be included in the Group Insurance Plan (to cover the bargaining unit only);

(ii) consideration and examination of all tenders submitted in response to the specifications for tender and preparation of a report thereon;

(iii) recommendation to the Council on the selection of the insurance carrier or carriers to underwrite the Group Insurance Plans;

(iv) consideration and recommendation to the Council on the renewal of existing contracts of insurance upon expiry;

(v) review of the financial reports on the Group Insurance Plan;

(i) review of contentious claims and recommendations thereon, when such claim problems have not been resolved through the existing administrative procedures; and

(ii) assess amendments to the academic health, dental, vision, and hearing care plans for possible inclusion in the plans for retirees.

Specifications for Public Tender

4 A When specifications for public tender are required to obtain the services of an insurance carrier, the duties of the Committee shall be to:

    (i)   develop and recommend specifications for tender;

    (ii)   consider and examine all tenders submitted in response to the specifications;

    (iii)   make a recommendation to the Council with respect to the selection of a carrier(s).

4 B The specifications for tender will describe the benefits to be provided, the cost sharing arrangements, the past financial and experience history, the appropriate employee data, the format for the retention, illustrations for each coverage, the financial reporting requirements, and other parameters as appropriate. The tendering process will be conducted in accordance with the Council's Procurement Policy. Tenders shall be entertained from any insurance carrier and such carrier may act solely on its own behalf or may arrange reinsurance as may be necessary.

4 C The basis for recommendation of an insurance carrier(s) will include the ability of the carrier(s) to underwrite the plan, compliance of carrier's quotation with the specifications for tender, the carrier's service capabilities and the expected long-term net cost of the benefits to be provided.

Policy Renewals

5 A Following receipt of an existing insurance carrier's proposal for renewal of an insurance contract, the Committee shall:

    (i)   examine and analyze the proposal, assessing the completeness, fairness and validity of the proposal;

    (ii)   assess the funding methods employed in the insurance policy;

    (iii)   assess and monitor the deposit accounts;

    (iv)   suggest and discuss alternative proposals and funding methods with the carrier; and

    (v)   make recommendations to the Council with respect to acceptance of the carrier's renewal proposals, funding methods and deposit account administration.

5 B The basis for recommendations for renewal will take into account the level of service provided by the carrier and the expected long-term net cost of the benefits.

Experience Review

6 A The Committee will also meet as required to review the financial experience under the plans. The specifications for tender will describe the information to be included in the financial statements to be prepared by the insurance carrier(s).

6 B These statements will include paid premiums, paid claims, changes in reserve requirements for open and for unreported claims, incurred claims, the retention elements of commissions, taxes, administrative expenses, contingency reserve charges and interest credits on claim and other reserves. The Committee shall request the insurance carrier(s) to provide such additional information as may be necessary.

Recommendations

7 A If the Committee fails to agree on the recommendation to the Council that is contemplated by these Terms of Reference, the members of the said Committee nominated by the Council and OPSEU may each make a recommendation in writing to the Council, supported by reasons for their respective recommendations.

7 B It is understood that the Council at all times retains the right to select whatever carrier(s) to underwrite the group insurance plan(s) it may consider in the best interest of the employees and Colleges and, in so doing, is under no obligation to select a carrier(s) that may be recommended by the Committee.

APPENDIX V
SESSIONAL EMPLOYEES

1 The terms of this Appendix relate to persons employed on a sessional basis. Sessional employees are excluded from the bargaining unit.

2 A sessional employee is defined as a full-time employee appointed on a sessional basis for up to 12 full months of continuous or non-continuous accumulated employment in a 24 calendar month period. Such sessional employee may be released upon two weeks' written notice and shall resign by giving two weeks' written notice.

3 In determining the employment and calendar periods under paragraph 2 of this Appendix, only the period after January 1, 1976, shall be considered and no prior employment or calendar period shall be taken into account. Also, an employee's continuous service acquired in accordance with the provisions of the previous Agreement, dated September 17, 1975, as at August 31, 1976, for the period back to January 1, 1976, shall count as continuous employment or months of non-continuous accumulated employment for the purpose of such paragraph.

A calendar month in which the employee completes 15 or more days worked shall be considered a "full month".

If an employee completes less than 15 days worked in each of the calendar months at the start and end of the employee's period of employment and such days worked, when added together, exceed 15 days worked, an additional full month shall be considered to be completed.

4 If a sessional employee is continued in employment for more than the period set out in paragraph 2 of this Appendix, such an employee will be thereafter covered by the other provisions of the Agreement. Such an employee's probationary period shall be 12 full months of continuous or non-continuous accumulated employment during the immediately following 24 calendar month period.

5 A person assigned to replace a full-time regular employee for up to 14 working days for unplanned absences in any month shall not have such period(s) considered as sessional employment for the purpose of the computation of the 12 months sessional employment. During such periods such a person shall be paid as if partial-load and within the range of partial-load hourly rates as set out in Article 26, Partial-Load Employees.

6 Pursuant to 7.02 Union/College Committee (Local), if requested by the Union Local, the rationale for a sessional appointment by the College shall be subject of discussion.

7 Pursuant to 7.02 Union/College Committee (Local), if requested by the Union Local, the College shall explain its rationale for its application of Article 2, Staffing, or 27.05 (iii). In particular, it will consider any representations which the Union Local may make with respect to the assigning of work on a full-time or a sessional, partial-load or part-time basis, and with respect to the feasability of assigning work on a full-time basis rather than on a sessional, partial-load or part-time basis.

8 Other matters concerning the use of sessional appointments may be referred to the E.E.R.C. which shall deal with these matters as priority items as set out in 9.03.

