UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
February 28, 2020 - 10:00 AM
A225

AGENDA
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Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: January 31, 2020

3. COURSES AND PROGRAMS

3.1. Mathematics and Statistics: Program changes
Changes to program requirements: Mathematics minor (BA and BIS), Mathematics minor (BSc)
Change to double minors: Bachelor of Science

MOTION: To recommend the harmonizing of the Mathematics minor (BA and BIS) and the Mathematics minor (BSc) to a set of common requirements as presented, effective September 2020.

MOTION: To approve the addition of the Applied Statistics minor to the list of available double minor for the Bachelor of Science as presented.

3.2. Social, Cultural, and Media Studies: Program changes
Change to program requirements and program name: Essentials of Journalism associate certificate (formerly Introduction to Journalism certificate)

MOTION: To approve the changes to the Introduction to Journalism certificate as presented, effective September 2020.

MOTION: To recommend changing the Introduction to Journalism certificate to the Essentials of Journalism associate certificate as presented, effective September 2020.

3.3. Arts: Course outline
Changes including course title: ARTS 299

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MOTION: To approve the ARTS 299 course outline as presented.

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3.4. **Business: Course outline**
Changes including course title: BUS 405

MOTION: To approve the BUS 405 course outline as presented.

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3.5. **Communications: Course outline**
Review with changes including credits and total hours: CMNS 320

MOTION: To approve the CMNS 320 course outline as presented.

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3.6. **Computer Information Systems: Course outline**
Review with changes including prerequisites: CIS 285

MOTION: To approve the CIS 285 course outline as presented.

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3.7. **English: Course outline**
Changes including title: ENGL 373/JRNL 373

MOTION: TO approve the ENGL 373/JRNL 373 course outline as presented.

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3.8. **Graphic and Digital Design: Course outline**
Changes including prerequisites: GD 316

MOTION: To approve the GD 316 course outline as presented.

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3.9. **Health Studies: Course outlines**
Course changes: PNUR 240, 241, 242, 243, 244, 246, 250, 251, 252, 253, 254, 256, 257, 258

MOTION: To approve the PNUR course outlines as presented.

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3.10. **General and Integrated Studies: Program changes**
Changes to program requirements: General Studies diploma
Changes to program requirements: Bachelor of Integrated Studies

MOTION: To approve the changes to the General Studies diploma as presented, effective September 2020.

MOTION: To recommend the renaming of Thematic Options to Themes in the Bachelor of Integrated Studies as presented, effective September 2020.

MOTION: To recommend the changes to the Bachelor of Integrated Studies as presented, effective September 2020.

4. **OTHER BUSINESS/DISCUSSION ITEMS**

4.1. **Senate report**

5.   INFORMATION ITEMS

   5.1.   Minor course changes (outlines will be available at
   www.ufv.ca/calendar/courseoutlines)
   CHEM 083
   ENGL 376
   FREN 225, 242, 245, 319
   GD 157, 159, 202, 204, 358
   PHYS 083

   5.2.   UEC vacancies for 2020-2022

6.   ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

January 31, 2020
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Donna Alary, Teresa Arroliga-Piper, Adrianna Bakos, Sue Brigden, Vlad Dvoracek, Shirley Hardman, Jonathan Hughes, Bobby Jaswal, Amber Johnston, David Johnston, Gilmour Jope, Bruce Kirkley, Rashad Mammadov, David McGuire, Elaine Newman, Linda Pardy, Samantha Pattridge, Sven Van de Wetering, and Martin Warkentin
ABSENT:	Courtney Boisvert, Peter Geller, Neeraj Kumar, Alisha Mutneja, Kirsten Robertson, and Shelley Stefan
GUESTS:	Avner Bachar, Vandy Britton, Chris Campbell, Heather Davis-Fisch, Lorne Mackenzie, Amanda McCormick, Marlene Murray, Michelle Rhodes, Corinne Richardson, Kulwinderjeet Sivia, Anthony Stea
RECORDER:	Amanda Grimson

