

Programme title: MSc/Pg Dip/Pg Cert International Nursing Studies

Academic Year:	2022-23
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] All awards listed available as target awards and interim awards: Master of Science (MSc) International Nursing Studies Postgraduate Diploma (Pg Dip) International Nursing Studies Postgraduate Certificate (Pg Cert) International Nursing Studies
Programme accredited by (if appropriate):	Not applicable
Programme duration:	MSc International Nursing Studies: 1-year full time, 2 years part time Pg Dip International Nursing Studies: 1-year full time, 2 years part time Pg Cert International Nursing Studies: 1-year part time
QAA Subject benchmark statement(s):	None
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	N/A

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction to the Programmes

Nurses and midwives globally are at the forefront of innovation and development in health and social care delivery. There are increasing demands on nurses and midwives to cope with advances in technology and role change whilst drawing on evidence-based practice and working in dynamic environments to ensure the best quality outcomes for their patients. For nurses and midwives to embrace these demands requires commitment to lifelong learning and the development and application of knowledge in advancing the discipline. The past decade has also seen employers recruiting internationally for nurses and midwives. In the current climate of international mobility, the ability to work effectively with people of varied cultures has become essential.

These Masters level programmes in International Nursing Studies have been developed for both international and home students with interests in global nursing/midwifery practice who aspire to lead nursing/midwifery practice development in the countries where they ordinarily reside. The programmes comprise both theoretical and practical learning.

The MSc International Nursing Studies comprises a range of core and optional modules of study each of which responds to the need to provide development opportunities of the international nursing and midwifery workforce at postgraduate level with a focus upon fostering students' capabilities to identify, devise and lead nursing/midwifery practice improvement initiatives globally. The curriculum of the MSc International Nursing Studies programme has been developed with reference to the guidance of the World Health Organization (https://www.who.int/health-topics/nursing#tab=tab_1), the International Council of Nurses (<https://www.icn.ch/who-we-are>) as well as the Nursing and Midwifery Council of the UK (<https://www.nmc.org.uk/education/>) and the Royal College of Nursing (<https://www.rcn.org.uk/about-us/our-influencing-work/international>).

Please note the programme does not offer students, registration with the UK Nursing and Midwifery Council. However, the programme does support students to prepare for and pursue registration with the UK NMC if an individual student seeks this avenue of development. Students are encouraged to discuss their personal ambitions with the academic programme team during the application process.

The MSc International Nursing Studies fosters nurses/midwives from around the world to engage actively with lifelong learning, work effectively with people of varied cultures, beliefs and practices, evaluate evidence-based practice and research literature to inform, advance, lead practice and service delivery. The MSc International Nursing Studies uses a blended approach to learning and teaching with a combination of face-to-face together with technology enabled learning and teaching. The programme seeks to provide a rich learning experience for students through welcoming learning environments that encourage the exchange of multiple perspectives in order to foster the appreciation of cultural diversity, ideas for service development and interrogation of barriers and enablers of healthcare advancements for all around the world. By advancing and facilitating operational and strategic thinking, debate, criticality, analysis and evaluation of nursing/midwifery practices the programme strives to foster international development of nursing/midwifery practices by supporting the individual students to optimise their unique contribution to global nursing/midwifery initiatives.

The programme recognises the unique challenges international students in our current times face and has put in place a range of additional pastoral care measures to support students visiting the UK to study for the first time. Such measures include contact from the academic programme team prior to students departing from their home country. Supported contact between members of the local community of the University of Bradford and individual students to support international students to locate suitable places of worship and engage in sporting and leisure pursuits for instance. Weekly tutorial group meetings with a member of the academic programme team are also offered to ensure spiritual wellbeing. The University of Bradford boasts a range of additional support services students

of the programme are encouraged to engage with from their first days as students on the programme.