APPENDIX VI
PART-TIME SERVICE

In the administration of 27.06 A (v), 27.06 A (viii) and 27.08 B and for that purpose only, a part-time employee shall be considered to have service based on ¼ month's credit respectively for each full month of part-time employment with the College.

APPENDIX VII
CAAT RETIREES GROUP INSURANCE ADVISORY COMMITTEE

1. **Name of Committee**

   The Committee shall be referred to as the CAAT Retirees Group Insurance Advisory Committee.

2. **Purpose of the Committee**

   The Committee acts as an advisory body and assists the Council in ensuring the appropriate benefit design and cost effectiveness of the group insurance benefit plans available for all eligible retirees.

3. **Composition of the Committee**

   The Committee will comprise:

   - one (1) retiree appointed by OPSEU CAAT Academic
   - one (1) retiree appointed by OPSEU CAAT Support
   - one (1) retiree appointed by the Ontario Colleges Administrative Staff Association (OCASA)

- three (3) management representatives appointed by the Council
- one (1) resource person appointed by OPSEU
- one (1) resource person appointed by OCASA
- one (1) resource person appointed by the Council

Additionally, when necessary, representatives of insurance carriers shall attend meetings to provide information but shall not act as resource persons for any of the parties.

4. Meetings

The Committee will meet at least once a year to review the financial experience of the retiree plans. Additional meetings may be scheduled by the Committee to address specific issues.

5. Duties of the Committee

The Committee will be responsible for developing recommendations based on consensus (agreement and/or abstinence constitutes consensus) for the CAAT retirees' group insurance plans. The duties of the Committee are to:

a)   facilitate communication between OPSEU, OCASA, the Colleges, the Council, and retirees;

b)   understand the retiree benefit plans;

c)   consider the impact of proposed new benefit improvements or the deletion or modification of existing benefits and recommend to the Council any change to the retiree group insurance benefit plans;

d)   monitor the administration of the retiree plans;

e)   assist in the design of the communication materials;

f)   review contentious claims and make recommendations when such claim problems have not been resolved through the existing administrative procedure;

g)   review proposed premium rate renewals and make recommendations to the Council.

6. Administration

a)   Services of a consultant are to be paid from deposit funds;

b)   Agreed upon committee expenses are to be paid from deposit funds.

<div align="center">**LETTERS OF UNDERSTANDING**</div>

The following Letters of Understanding, negotiated by the parties and renewed during the most recent round of bargaining, are reproduced for information purposes.

Ontario Public Service
Employees Union
100 Lesmill Road
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M3B 3P8

College Employer Council
20 Bay Street, Suite 1600
Toronto, Ontario
M5J 2N8

December 20, 2017
Original: November 28, 1989

Re: Employment Equity

The parties recognize a shared commitment to achieving employment equity within the college system. This, therefore, will confirm the understanding reached at negotiations between the parties that:

1. At the local level, the parties will work together to facilitate:

    -   the implementation of employment systems, policies and practices, including matters relating to child care, that are non-discriminatory in nature and effect; and

    -   the implementation of practices and policies to enhance the hiring of, and transfer, promotion, training and developmental opportunities of, persons from designated groups; and

    -   generating data as to the current representation and distribution of the designated groups; and

    -   examination of recruitment and practices of hiring into the bargaining unit of persons from designated groups; and

    -   the removal of any barriers that may exist in employment policies and the monitoring of data relative to employment equity; and

    -   the attainment of appropriate representation of targeted groups identified by the Province of Ontario.

2. At the provincial level, the parties will work together to ensure that all provisions of the Agreement are non-discriminatory in nature and effect.

3. At both the provincial and local level, the parties will work together to enhance the participation of individuals from populations identified by the Province of Ontario as designated groups in the day-to-day administration of the Agreement. This could include, but not be limited to, the administration of Articles 7, 9, 11, 32, 33, Appendix II and IV.

The designated groups referred to above are considered to be, for the purpose of this letter:

- women

- visible and ethnic minorities

- disabled persons

- native persons

- Francophones

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December 20, 2017
Original: March 3, 1988

Re: Access to the Salary Schedule Maximum

The parties reaffirm their on-going commitment to the quality of teaching in the CAAT system. The parties have agreed to the establishment of an In-Service Teacher Training Certificate Program in a modularized format which provides accessibility to the employees at each College. The program will be offered by one or more institutions, and an agreement to that effect will be entered into by the Council, OPSEU and the institutions. "Institutions" shall not include OPSEU or any local thereof.

The objectives, curriculum delivery and length of the program will be developed by the task force (established under the previous Agreement), and shall have regard for the accrued experience of CAAT teachers including teacher training courses and programs completed.

Employees who have 15 years or more of service and whose maximum step is currently below the maximum on the salary schedule and who enroll and participate in the program shall receive (once only) an immediate one step salary progression, to a maximum of the salary schedule, and shall maintain that step upon maintaining satisfactory performance in the program.

Employees who successfully complete the program shall be entitled to progress to the maximum of the salary schedule.

The parties agree that the names of those eligible to benefit from this program shall be provided to the In-Service Teacher Training Certificate Program Task Force and the Union Locals within three months of ratification of this Agreement.

The parties agree to renew the contract for this program for the period of 2015-2019. On the termination of this renewed contract on August 31, 2019 this program will no longer be offered; however, faculty who have enrolled prior to August 31, 2019 will be able to complete the program pursuant to the completion criteria in place on that date.

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December 20, 2017
Original: February 25, 1983

Re: Cumulative Sick Leave Plans

This will serve to confirm the advice given in negotiations by the Colleges' Negotiating Committee that the Colleges will continue the Sick Leave Plans as in operation on August 31, 1973, until March 31, 1991.