1. **APPROVAL OF THE AGENDA**

2. **APPROVAL OF UEC MINUTES**

    2.1. UEC draft minutes: Nov. 22, 2019

3. **PROGRAMS AND COURSES**

    3.1. Applied and Technical Studies: Program changes and course outlines
    Program changes including name change: Electronics Technician certificate (formerly Electronics Technician - Common Core certificate)
    Program changes: Automation and Robotics Technician diploma
    New course: ELTR 100, Electrical Network Analysis
    New course: ELTR 110, Electronics Manufacturing Processes
    New course: ELTR 130, Digital Logic Systems
    Changes including course number: ELTR 140 (formerly ELTR 200)
    New course: ELTR 150, Solid State Electronic Devices
    Changes including course number: ELTR 160 (formerly ELTR 210)
    New course: ELTR 170, Electronic System Integration
    New course: ELTR 180, Networks and Data Communications
    New course: ELTR 190, Electronics Capstone Project
    New course: ELTR 220, Statistics for Electronics
    New course: ELTR 230, Electrical Machines: Principles, Application, and Control
    New course: ELTR 252, Microcontrollers II
    New course: ELTR 261, Programmable Logic Controllers II

    MOTION:
    To recommend the changes to the Electronics Technician - Common Core certificate as presented, effective September 2020.
    CARRIED

MOTION:
To recommend changing the Electronics Technician - Common Core certificate to the Electronics Technician certificate as presented, effective September 2020.
CARRIED

MOTION:
To recommend the changes to the Automation and Robotics Technician diploma as presented, effective September 2020.
CARRIED

MOTION:
To approve the ELTR course outlines as amended:
- ELTR 100: where applicable, "Understand and" will be removed from learning outcomes.
- ELTR 190 pre/corequisites: first term courses will become prerequisites and second term courses will become corequisites.
CARRIED

3.2. Biology and Computer Information Studies: Program and courses
New program: Applied Bioinformatics certificate
New course: BIO 333, Bioinformatics I
New course: BIO 433, Bioinformatics II

MOTION:
To recommend the new Applied Bioinformatics certificate as presented.
CARRIED

MOTION:
To approve the new BIO course outlines as presented.
CARRIED

3.3. Biology: Course outlines
Discontinuation: BIO 315

MOTION:
To approve the discontinuation of BIO 315 as presented.
CARRIED

3.4. Modern Languages: Programs
New program: Spanish minor

MOTION:
To recommend the new Spanish minor as presented.
CARRIED

3.5. Modern Languages: Course outlines
Discontinuation: FREN 330

MOTION:
To approve the discontinuation of FREN 330 as presented.
CARRIED

3.6. Adult Education: Program changes and course outlines
Change to program requirements: Teaching English as a Second Language
(TESL) certificate
Changes to program requirements: Bachelor of Arts (Adult Education)
Changes including prerequisites: TESL 433

MOTION:
To approve the change to the TESL certificate as presented, effective September
2020.
CARRIED

MOTION:
To approve the changes to the Bachelor of Arts (Adult Education) as presented,
effective September 2020.
CARRIED

MOTION:
To approve the changes to the TESL 433 course outline as presented.
CARRIED

3.7. Agriculture Technology: Program changes
Name change from certificate: Integrated Pest Management associate certificate

MOTION:
To recommend changing the Integrated Pest Management certificate to the
Integrated Pest Management associate certificate as presented, effective
September 2020.
CARRIED

3.8. Chemistry: Program changes
Change to program requirements: Chemistry minor

MOTION:
To approve the changes to the Chemistry minor as presented, effective
September 2020.
CARRIED

3.9. Teacher Education: Program changes
Changes to entrance requirements: Bachelor of Education

MOTION:
To recommend the changes to the Bachelor of Education as presented, effective
September 2020.
CARRIED

3.10. Criminal Justice: Course outlines
Changes including prerequisites: CRIM 400, 410
Changes including prerequisites and total hours: CRIM 403
Change to prerequisites: CRIM 402, 412, 416, 418, 419, 450
Review with changes including prerequisites: CRIM 414

MOTION:

To approve the CRIM course outlines as presented.
CARRIED

3.11. Business: Course outline
Changes including course title: BUS 405

As the Business Strategy Game is simulation software, it should be listed under required additional supplies rather than texts. This may also require a waiver, as the software is hosted on a U.S. server. The School of Business will further discuss this with the Registrar and UFV's legal counsel.