Studying at the University of Bradford

The University of Bradford was awarded the Times and Sunday Times 'UK's University of the Year for Social Inclusion' in 2020. The University is of the city of Bradford and for the city of Bradford. The University's student population reflects the rich diversity of its city. No matter a student's background the University of Bradford strives to support their success. The University has a number of international and national research collaborations as well as fostering excellent teaching for all of its students. For the full range of international projects supported by researchers based at the University of Bradford see: <https://www.bradford.ac.uk/research/international/> The University prides itself on its commitment to its Information Technology prowess with respect to learning facilities. The Technology Enhanced Learning (TEL) workstream has established a range of resources to support excellent online teaching and learning opportunities.

The University boasts unique research partnerships for example the partnership housed through the Wolfson Centre for Applied Research that proffers collaboration between the Bradford Institute for Health Research part of Bradford Teaching Hospitals NHS Foundation Trust, the University of Leeds and the University of Bradford. This unique research collaboration is a multi-million pound research hub hosting the Centre for Ageing, the National Institute for Health Research's Yorkshire and the Humber Patient Safety Translational Research Centre and 'Born in Bradford' an internationally renowned longitudinal cohort study investigating childhood health outcomes for those born in Bradford between 2007 and 2010.

The University has a clear history of and commitment to research that fosters sustainable and healthy communities and societies. University academics developed the Programme for a Peaceful City in 2001 and the International Centre for Participation Studies in 2004 as part of the University's research stream into sustainable societies.

The Digital Health Enterprise Zone is a £13 million collaboration project between the University and the City of Bradford Metropolitan District Council. This project works to develop and disseminate technological advancements for the benefit of Bradford's residents health and social care.

The above research collaborations illustrate the University's wealth of opportunities for its Masters students to undertake well supported research projects into international nursing theory and practice. Moreover, the programme team have especial research interests in both nurse education for an international student body as well as global health.

Programme Aims and Learning Outcomes for Postgraduate Certificate and Diploma

A1 Stimulate students to become autonomous self-directing learners who are motivated to sustain and advance their own continuing professional development with a confidence to support the professional development of colleagues and the work of their own organisations.

A2 Support students to develop the skills, knowledge, critical understanding and awareness of the depth and breadth of knowledge applicable to their international nursing/midwifery practice.

A3 Support students to develop skills of data retrieval, synthesis, analysis, evaluation, and application in complex problem-solving as well as articulation and explication of challenging global perspectives in nursing/midwifery.

A4 Facilitate students to become critical reflective practitioners, managers and leaders who will inform, shape and change international nursing/midwifery practices to promote inclusive, fair and ethically sensitive international healthcare services.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate and Postgraduate Diploma at FHEQ level 7, students will be able to:

LO1 Critically reflect on their nursing/midwifery knowledge and skills, utilise these insights to identify development opportunities for their own professional development as well as those of their colleagues and express such reflections coherently and cogently in both oral and written formats through the use of digital technologies.

LO2 Critically analyse, evaluate and apply theoretical models and approaches in order to develop international nursing/midwifery practice.

LO3 Identify, retrieve, critically analyse, evaluate and apply the evidence base including not only patient perspectives, clinician expertise, clinical research but also healthcare policy and strategy that contextualises international nursing/midwifery practice.

LO4 Critically consider ethical sensitivities and social responsibilities in both nursing/midwifery practice and research.

LO5 Develop and express coherently and cogently in both oral and written formats a breadth of theoretical approaches from both national and international approaches in significant and complex nursing/midwifery practices.

LO6 Demonstrate a creative approach born of multiple perspectives on healthcare systems to solve complex problems in national and international nursing/midwifery practice challenges.

Programme Aim and Learning Outcomes for Award of Degree of Master of Science

A5 Support students to undertake a research project in the field of international nursing/midwifery studies to advance nursing/midwifery practices across the globe.

Programme Learning Outcome for Award of Degree of Master of Science

For students to be eligible for the award of Degree of Master at FHEQ level 7, in addition to LO1 to LO6 students also will be able to:

LO7 Critically analyse, evaluate and apply a variety of approaches to research in international nursing studies.

LO8 Identify, retrieve, critically analyse, evaluate and apply understanding from a wide range of literature to inform research in international nursing studies.