This will also confirm the agreement of the parties that the right of employees hired before April 1, 1991, to be paid a lump sum gratuity on retirement, termination of employment or lay-off will be protected and will be maintained in perpetuity, and any amendment to the right of such employees to the gratuity shall be subject to ratification by majority vote of such employees.

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December 20, 2017
Original: February 25, 1983

Re: Sick Leave Credit Transfers

This is to confirm the understanding reached at negotiations that an employee hired by a College of Applied Arts and Technology without a break in service from a previous College of Applied Arts and Technology will have college earned sick leave credits recognized by the employing College at the employee's option. However, the vesting period for gratuity purposes will not be transferable and will recommence with the date of employment at the hiring College.

Subject to the provisions of the pension plans, if re-employment takes place within 18 months the pension plan will continue for affected employees, if a refund has not been paid. However, if a refund has been paid, the employee may take advantage of the "prior service option".

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December 20, 2017
Original: November 28, 1989

Re: Sick Leave Credits - Buyout

This will confirm the following arrangements:

(a)   effective April 1, of each year during the term of this Agreement, the Colleges will make available a sum up to $5,000,000 to continue a voluntary program to buy out the sick leave credits of employees hired before April 1, 1991;

(b)   it is the intention of the parties that the sum will be sufficient to meet the demands of employees entitled to a buyout, but not more than $5,000,000;

(c)   employees who qualify to have their credits purchased will have them cashed out in full, at the rate of 75 cents on the dollar, on the amount that would otherwise be payable on separation from employment (based on the entitlement as of the date of cash-out) under the terms of the pre-existing Cumulative Sick Leave Plans. A person who so cashes out his or her credits shall not thereafter be entitled to any further gratuity on separation from employment, but shall continue to accumulate credits for sick leave purposes;

(d)   on the effective date of the Agreement, a task force shall be established consisting of two persons appointed by each party, who will investigate:

   (i)   methods of determining eligibility for allocating the available funds for buyout purposes, on the basis of system-wide seniority or College seniority, or on some other basis;

   (ii)   tax implications;

   (iii) potential alternative uses of available credits.

   The task force shall be governed by the rules and procedures adopted by the task force appointed during the term of the Agreement that expired August 31, 1991, with necessary date changes, unless changed by agreement of the task force or by the Arbitrator appointed under clause (e).

(e)   the task force shall complete its task under clause (d) by December 31 of each year, and shall identify the persons entitled to participate in the buyout at such time thereafter as the task force may fix. Any matter within its jurisdiction on which the task force is unable to agree by that date shall be resolved by a sole arbitrator agreed to by the parties or, failing agreement, by lot from the panel of Arbitrators as set out in Article 32.03 B. The arbitrator shall adopt the most expeditious procedure possible, and shall, if possible, issue a decision within ten days of the referral to him or her. His or her award shall be effective

April 1 of such year. The fees and expenses of the arbitrator shall be shared equally between the parties.

(f)   (i)   the Task Force shall notify the parties in writing annually of the completion of the administrative arrangements for payout to eligible employees.

      (ii)   on notification by the Task Force, or, if the Task Force is unable to agree and the matter is referred to arbitration, as provided above, from the date of award of the arbitrator, the Employer agrees to pay eligible employees within 60 days of such notification.

(g)   the parties confirm that they have implemented the provisions of this letter for the period effective April 1, 1992, on the basis of the terms agreed to during negotiations and set out in a letter dated March 25, 1992.

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December 20, 2017
Original: November 28, 1989

Re: Short-Term Disability Plan - St. Lawrence College

This will confirm the entitlement of full-time members of the bargaining unit who are employed at St. Lawrence College as of March 31, 1991:

(a)   each full-time employee shall have the right to elect, in writing, on or before March 31, 1991, to remain covered by the terms of the pre-existing short-term disability plan affecting academic employees at St. Lawrence College or to be covered by the terms of the new Academic Short-Term Disability Plan, effective April 1, 1991. In default of such election, an employee shall be deemed to have elected to be covered by the new Academic Short-Term Disability Plan, effective April 1, 1991.

(b)   if such an employee elects, or is deemed to have elected, to be covered by the new Academic Short-Term Disability Plan, he or she shall be credited with 30 days' credits on April 1, 1991, and shall thereafter be covered by the terms of the new Academic Short-Term Disability Plan, and such an employee shall continue to be governed by the terms of 17.01 G.

(c)   a full-time employee at St. Lawrence College who transfers to La Cité collégiale before March 31, 1991, shall remain covered by the short-term disability plan affecting academic employees at St. Lawrence College until March 31, 1991, and shall have the rights referred to in (a) and (b) above.

(d)   a full-time employee at St. Lawrence College who transfers to La Cité collégiale after March 31, 1991, and who, prior to April 1, 1991, has elected to remain covered by the pre-existing Short-Term Disability Plan pursuant to (a) and (c) above shall continue to be covered by the terms of the pre-existing Short-Term Disability Plan.

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December 20, 2017
Original: September 21, 1985

Re: Long-Term Disability Plan

This will confirm that as soon as reasonably possible after the revised Collective Agreement takes effect, the Council shall secure an ad hoc adjustment for existing claimants to bring their benefit level to 60% of current salary. This will be accomplished through an adjustment in the premiums or through utilization of surplus and the change in the benefit level will be retroactive to December 20, 2017, notwithstanding 36.01.