MOTION:
To postpone approval of the BUS 405 course outline to the February 28 UEC meeting.
CARRIED

3.12. Creative Arts: Course outlines
Review with changes including prerequisites: AH 316
New course: THEA 210, Movement for Living

MOTION:
To approve the AH 316 course outline as amended:
- Learning outcome #6: change "appropriate disciplinary research methods" to "appropriate art historical research methods".

MOTION:
To approve the THEA 210 course outline as presented.
CARRIED

3.13. Integrated and General Studies: Course outlines
Changes including title and prerequisites: PORT 398, 399

MOTION:
To approve the PORT course outlines as presented.
CARRIED

3.14. Mathematics and Statistics: Course outlines
Review with changes including prerequisites and total course hours: MATH 444

MOTION:
To approve the MATH 444 course outline as presented.
CARRIED

3.15. Social Work and Human Services: Course outlines
Changes including prerequisites, pre/corequisites, and course title: SOWK 431
Review with changes including prerequisites and course title: SOWK 483

MOTION:
To approve the SOWK course outlines as presented.
CARRIED

3.16. History: Course outlines

<u>New course</u>: HIST 369, History of the United States Civil War and Reconstruction Eras, 1840-1877
<u>New course</u>: HIST 395, Field Studies in History

MOTION:
To approve the HIST course outlines as presented.
CARRIED

4. **OTHER BUSINESS/DISCUSSION ITEMS**

   4.1. **Policy 84, Prerequisites and Co-requisites**

   MOTION:
   To recommend approval of the changes to Policy 84 as presented.
   CARRIED

   4.2. **Policy 21, Undergraduate Program and Course Approval**

   UEC members were invited to review this policy and send feedback to the UEC Chair and Assistant.

   4.3. **Policy Subcommittee report**

   Policies 81 (Course Withdrawal), 107 (Transfer Credit), and 207 (Undergraduate Directed Studies, Special Topics & Independent Study Courses) are currently under review.

   4.4. **Senate report**

   All items submitted by UEC have been approved.

5. **INFORMATION ITEMS**

   5.1. **Minor course changes** (outlines will be available at www.ufv.ca/calendar/courseoutlines)
   ENGL 071, 081, 091
   MATH 118, 322
   STAT 370/MATH 370
   TESL 400, 408, 410, 420

   5.2. **UEC membership 2019/20**

6. **ADJOURNMENT**

   6.1. The meeting was adjourned at 11:50 am.

<div align="center">**Memo for Program Changes**</div>

To: CACC, CWC, UEC

From: Ian Affleck, Math & Stats Department Chair

Date: Sept 19, 2019

Subject: Program change (Mathematics Minors for BSc and BA/BIS)

1. Summary of changes (select all the apply):

    ☐ Program revision that requires new resources
    ☒ Addition of new course options or deletion or substitution of a required course
    ☐ Change to the majority of courses in an approved program
    ☐ Change to the duration, philosophy, or direction of a program
    ☐ Addition of a new field of specialization, such as a concentration
    ☐ Change in requirements for admission
    ☐ Change in requirements for residency or continuance
    ☐ Change in admission quotas
    ☐ Change which triggers an external review
    ☐ Deletion of a program not included in the Program Discontinuance policy
    ☒ Other – Please specify: Program name change

2. Rationale for change(s):

    Currently there are three different Mathematics minor programs defined at UFV: one for students pursuing a BSc, one for students pursuing a BA or BIS, and one for students pursuing a BCIS. We propose to lessen the lower-level requirements of the Mathematics minors for BSc and for BA/BIS – merging them as a single program called "Mathematics minor". (The Department of Computer Information Systems has agreed to discontinue the existing "Mathematics minor for BCIS students" in favour of the new proposed "Mathematics minor".)