LO9 Identify, design, plan, carrying out and disseminate findings from a research project (either primary or secondary) that demonstrates an international nursing focus.

LO10 Critically reflect upon the international nursing research project carried out and propose the implementation of findings to improve global health outcomes.

Curriculum

Postgraduate Certificate Curriculum Map

FHEQ Level	Module Title	Core/Optional	Credits	Semester	Module Code
7	Global Perspectives on Improving Quality in Healthcare	Core	30	2	NUR7071-C
7	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions	Optional	30	1	NUR7015-C
7	Advanced Knowledge and Skills for the Management of the Critically Ill Patient	Optional	30	1	NUR7033-C
7	International Clinical Nursing Practice	Optional	30	3	NUR7076-C
7	Evidence Based Diabetes Care	Optional	30	2	NUR7018-C
7	Leading Change and Service Improvement	Optional	30	2	LEM7034-C
7	Advanced Respiratory Care	Optional	30	2	NUR7065-C

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed the core module ('Global Perspectives on Improving Quality in Healthcare') and one other 30 credit module of the student's choice and achieved learning outcomes 1-4 (LO1-LO4).

Postgraduate Diploma Curriculum Map

FHEQ Level	Module Title	Core/Option	Credits	Semester	Module Code
7	Global Perspectives on Improving Quality in Healthcare	Core	30	2	NUR7071-C
7	Understanding Research in International Nursing Studies	Core	30	3	RES7020-C
7	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions	Optional	30	1	NUR7015-C
7	Advanced Knowledge and Skills for the Management of the Critically Ill Patient	Optional	30	1	NUR7033-C

7	International Clinical Nursing Practice	Optional	30	3	NUR7076-C
7	Evidence Based Diabetes Care	Optional	30	2	NUR7018-C
7	Leading Change and Service Improvement	Optional	30	2	LEM7034-C
7	Advanced Respiratory Care	Optional	30	2	NUR7065-C

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed four 30 credit modules (total 120 credits) which must include, 'Global Perspectives on Improving Quality in Healthcare' (NUR7071-C) and 'Understanding Research in International Nursing Studies' (NEW) and achieved learning outcomes 1-6 (LO1 – LO6).

Degree of Master Curriculum Map

FHEQ Level	Module Title	Core/Option	Credits	Semester	Module Code
7	Global Perspectives on Improving Quality in Healthcare	Core	30	2	NUR7071-C
7	Understanding Research in International Nursing Studies	Core	30	3	RES7020-C
7	Research in International Nursing Studies	Core	60	3*	RES7021-E
7	Applied Pathophysiology and Pharmacology in Acute and Long-Term Conditions	Optional	30	1	NUR7015-C
7	Advanced Knowledge and Skills for the Management of the Critically Ill Patient	Optional	30	1	NUR7033-C
7	International Clinical Nursing Practice	Optional	30	3	NUR7076-C
7	Evidence Based Diabetes Care	Optional	30	2	NUR7018-C
7	Leading Change and Service Improvement	Optional	30	2	LEM7034-C
7	Advanced Respiratory Care	Optional	30	2	NUR7065-C

Students will be eligible to exit with the award of Degree of Master if they have successfully completed 180 credits, which must include, 'Global Perspectives on Improving Quality in Healthcare' (NUR7071-C), 'Understanding Research in International Nursing Studies' (RES7020-C) and 'Research in International Nursing Studies' (RES7021-E) and achieved learning outcomes 1-10.