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December 20, 2017
Original: February 25, 1983

Re: Displacement of Part-Time Employees

This will confirm the advice given in negotiations that it is the Colleges' intention that failing placement under 27.06 A (iv) of a full-time employee who has completed the probationary period, the College will give reasonable consideration to the written request of a full-time employee about to be laid off to continue a full-time assignment by displacing two or more part-time employees and the employee shall set out:

(a) the names of such part-time employees, each of whom, have lesser continuous service with the College.

Upon receipt of such written request, the College will consider the feasibility thereof taking into account such features as:

(b) possible reduction in efficiency, quality of performance or adverse effect upon the program objectives; and

(c) the competence, skill and experience to fulfill the requirements of the positions concerned.

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December 20, 2017
Original: June 3, 1992

Re: Ontario Health Insurance Plan

The parties recognize that the method of funding OHIP has been changed from an individually paid premium to a system funded by an employer paid payroll tax.

If the government, at any time in the future, reverts to an individually paid premium for health insurance, the parties agree that the Colleges will resume paying 100% of the billed premium for employees.

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December 20, 2017
Original: September 26, 2001

Re: New or Merged College

The parties agree that on the announcement of a new or merged College by the government,

a) the provisions of the Letters of Understanding re: French Language College (as set out in the 1991-1994 Collective Agreement) shall apply with modifications, if any are required by the specific circumstances, to be negotiated by the parties,

b) a joint task force shall be established as follows:

- one person appointed by each affected College
- one person appointed by the OPSEU Local at each affected College
- one person appointed by the new or merged College
- one person appointed by the OPSEU for the Union Local at the new or merged College
- one person appointed by the Council
- one person appointed on a provincial basis by OPSEU.

The functions of the task force shall be to make recommendations within the requirements of the Agreement, and the principles and guidelines as specified within the Letter of Understanding re: French Language College (as set out in the 1991-1994 Collective Agreement):

a) to facilitate the movement of employees to the new or merged College

b) to recommend strategies to achieve this objective

c) to make recommendations to assist employees who choose to transfer in adjusting to the new or merged College

d) to facilitate the reassignment of employees who have elected not to transfer

The parties recognize that the specifics of some matters will only become apparent when the particular programs and services to be offered at the College have been identified.

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December 20, 2017
Original: June 3, 1992

Re: Salary Issue

In anticipation of the work of the task force established to study the allocation of resources within the college system, the parties have taken some important steps to address the question of salary adjustments for the members of the academic bargaining unit in this round of bargaining by adding a step to the grid in each of two years.

It is the intention of the parties to continue to address the salary adjustment issue in the years immediately following the expiry of this Agreement. In doing so, the parties will have regard for any progress made in restructuring College services, academic delivery systems, College organization, and in particular, in implementing any recommendations made by the task force.

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December 20, 2017
Original: June 3, 1992

Re: Collective Bargaining Information Services - Advisory Committee (CBIS)

This will serve to confirm the parties, through the Report of the Wages & Benefits Task Force (July 1991), have established an advisory committee to assist the Ministry of Labour Collective Bargaining Information Services (CBIS) in gathering and analyzing data for collective bargaining purposes.

The CBIS Advisory Committee will identify the information to be collected, develop formats for coding the information received, recommend the types of analysis to be performed on the data, and its dissemination.

The membership of the CBIS Advisory Committee will be composed of an independent member to be chosen by the CBIS and two nominees appointed by each party.

The parties agree to cooperate with the CBIS in the development and collection of data and data systems and will make best efforts to ensure that the individual Colleges and Union Locals will perform their respective functions.

Each College and Union Local will appoint one member of the local college administration and one member of the Union Local who are to be responsible for ensuring that the collections and transmittal of college level data to the CBIS is carried out in a consistent and regular basis.

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December 20, 2017
Original: September 26, 2001

Re: Expedited Arbitration Process

This is to confirm the parties' commitment to foster and encourage the use of the Expedited Arbitration Process as a means to resolve grievances. To that end, the parties agree that all Colleges and Union Locals shall report in the last week of June to the Joint Grievance Scheduling Committee all requests and all agreements that have been made to use the Expedited Arbitration Process.

Based on these reports, the Joint Grievance Scheduling Committee will study and report back to the parties prior to the next round of bargaining on the usage of the Expedited Arbitration Process.

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December 20, 2017
Original: September 26, 2001

Re: Grievance Scheduling

The parties agree that it is their mutual desire that complaints be adjusted as quickly as possible. In order to better achieve this goal, the parties further agree that for the purposes of the scheduling of grievance arbitrations, neither party shall be entitled to refuse more than two tentative arbitration dates on any grievance.

Subsequent requests for adjournments will be dealt with by the confirmed arbitrator as appropriate to the circumstances.

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December 20, 2017
Original: September 26, 2001

Re: Return-to-Work

Every College shall have a Return-to-Work policy to support injured and ill employees in returning to work. The College agrees to consult with the Local Union in adjusting its existing policy. The College's Return-to-Work policy will consist of:

- a statement of commitment that, pursuant to the obligations contained in the *Ontario Human Rights Code*, as interpreted by relevant case law, the College is committed to accommodating employee's return to work;
- a statement of commitment that describes how the policy will operate at the College;
- strategies that support the statement of commitment and form a framework within which individual return-to-work cases are managed;
- a description of the roles and responsibilities for the various stakeholders involved in the Return-to-Work process;
- a Return-to-Work process that outlines the steps to be followed in managing individual return to work cases, including Return-to-Work teams which include the Return-to-Work coordinator, the supervisor, the employee, and his/her Union representative;
- a dispute resolution process;
- a communications and training component;
- a continuous improvement component that sets out a process for regular reviews of the policy. The College agrees to confer with and receive any recommendations from the Local Union, when reviewing the policy.