    Our Program Review Self-Study (2018) included the following recommendation:
    > *Recommendation 2018-7 (Lighter Math Minors): That the Department consider relaxing the lower level demands on the Math minor programs, to introduce more flexibility into their combination with other programs and align them more closely with corresponding programs at other BC universities.*

    The External Review panel agreed, including a similar recommendation in their report:
    > *Revisions to minor programs should be considered with a view to reducing the lower level requirements. The stipulated requirements on certain minor programs offered by the department look overly onerous and could probably be pruned down. A reduction in the courses required may entice more students to consider these minors.*

The changes proposed here will (1) make it more attractive for students to pursue a Mathematics minor at UFV, (2) bring our Mathematics minor closer in structure to those at other major BC universities, and (3) reduce confusion by creating a single universal Mathematics minor definition for students in BSc, BA, and BIS, and BCIS. Other faculties and departments are certainly welcome to allow the Mathematics minor as an option in their programs as well.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

   Program outcomes are not being changed.

4. What consideration has been given to indigenizing the curriculum?

   By lessening the requirements on the Mathematics minor programs, the proposed changes will hopefully motivate more students (Indigenous and non-Indigenous) to add a valuable Mathematics minor to their program of study at UFV.

5. Will additional resources be required? If so, how will these costs be covered?

   No additional resources will be required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

   The change is expected to increase the number of students pursuing a Mathematics minor, although likely by no more than 5-10 graduating students per year.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

   The number of lower-level core courses and the number of lower-level elective courses will decrease for students in the BSc. However, we don't expect that this will significantly affect enrolment in these courses, so we don't expect that the number of courses offered will need to change. The only change for students in the BA is that the requirement to take MATH 211 is replaced by a requirement to take either MATH 211 or MATH 225.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

No such resources are necessary.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

    The Mathematics minor for BSc students requires COMP 120, COMP 150, or COMP 152, and the proposed new Mathematics minor will not require any computing course. However, the number of BSc students pursuing a Mathematics minor has not been large enough that the enrolment impact from this change would be at all significant.

CWC comments and responses:

• For UEC and Senate, it may be best to present this as changing one of the three minors and discontinuing the other two. Screening advises the department to coordinate with PDQA regarding program discontinuation.

   The department was advised by UFV's Program Development office that changing the names of the Math minor for BA/BIS and for BSc is fine, but the Math minor for BCIS would have to be discontinued. Discontinuation of Math minor for BCIS is not part of what we're proposing. Professional Studies will need to initiate that.

   I really don't like the idea of "discontinuing" a program that is being altered slightly, but is not being interrupted in any way. If it works better, I suggest that we move in two steps. First, make the small changes proposed to the two minors, so that they are then identical in requirements. Second, we rename them both to be simply Math minor.

• It should be communicated to students that they must declare prior to the change if they wish to graduate with one of the current minors.

   This seems somewhat unwieldy and unnecessary:
   1. *How do we know which students are currently considering declaring a Math minor?*
   2. *The new (revised) minors are strictly easier (less demanding) than the old (current) ones, meaning that if a student completes the minor under the old requirements, they will have certainly completed it under the new requirements. So, who would prefer the old requirements?*
   3. *I understand that student transcripts currently only refer to completion of "Math minor" in each of the two cases at hand (BSc and BA/BIS), so the name changes aren't even going to affect the appearance of the credential on those documents.*

MATHEMATICS AND STATISTICS
ufv.ca/math

Mathematics minor ~~(for BA and BIS students)~~

This section specifies the Mathematics minor discipline requirements only. Students need to combine these minor requirements with another minor, extended minor, or major other than the Mathematics major, Mathematics extended minor or Mathematics minor (Statistics option). Please refer to the appropriate section of the Academic Calendar (see the UFV Program Index) for information on additional program requirements.~~This section specifies the mathematics minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.~~

~~Note: Students pursuing a Mathematics major may not also declare a Mathematics extended minor, a Mathematics minor, or a Mathematics minor (Statistics option).~~

Lower-level requirements: 21 credits

Course	Title	Credits
MATH 111	Calculus I	4
MATH 112	Calculus II	4
or MATH 118	Calculus II for Life Sciences	
MATH 211	Calculus III	3
or MATH 225	Topics in Discrete Mathematics	

MATH 221	Linear Algebra	3
MATH 265	Transition to Advanced Mathematics	3
STAT 106	Statistics I	4
or MATH 270/STAT 270	Introduction to Probability and Statistics	

Upper-level requirements: 15 credits

Course	Title	Credits
	Nine credits of upper-level MATH	9
	Six credits of upper-level MATH or STAT (see Notes)	6

Note 1: Students may use MATH 381/PHYS 381 as part of the upper-level credits in both the Mathematics minor and a Physics major or minor. A maximum of two upper-level courses (maximum eight credits) may be shared between two degree options.