*Module starts in Semester 3 and finishes in Semester 1 of the following academic year

Examples of Study Pathways

Postgraduate Certificate in International Nursing Studies

60 Level 7 credits, Part time

Intake, Year 1: January 2022	Semester 2/Term 2, Jan. '22	Semester 3/Term 3, April '22	Semester 1/Term 1, Sept. '22
Core	'Global Perspectives on Improving Quality in Healthcare' (30 L7 credits)	X	X
Options	X	'Understanding International Nursing Research' (30 L7 credits) 'International Clinical Nursing Practice' (30 L7 credits)	One option from the following list IF STUDENT HAS NOT UNDERTAKEN 'Understanding International Nursing Research' (30 Level 7 credits) in Semester 3/Term 3 OR 'International Clinical Nursing Practice' (30 L7 credits): 'Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions' (30 L7 credits) 'Advanced Knowledge and Skills for the Management of the Critically Ill Patient' (30 L7 credit)

Postgraduate Diploma (Pg Dip) in International Nursing Studies

120 Level 7 credits, Full time

Intake, Year 1: January 2022	Semester 2/Term 2, Jan. '22	Semester 3/Term 3, April '22	Semester 1/Term 1, Sept. '22
Core	'Global Perspectives on Improving Quality in Healthcare' (30 L7 credits)	'Understanding International Nursing Research' (30 L7 credits)	X
Options	One option from: 'Evidence Based Diabetes Care' (30 L7 credits) 'Leading Change and Service Improvement' (30 L7 credits) 'Advanced Respiratory Care' (30 L7 credits)	X	One option from: 'International Clinical Nursing Practice' (30 L7 credits) 'Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions' (30 L7 credits) 'Advanced Knowledge and Skills for the Management of the Critically Ill Patient' (30 L7 credit)

120 Level 7 credits, Part time

Intake, Year 1: January 2022	Semester 2/Term 2, Jan. '22	Semester 3/Term 3, April '22	Semester 1/Term 1, Sept. '22
Core	'Global Perspectives on Improving Quality in Healthcare' (30 L7 credits)	'Understanding International Nursing Research' (30 L7 credits)	X
Options			One option from: 'International Clinical Nursing Practice' (30 L7 credits) 'Applied Pathophysiology and Pharmacology in Acute and Long

			Term Conditions' (30 L7 credits) 'Advanced Knowledge and Skills for the Management of the Critically Ill Patient' (30 L7 credit)
Continuation, Year 2: January 2023	Semester 2/Term 2, Jan. '23	Semester 3/Term 3, May '22	Semester 1/Term 1, Oct. 22
Core	X	'Understanding International Nursing Research' (30 L7 credits) IF NOT TAKEN IN YEAR 1	X
Options	One option from: 'Evidence Based Diabetes Care' (30 L7 credits) 'Leading Change and Service Improvement' (30 L7 credits) 'Advanced Respiratory Care' (30 L7 credits)		'International Clinical Nursing Practice' (30 L7 credits) IF NOT TAKEN IN YEAR 1

Master of Science in International Nursing Studies

180 Level 7 credits, Full time

Intake, Year 1: January 2022	Semester 2/Term 2, Jan. '22	Semester 3/Term 3, April '22	Semester 1/Term 1, Sept. '22
Core	'Global Perspectives on Improving Quality in Healthcare' (30 L7 credits)	'Understanding International Nursing Research' (30 L7 credits) 'Research in International Nursing Studies' (Teaching)	'Research in International Nursing Studies' (Writing up) (60 L7 credits)
Options	One option from: 'Evidence Based Diabetes Care' (30 L7 credits)	'International Clinical Nursing Practice' (30 L7 credits)	One option from: 'International Clinical Nursing

	<p>'Leading Change and Service Improvement' (30 L7 credits)</p> <p>'Advanced Respiratory Care' (30 L7 credits)</p>		<p>Practice' (30 L7 credits)</p> <p>'Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions' (30 L7 credits)</p> <p>'Advanced Knowledge and Skills for the Management of the Critically Ill Patient' (30 L7 credit)</p>
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180 Level 7 credits: Part time

Intake, Year 1: January 2022	Semester 2/Term 2, Jan. '22	Semester 3/Term 3, April '22	Semester 1/Term 1, Sept. '22
Core	'Global Perspectives on Improving Quality in Healthcare' (30 L7 credits)	'Understanding International Nursing Research' (30 L7 credits)	X
Options			<p>'International Clinical Nursing Practice' (30 L7 credits)</p> <p>'Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions' (30 L7 credits)</p> <p>'Advanced Knowledge and Skills for the Management of the Critically Ill Patient' (30 L7 credit)</p>
Continuation, Year 2: January 2023	Semester 2/Term 2, Jan. '23	Semester 3/Term 3, April '22	Semester 1/Term 1, Sept. 22
Core	X	'Research in International Nursing Studies' (Teaching)	'Research in International Nursing Studies' (Writing up) (60 L7 credits)