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December 20, 2017
Original: September 26, 2001

Re: Qualifications Review

The parties agree that the Joint Educational Qualifications Sub-committee shall review the existing formal educational qualifications utilized to access the different maximum salary levels and recommend to the parties whether it is appropriate to add additional formal qualifications to those identified in the Collective Agreement and if so in what manner such formal qualifications should impact on the employee's maximum step on the salary grid.

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December 20, 2017
Original: November 18, 2009

Re: Drug Card

The parties agree to maintain a pay-direct, point-of-sale drug card for Academic employees.

The drug card will not affect the definition of eligible drugs nor any other terms of the Extended Health Care plan. It will strictly provide an alternate payment method for drug claims. The drug card may be used for the purchase of insulin where the necessary documentation from the patient's physician has been submitted. Where the purchase of over-the-counter medications is permitted by the plan, the patient must submit the claim manually along with the necessary documentation from their physician to substantiate the need for the medication in dealing with a chronic condition.

The drug card will provide automatic coordination with a spousal drug card (with a potential outcome of 100% payment through the combined cards).

Any costs associated with maintaining the drug card for Academic Full-Time and Partial-Load employees will be treated as a cost to the employer.

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College Employer Council
20 Bay Street, Suite 1600
Toronto, Ontario
M5J 2N8

December 20, 2017
Original: November 18, 2009

Re: Changes to College's Mandate or Objects

When a significant change to the College's mandate or objects is directed by the Government, the parties agree to establish a Joint Task Force made up equally of representatives of the Local Union and the College.

The functions of the Joint Task Force shall include making recommendations to:

1.   achieve the objectives of the changed mandate or objects;
2.   facilitate any necessary reassignment of employees;
3.   facilitate any retraining that may seem appropriate;
4.   reduce any negative impact on employees.

The Joint Task Force is not an alternative to the existing bodies and provisions set out in the Collective Agreement.

W. Thomas
President
Ontario Public Service
Employees Union

D. Sinclair
Chief Executive Officer
The Council

Ontario Public Service   College Employer Council
Employees Union   20 Bay Street, Suite 1600
100 Lesmill Road   Toronto, Ontario
Toronto, Ontario   M5J 2N8
M3B 3P8

December 20, 2017
Original: September 23, 2014

Re: Short-Term Disability Plan (Joint Task Force)

The parties agree to strike a joint task force to study the operation, utilization and costs of the Short-Term Disability Plan contained in Article 17 of the Collective Agreement with the intent of developing recommendations as to how to reduce the ongoing liability associated with the plan. The Task Force will forward to the parties by September 30, 2018 any joint recommendations for changes to the STD plan which will then be considered for inclusion into the next Collective Agreement.

The parties will each select three (3) individuals to sit on the Task Force. The Task Force will establish its own terms of reference. Available relevant information requested by the Task Force will be provided.

The expenses of the Union members of the Task Force will be treated in accordance with 8.02 and 9.02 D.

W. Thomas   D. Sinclair
President   Chief Executive Officer
Ontario Public Service   The Council
Employees Union

Ontario Public Service
Employees Union
100 Lesmill Road
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December 20, 2017
Original: September 23, 2014

Re: Intellectual Property

The parties agree to discuss intellectual property at EERC. This discussion will commence within one year of the interest arbitration award of Arbitrator William Kaplan, dated December 20, 2017.

W. Thomas
President
Ontario Public Service
Employees Union

D. Sinclair
Chief Executive Officer
The Council

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December 20, 2017

Re: Pregnancy and Parental Leave

In addition to the changes agreed upon in Article 22, in the event the *Employment Standards Act, 2000* is amended to provide an extension to parental leave, the parties will attempt to agree on changes to Article 22 to permit the top up to be spread over the extended leave period at a reduced rate, provided that this does not result in the College paying, in total, a greater amount of top up than it would pay if the leave was not extended and is in compliance with legislative requirements. If the parties are unable to agree on the language, the issue can be referred to binding arbitration before a mutually agreeable arbitrator who will have no jurisdiction to make a decision inconsistent with the preceding sentence.

W. Thomas
President
Ontario Public Service
Employees Union

D. Sinclair
Chief Executive Officer
The Council

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December 20, 2017

Re: Ontario Public Colleges: The Next 50 Years

The Parties agree to request the government to establish a Province-wide Task Force, facilitated by the Ministry of Advanced Education and Skills Development (MAESD), to review and explore effective means of ensuring that colleges thrive as quality academic institutions going forward, so that people in every community and occupation have the knowledge and skills that help to build a strong and successful province.

The Task Force shall include representation from key stakeholders (MAESD, the Council, CAAT Academic Faculty, CAAT Support Staff, students and employers) and will consult broadly with colleges, students, parents, faculty, support staff, employers, communities and other stakeholders to examine major issues facing the college sector in its mission to provide high quality post-secondary education and training.

Without limiting the ability of the Task Force to explore key relevant issues, the Task Force specifically will consider and develop recommendations on the following matters in relation to:

• Appropriate staffing models, including, but not limited to, faculty complement, and the issue of precarious work

• The necessary funding requirements to support the delivery of quality education and training in the Ontario college system to ensure that it is innovative, relevant and responsive

• Accessibility and student success, including student mental health and labour-market readiness

• Academic governance structures and intellectual property issues that will promote excellence in college education, research, and training

The Ministry agrees to accept and endorse this initiative, accepting signatory status as facilitator for the Task Force, entitled, Ontario's Public Colleges: The Next 50 Years.