Note 2: Students who intend to enter UFV's **Bachelor of Education** with a secondary school option should be aware that 18 credits of mathematics courses at the 300 or 400 level are necessary in order to have mathematics as a teachable minor.

MATHEMATICS AND STATISTICS
ufv.ca/math

Mathematics minor (for BSc students)

This section specifies the ~~mathematics~~ Mathematics minor discipline requirements only. Students need to combine these minor requirements with another ~~science~~ minor, extended minor, or major other than the Mathematics major, Mathematics extended minor or Mathematics minor (Statistics option). Please refer to the **Error! Hyperlink reference not valid.**~~Bachelor of Science~~appropriate -section of the Academic Calendar (see the UFV Program Index) for information on additional program requirements.

Lower-level requirements: ~~30–33~~21 credits

Course	Title	Credits
MATH 111	Calculus I	4
MATH 112	Calculus II	4
or MATH 118	Calculus II for Life Sciences	
MATH 211	Calculus III	3
or MATH 225	Topics in Discrete Mathematics	
MATH 221	Linear Algebra	3
MATH 265	Transition to Advanced Mathematics	3
~~One of:~~		~~3–4~~
~~COMP 120~~	~~Computing for the Sciences~~	-
~~COMP 150~~	~~Introduction to Programming~~	-
~~COMP 152~~	~~Introduction to Structured Programming~~	-
~~Plus:~~		-
STAT 106	Statistics I	4

or MATH 270/STAT 270	Introduction to Probability and Statistics	
~~Plus:~~	~~An additional 200-level MATH course (excluding MATH 205)~~	~~3-4~~
~~Plus:~~	~~An additional MATH course numbered 200 or higher (excluding MATH 205)~~	~~3-4~~

Upper-level requirements: 15 credits

Course	Title	Credits
	Nine credits of upper-level MATH	9
	Six credits of upper-level MATH or STAT (see Note)	6

Note 1: Students may use MATH 381/PHYS 381 as part of the upper-level credits in both the Mathematics minor and a Physics major or minor. A maximum of two upper-level courses (maximum eight credits) may be shared between two degree options.

Note 2: Students who intend to enter UFV's **Bachelor of Education** with a secondary school option should be aware that 18 credits of mathematics courses at the 300 or 400 level are necessary in order to have mathematics as a teachable minor.

Memo for Program Changes

To: **FSCC, SFC, UEC**

From: **Ian Affleck, Head of the Department of Mathematics & Statistics**

Date: **May 28 2019**

Subject: Program change: Bachelor of Science, double minor options

1. Summary of changes (select all the apply):

☐ Program revision that requires new resources
☐ Addition of new course options or deletion or substitution of a required course
☐ Change to the majority of courses in an approved program
☐ Change to the duration, philosophy, or direction of a program
☐ Addition of a new field of specialization, such as a concentration
☐ Change in requirements for admission
☐ Change in requirements for residency or continuance
☐ Change in admission quotas
☐ Change which triggers an external review
☐ Deletion of a program not included in the Program Discontinuance policy
☒ Other – Please specify:
    "Applied Statistics" to be added to the list of minors available to combine into a double minor degree at https://www.ufv.ca/calendar/current/ProgramsR-Z/SCI_BSC.htm

2. Rationale for change(s):

    It was always intended that the Applied Statistics minor would be available alongside any major *or minor* in the BSc, other than the Mathematics minor (Statistics Option).   It appears that its lack of inclusion in the list of options for a double minor was simply overlooked when the Applied Statistics Minor was approved in Fall 2017.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

    Program Outcomes are not being changed.

4. What consideration has been given to indigenizing the curriculum?

    Initiatives to indigenize the curriculum are considered in instances where changes to course or program content are being proposed. The proposal here is only a correction to the calendar description of the BSc to describe the intended role of a program option.