Options	One option from: 'Evidence Based Diabetes Care' (30 L7 credits) 'Leading Change and Service Improvement' (30 L7 credits) 'Advanced Respiratory Care' (30 L7 credits)	'International Clinical Nursing Practice' (30 L7 credits)	X
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Learning and Teaching Strategy

Learning and teaching of the programme provides its students with opportunities to meet the aims and learning outcomes of the programme/s. All modules of the proposed programme/s will utilise a selection of the following: lectures, seminars, workshop activities, simulated practice and tutorials. Teaching will be provided through a blend of face-to-face and online deliveries. Seminars are opportunities for critical discussion where students' experiences from around the world are invited and explored in order to facilitate the development of theoretical understanding against practical experiences. It is within the seminars of the programme where the focus of the comparative lens of international nursing, which the programme fosters, is co-produced through critical discussion. Students also will be provided with a selection of explicit directed study activities to support taught sessions as well as independent study opportunities. Students are expected to become autonomous learners utilising the full range of learning and teaching opportunities the programme offers.

The learning and teaching materials of the programmes will be provided through online media such as Canvas, the University's Virtual Learning Environment, and Zoom, the University's online meeting platform for teaching. It is anticipated where possible teaching will be provided face-to-face. Individual tutorials may also be supported by Microsoft Teams or Skype for Business – the University's telephony system. This blended approach to learning and teaching showcases the University's investment in its digital learning platforms and is anticipated to foster students' digital literacy and capabilities.

The programme team recognises that not all students of the programmes will commence their studies with the same level of digital capability or indeed the same level of study skills. The programme team strives to provide an inclusive learning culture not only through its inclusive curriculum boasting a range of learning activities to appeal to a range of learning styles but also a supportive inclusive community where individual student needs are addressed through substantial additional tutorial support. Each core module the programme includes an additional three hours of group tutorial time per week to allow students opportunities to raise academic and/or pastoral issues. The programme is illustrative of a personalised learning experience through a digitally-rooted provision that values the contribution of all its students. The programme celebrates education as a co-production of knowledge.

The programme team strives and will continue to ensure up-to-date, visually appealing learning and teaching resources are developed and utilized. It is recognised from consultation with other similar Masters programmes in the School of Nursing and Healthcare Leadership for example the MSc Leadership in Health and Social Care and Master of Public

Health learning and teaching resources such as relevant websites, PowerPoints, visual/audio files including lecture recordings and YouTube® clips are valued by postgraduate taught students.

It is recognised robust scholarship on the part of the academic staff team of the programme must underpin the learning and teaching strategy of the programme. Such scholarship will not only role-models the use of contemporary literature and reference the contemporary evidence-base of today's international nursing and midwifery practice but will also actively contribute to both pedagogical and subject specific research in the field international nursing studies in this way the learning and teaching strategy of the programme is research-led.

The programme recognises its students seek to enhance their employability potential. The learning and teaching strategy of the programme recognises the value of research skills, advanced written and oral communication, including presentation skills as well as team-working, creativity and criticality fostering students' employability. These facets are threaded throughout the modules of the programme and the programmes' substantial tutorial support facilitates students to reflect, celebrate their achievements and identify where and how development may be accomplished.

Student activity and groupwork is anticipated to underpin seminars, workshop and simulated practice. Practice-based learning has also been developed in programme through the new optional module 'International Clinical Practice'. This module will see students attend a clinical practice placement either in the UK or abroad dependent upon whether they are international or home students. It is recognised nurse education comprises not only theoretical but practice elements. This optional module will also enhance student employability prospects through providing them with valuable clinical experience in a specific nursing field.