The Ministry, by accepting and endorsing this agreement, also commits that all recommendations of the Task Force will be considered for funding by cabinet.

The government will work together with the Parties to establish the Task Force, including its terms of reference and membership, so that its work can get underway by no later than January 1, 2018. The Task Force should seek input and undertake consultations in all major regions of the province. It will report to the Minister of Advanced Education and Skills Development with interim findings no later than May 18, 2018 and a final report that will be received by the Minister by the Fall of 2018. The Minister will acknowledge receipt of the Task Force report.

The Council will agree attendance at Task Force activities as a paid duty assignment for OPSEU CAAT Academic representatives.

W. Thomas
President
Ontario Public Service
Employees Union

D. Sinclair
Chief Executive Officer
The Council

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December 20, 2017

Re: *Fair Workplaces, Better Jobs Act, 2017* (Bill 148 Issues)

Within 30 days of Bill 148 becoming law, the parties will meet to negotiate consequential adjustments to the Collective Agreement language.

Should the parties fail to agree on the adjustments within one year of Bill 148 becoming law, either party can request that any outstanding issues be submitted to an arbitration board composed of a neutral Chair and a nominee for each party. Failing agreement on a Chair, the parties will request that the Ministry of Labour appoint the Chair.

W. Thomas
President
Ontario Public Service
Employees Union

D. Sinclair
Chief Executive Officer
The Council

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Employees Union   20 Bay Street, Suite 1600
100 Lesmill Road   Toronto, Ontario
Toronto, Ontario   M5J 2N8
M3B 3P8

December 20, 2017

Re: Counsellor Class Definition

The parties agree to strike a Committee to review the class definition of Counsellors under the Collective Agreement and report back to the parties prior to the expiry of the Collective Agreement commencing October 2017.

Funding for the Committee, including costs associated with research and consultation as may be mutually agreed, shall be shared equally by the parties.

This Committee shall be composed of three representatives of the Union and the Council respectively.

The College will be reimbursed for time spent by the Union representatives on the Committee in accordance with Article 8.02.

W. Thomas   D. Sinclair
President   Chief Executive Officer
Ontario Public Service   The Council
Employees Union

Ontario Public Service
Employees Union
100 Lesmill Road
Toronto, Ontario
M3B 3P8

College Employer Council
20 Bay Street, Suite 1600
Toronto, Ontario
M5J 2N8

December 20, 2017

Re: Signing of the Collective Agreement

The parties agree that the collective agreement will be signed within 30 days of the interest arbitration award of Arbitrator William Kaplan, dated December 20, 2017, in accordance with the *Colleges of Applied Arts and Technology Labour Dispute Resolution Act, 2017*.

W. Thomas
President
Ontario Public Service
Employees Union

D. Sinclair
Chief Executive Officer
The Council

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

JOB CLASSIFICATION PLANS FOR
POSITIONS IN THE ACADEMIC
BARGAINING UNIT

(to be used in determining salaries for Professors and
Counsellors and Librarians and Instructors)

SECTION I
CLASSIFICATION PLAN FOR PROFESSORS AND COUNSELLORS AND LIBRARIANS

FACTORS

1. APPOINTMENT FACTORS

A) Experience: Relevant Teaching/Relevant Occupational

Relevant occupational experience generally means full years of experience in a field of work related to the material to be taught or the job to be done, or to some allied aspect of it. In determining the number of years to be counted, the College hiring must avoid the extremes of counting either "years of time passed" or "years of entirely non-repetitive experience", and must make a fair assessment of an applicant's experience.

For example, an applicant who had spent some years as a sales clerk before qualifying as an engineer should not expect that sales experience to count as relevant experience if the person is being hired to teach engineering.

Part-time experience should be totalled only if it forms part of a regular program of development such as a co-operative educational program.

Double counting must be avoided. For example, if an applicant worked as a graduate assistant while pursuing an advanced degree, the person shall not be given full credit for both experience and educational time.

Similarly, relevant teaching experience means full years of teaching experience at a level comparable with the level required of the applicant. Again, double counting must be avoided for teaching experience as, for example, a graduate assistant while pursuing advanced qualifications.

The values to be given for experience are:

- First 5 years: 1 point per year
- Next 9 years: 2/3 point per year
- Next 12 years: ½ point per year

B)   Relevant Formal Qualifications

Formal qualifications are those which constitute the norm in institutions of post-secondary education in the Province of Ontario. Only full years of post-secondary education at successively higher levels, and leading to a diploma, professional accreditation or degree, are recognized. For example, a graduate of a three-year technology program in a College would be given 1½ points for each of the three years, regardless of the length of time actually spent by the individual in obtaining the diploma.

No credit is to be given for a year of study in which there was significant duplication of other studies. Therefore only the highest qualification will be used in computation unless the subject areas are from different disciplines and all relevant to the appointment.

-      CAAT Diploma or Post-Secondary Certificate -
       per year (level) completed: 1½ points
       (Maximum of 4 years)

-      University Degree - per year (level) completed: 1½ points
       (Maximum of 6 years)

-      Formal integrated work/study program such as
       P.Eng., CA, CGA, CMA (formerly RIA),
       Certified Journeyperson -
       per year (level) completed: 1½ points
       (Maximum of 5 years)

The maximum credit for formal qualifications shall be six (6) years. For employees hired after October 1, 2017, the maximum credit for formal qualifications will be seven (7) years.

        (Note that years included herein are not also to be included under Factor A)

C)   Computing Initial Placement

i)   The minimum qualifications requirement is a count of 8 points based upon the appointment factors. Since this is the minimum requirement, a total of 8 points corresponds to the minimum rate. (This is not intended to preclude a College from hiring an individual whose qualifications and experience total less than 8 points. In such cases, however, the individual would be hired at the minimum of the scale.)

ii)   Computation of the initial salary is, therefore, A + B - 8. The product is rounded to the next higher number, e.g.