The following list details some of the core learning and teaching methods of the programme:

- Lectures: information is presented to a group of students. There will often be opportunities for interaction between lecturer and student through for example question and answer periods.
- Seminars and group discussion: students will be presented with (during staff-led) and will present (student-led) stimulus material and be invited to participate in interpretation and critical application of the stimulus material.
- Independent tutorials: students will be invited to engage with academic staff on an individual basis. This method is expected to be used predominantly in assessment preparation.
- Group tutorials: students and academic staff will meet as a group for the purpose of critical discussion celebrating achievements and problem-solving where necessary.
- Use of a virtual learning environment: students will become proficient in their use of Canvas to support their learning. The virtual learning environment (VLE) is used extensively to complement the other learning and teaching methods used within the programme and to support and direct students in their studies. The VLE will act as repository for programme learning and teaching materials and will also enable students to interact through on-line discussions and activities.
- Directed reading: there will be numerous occasions when students will be expected to prepare for taught sessions through set reading prior to the taught sessions.
- Self-directed learning: students are expected to develop and carry out their own learning tasks in order to meet the requirements of the programme.
- Undertake a research project: students who are undertaking the full MSc International Nursing Studies are expected to identify, plan and carry out an agreed research project.

Assessment Strategy

Students can expect to receive detailed written feedback upon formative and summative assessment items. All assessment upon the programme is viewed as 'assessment for learning' and will generate opportunities for students to develop. All modules of the programme incorporate formative assessment items in order to best prepare students for the summative assessment item/s of the module. All assessments of the programme will be submitted via Canvas. Students' draft work submitted to academics informally by e-mail will be commented upon and returned to students by e-mail.

All assessments are of an applied nature. Students will be able to contextualise and focus their assessments to areas of current relevance to their nursing/midwifery practice or identified areas of interest. All assessments of the programme require students to apply theoretical knowledge to international nursing/midwifery practice and/or reflect upon experience with a critical theoretical and practical lens commensurate with Masters' level study. Assessment and feedback strategies of the programme align to the 'UK Quality Code for Higher Education, Advice and Guidance, Assessment'¹ (November 2018).

Assessment rubrics of the Faculty of Health Studies are utilised to standardise grading of assessed work on the programme. Assessment rubrics utilised are particular to the assessment format of the assessment item. For example, a written assignment will be graded using an assessment rubric for a Level 7 (FHEQ) written assignment.

Students will be assessed using a variety of assessment items to appeal to a range of learning styles. Assessment items will be determined by the module of study the student is undertaking however across the programme the range of assessment strategies will include:

- Class-based activities
- Written assignments
- Case study presentation with oral examination
- Annotated bibliography
- Multiple Choice Questions examination
- Reflective portfolio
- Research project and report.

Assessment Regulations

This programme conforms to the standard University of Bradford assessment regulations available from: <https://www.bradford.ac.uk/regulations/>

Admission Requirements

The University welcomes applications from all potential students and an important factor in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and their ability to succeed on the programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

Standard entry requirements for the programme are as follows:

¹ <https://www.qaa.ac.uk/quality-code/advice-and-guidance/assessment>

- Currently registered as a nurse/midwife in the applicant’s country of origin, with at least 12 months post registration experience.
- Have an undergraduate degree (B A, B Sc) of 2ii grading in a relevant subject or above or an equivalent qualification
- Demonstrate a high level of interpersonal and communication skills
- Be digitally literate commensurate with the demands of the course
- Be motivated to advance nursing/midwifery in your current/future role
- Achieve an IELTS score of at least 6.5, with at least 5.5 in each of the four sub-tests.

Applications are welcomed from those with non-standard qualifications or mature students (those over the age of 21 years) with significant relevant experience who are able to demonstrate the entry requirements of the programme in alternative ways.

Recognition of Prior Learning

If applicants have prior certified learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. Applicants who believe they have evidence of prior learning they wish to be considered in standing for programme credits are encouraged to discuss their prior learning with the academic programme team at interview.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Minor changes for 2021-22 academic year	11/01/2022
2	Annual changes for 2022-23 academic year	07/03/2022