        A = 8 points
        B = 4½ points
        A + B = 12½ points
        12½ - 8 = 4½ = 5

The starting position is the corresponding step (Step 5) on the scale.

iii)   No individual will have a starting salary of less than the minimum on the salary scale.

2.   PROGRESSION FACTORS

As per 14.03 A 2 (a), (b) and (c) annual base salary step increments up to and including the appropriate control point of the applicable salary schedule are based upon experience. Above the control point and up to the employee's maximum attainable salary step, annual base salary step increments are based on the employee's performance.

		Step Value
A)	**Experience** - to control point	1 step per year
B)	**Performance** - above control point where performance satisfactory	1 step per year
C)	**Further Formal Education** - where prior approval given by the College	1 step for each completed year at the post-secondary level - on the basis of the explanatory notes set out in Section B of the Appointment Factors on page 123. Note: No credit will be given where to do so would reduce total progression time to the appropriate maximum to less than 4 years.

Special Note to Raters:

If a given individual's qualifications and experience are such that the College concerned considers that person to be particularly important to its program but the salary as established by the plan is inadequate, the College may grant up to five (5) additional steps on appointment provided the resultant rate does not place the individual above the maximum salary.

Should the College consider that a higher starting salary is required, for those employees hired after December 20, 2017, the College shall seek the consent of the Union, which shall not be unreasonably withheld.

SECTION II
CLASSIFICATION PLAN FOR INSTRUCTORS

FACTORS

1.   APPOINTMENT FACTORS

A)   Experience: Relevant Teaching/Relevant Occupational

Relevant occupational experience generally means full years of experience in a field of work related to the material to be taught, or to some allied aspect of it. In determining the number of years to be counted the College hiring must avoid the extremes of counting either "years of time passed" or "years of entirely non-repetitive experience", and must make a fair assessment of an applicant's experience.

For example, an applicant who has spent some years as a sales clerk before qualifying as an engineer should not expect that sales experience to count as relevant experience if the person is being hired to teach engineering.

Part-time experience should only be totalled if it forms part of a regular program of development such as a co-operative educational program.

Double counting must be avoided. For example, if an applicant worked as a graduate assistant while pursuing an advanced degree, the person shall not be given full credit for both experience and educational time.

Similarly, relevant teaching experience means full years of teaching experience at a level comparable with the level required of the applicant. Again, double counting must be avoided for teaching experience as, for example, a graduate assistant while pursuing advanced qualifications.

The values to be given for experience are:

-    First 5 years: 1 point per year
-    Next 9 years: 2/3 point per year
-    Next 12 years: ½ point per year

B)   Relevant Formal Qualifications

Formal qualifications are those which constitute the norm in institutions of post-secondary education in the Province of Ontario. Only full years of post-secondary education at successively higher levels, and leading to a diploma, professional accreditation or degree, are recognized. For example, a graduate of a three-year technology program in a College would be given 1½ points for each of the three years, regardless of the length of time actually spent by the individual in obtaining the diploma.

No credit is to be given for a year of study in which there was significant duplication of other studies. Therefore, only the highest qualification will be used in computation

unless the subject areas are from different disciplines and all relevant to the appointment.

- CAAT Diploma or Post-Secondary Certificate -
  per year (level) completed: 1½ points
  (Maximum of 4 years)

- University Degree - per year (level) completed: 1½ points
  (Maximum of 6 years)

- Formal integrated work/study program such as
  P.Eng., CA, CGA, CMA (formerly RIA),
  Certified Journeyperson -
  per year (level) completed: 1½ points
  (Maximum of 5 years)

The maximum credit for formal qualifications shall be six (6) years. For employees hired after October 1, 2017, the maximum credit for formal qualifications will be seven (7) years.

(Note that years included herein are not also to be included under Factor A)

C) Computing Initial Placement

i) The minimum qualifications requirement is a count of 6 points based upon the appointment factors. Since this is the minimum requirement, a total of 6 points corresponds to the minimum rate. (This is not intended to preclude a College from hiring an individual whose qualifications and experience total less than 6 points. In such cases, however, the individual would be hired at the minimum of the scale.)

ii) Computation of the initial salary is, therefore, A + B - 6. The product is rounded to the next higher number, e.g.

A = 4½ points
B = 5 points
A + B = 9½ points
9½ - 6 = 3½ = 4

The starting position is the corresponding step (Step 4) on the scale.

iii) No individual will have a starting salary of less than the minimum on the salary scale.

2. PROGRESSION FACTORS

As per 14.03 A 2 (a), (b) and (c) annual base salary step increments up to and including the appropriate control point of the applicable salary schedule are based upon experience. Above the control point and up to the employee's maximum attainable salary step, annual base salary step increments are based on the employee's performance.

		Step Value
A)	**Experience** - to control point	1 step per year
B)	**Performance** - above control point where performance satisfactory	1 step per year
C)	**Further Formal Education** - where prior approval given by the College	1 step for each completed year at the post-secondary level - on the basis of the explanatory notes set out in Section B of the Appointment Factors on pages 125-126. Note: No credit will be given where to do so would reduce total progression time to the appropriate maximum to less than 4 years.

Special Note to Raters:

If a given individual's qualifications and experience are such that the College concerned considers that person to be particularly important to its program but the salary as established by the plan is inadequate, the College may grant up to five (5) additional steps on appointment provided the resultant rate does not place the individual above the maximum salary.

Should the College consider that a higher starting salary is required, for those employees hired after December 20, 2017, the College shall seek the consent of the Union, which shall not be unreasonably withheld.

CLASSIFICATION DEFINITIONS FOR
POSITIONS IN THE ACADEMIC
BARGAINING UNIT

(to be used in conjunction with the Job Classification
Plans for positions in the Academic Bargaining Unit.)

CLASS DEFINITION

PROFESSOR

Under the direction of the senior academic officer of the College or designate, a Professor is responsible for providing academic leadership and for developing an effective learning environment for students. This includes:

a)   The design/revision/updating of courses, including:

- consulting with program and course directors and other faculty members, advisory committees, accrediting agencies, potential employers and students;

- defining course objectives and evaluating and validating these objectives;

- specifying or approving learning approaches, necessary resources, etc.;

- developing individualized instruction and multi-media presentations where applicable;

- selecting or approving textbooks and learning materials.

b)   The teaching of assigned courses, including:

- ensuring student awareness of course objectives, approach and evaluation techniques;

- carrying out regularly scheduled instruction;

- tutoring and academic counselling of students;

- providing a learning environment which makes effective use of available resources, work experience and field trips;

- evaluating student progress/achievement and assuming responsibility for the overall assessment of the student's work within assigned courses.

c)   The provision of academic leadership, including:

- providing guidance to Instructors relative to the Instructors' teaching assignments;

- participating in the work of curriculum and other consultative committees as requested.

In addition, the Professor may, from time to time, be called upon to contribute to other areas ancillary to the role of Professor, such as student recruitment and selection, time-tabling, facility design, professional development, student employment, and control of supplies and equipment.

CLASS DEFINITION

COUNSELLOR

A Counsellor is responsible for assisting students and potential students to function effectively as learners and as individuals by helping them understand, prevent or overcome personal, social or educational problems that may hinder learning or their ability to cope with everyday living. The Counsellor's duties include:

a)   Developing and maintaining appropriate counselling programs.

b)   Interviewing individuals, by appointment, to explore personal or social difficulties or vocational/educational decision making, including:

-   referring students as appropriate to proper professional help;

-   facilitating discussion/dialogue between students, faculty and administration;

-   participating in pre-admission interviewing and testing as required.

c)   Group counselling as a non-instructional activity.

d)   Testing and evaluation of individuals to assist them in their personal, educational/vocational development.

e)   Assisting administration, faculty and staff, in a consultative role in identifying student problems, dealing with student problems, and relationship problems among students.

f)   Providing educational/vocational information to students or directing them to available sources.

g)   Participating in the orientation of new students to the College.

h)   Teaching as assigned.

In addition, the Counsellor may, from time to time, be called upon to contribute to other areas ancillary to the Counsellor's role, such as student recruitment and selection, student employment, liaison with community service programs and agencies, professional development and control of supplies and equipment.

<h1 style="text-align:center">CLASS DEFINITION</h1>

INSTRUCTOR

The Instructor classification applies to those teaching positions where the duties and responsibilities of the incumbent are limited to that portion of the total spectrum of academic activities related to the provision of instruction to assigned groups of students through prepared courses of instruction and according to prescribed instructional formats; and limited to instruction directed to the acquisition of a manipulative skill or technique; and under the direction of a Professor. Notwithstanding such prescription, the Instructor is responsible for and has the freedom to provide a learning environment which makes effective use of the resources provided or identified, work experience, field trips, etc., and to select suitable learning materials from those provided or identified to facilitate the attainment by the students of the educational objectives of the assigned courses.

The Instructor's duties and responsibilities include:

- ensuring student awareness of course objectives, instructional approach, and evaluation systems;

- carrying out regularly scheduled instruction according to the format prescribed for the course, including as appropriate, classroom, laboratory, shop, field, seminar, computer-assisted, individualized learning, and other instructional techniques;

- tutoring and academic counselling of students in the assigned groups;

- evaluating student progress/achievement, assuming responsibility for the overall assessment of the students' work within the assigned course, and maintaining records as required;

- consulting with the Professors responsible for the courses of instruction on the effectiveness of the instruction in attaining the stated program objectives.

In addition, the Instructor may, from time to time, be called upon to contribute to other activities ancillary to the provision of instruction, such as procurement and control of instructional supplies and maintenance and control of instructional equipment.

<h1 style="text-align:center">CLASS DEFINITION</h1>

LIBRARIAN

This class covers the position of a Librarian which combines the theoretical knowledge of library science, information studies and subject disciplines with the practical application of educational technologies for the purposes of information storage, retrieval and dissemination. Librarians are members of an academic community who share with faculty colleagues in the responsibility of imparting life-long learning skills to students and are responsible for the collection, dissemination, and organization of bibliographic and learning resources in the College. Librarians may assist with administrative functions or provide guidance to support staff assigned to their areas of responsibility.

Librarians may be responsible for specific academic subject areas or a particular function within the organization. Areas may include collection and resource development, information provision and dissemination, information literacy instruction and staff training, cataloguing, library computer systems coordination, outreach, scholarly communications, and project planning. Academic librarians monitor current trends and services in the field and provide leadership in library and information services development.

Other related duties may be assigned. Librarians are accountable to the College through designated management personnel and are assigned specific roles and tasks by management on hiring or re-assignment.

Qualifications: Master of Library and Information Studies or equivalent degree from an American Library Association accredited institution.

INDEX

This index is intended solely for the purposes of identifying commonly referenced words or terms within the articles of the Collective Agreement. This index does not form part of the Collective Agreement and shall not be used to interpret or give meaning to any article, word or clause in the Collective Agreement.