5. Will additional resources be required? If so, how will these costs be covered?

    No additional resources will be required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

    Students will be aware that the Applied Statistics minor is available to take in the BSc alongside another minor. This may slightly increase the number of students in the Applied Statistics minor, and will certainly not decrease this number.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

    n/a

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

    n/a

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

    n/a

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

    n/a

CWC comments and responses:

- The Applied Statistics minor has a minimum of 10 credits less than the other minors offered in the BSc, so a double minor with an Applied Statistics minor does not seem to be equivalent to the other double minor combinations.

    The Faculty of Science Curriculum Committee is not concerned about this.

Science

ufv.ca/science

Bachelor of Science degree

Minors

Minors are offered in:

- **Applied Statistics**
- **Biology**
- **Chemistry**
- **Computing Science**
- **Mathematics**
- **Mathematics (Statistics option)**
- **Physical Geography**
- **Physics**

Double minor

A double minor degree is available. Students choose two minors from:

- Applied Statistics
- Biology
- Chemistry
- Computing Science
- Mathematics
- ~~or~~ Mathematics (Statistics option)
- Physical Geography
- Physics

Note: the Applied Stats Minor **cannot** be combined with the Math Minor (Stats Option), and the Math Minor (Stats Option) **cannot** be combined with the Math Minor, but the Applied Stats Minor **can** be combined with the Math Minor.

Memo for Program Changes

To: CACC, UEC

From: Eric Spalding, Social, Cultural and Media Studies

Date: November 28, 2019

Subject: Program change (Essentials of Journalism associate certificate)

1. Summary of changes (select all the apply):

    ☐ Program revision that requires new resources

    ☒ Addition of new course options or deletion or substitution of a required course

    ☐ Change to the majority of courses in an approved program

    ☐ Change to the duration, philosophy, or direction of a program

    ☐ Addition of a new field of specialization, such as a concentration

    ☐ Change in requirements for admission

    ☐ Change in requirements for residency or continuance

    ☐ Change in admission quotas

    ☐ Change which triggers an external review

    ☐ Deletion of a program not included in the Program Discontinuance policy

    ☒ Other – Please specify: *Change from "certificate" to "associate certificate"; change of title; revision of credit requirements from 12-13 to 12-14.*

2. Rationale for change(s):

This certificate is becoming an associate certificate in conformity with current UFV policy.

I would also like to change the name of the certificate from "Introduction to Journalism" to "Essentials of Journalism." I wanted to retain the word "journalism," but I felt that the associate certificate was not introductory in nature in the sense that students taking it have to complete at least one upper-level course (CMNS 300/JRNL 300). Drawing inspiration from "Professional Communication Essentials" and "Portfolio Essentials," I therefore chose the word "essentials." In the consultation process, one respondent suggested that the word overstated what the associate certificate could deliver. The respondent thought that "essentials" could give a prospective student the impression that the associate certificate could lead directly into a career in journalism. However, I am careful not to make such promises in the program description (or in class, for that matter). I also think that, depending on how one defines "essentials," JRNL/MACS 235 and CMNS/JRNL 300 (both required) could each be said to provide the essentials of journalism.

I also feel that, from a marketing perspective, the new designation can add a bit of luster to the associate certificate.

The program description has been changed to clarify the key purposes of this associate certificate. The new description is careful not to suggest that this certificate is comparable to an undergraduate degree

in journalism. Also, the description now offers suggestions as to how this associate certificate could complement other programs available at UFV.

The same seven courses are available in the associate certificate as were available in the original certificate. In addition, four courses have been added.

One of the original seven courses has been revised by the English department. It used to be JNRL/ENGL 373 Literary Journalism. *It is now* ENGL 373 Advanced Creative Non-Fiction. *In its new version, the course still focusses on the reading and composition of works that draw on creative-writing techniques in their careful observation of reality. Such a course, as Melissa Walter (English) writes, "still belongs in the Essentials of Journalism certificate." Indeed, there are journalism programs across North America that offer such courses. Notably, Kwantlen Polytechnic University has* JRNL 3170 Narrative Nonfiction. *The calendar description describes narrative nonfiction as a practice that "marries strong journalism with literary technique to produce compelling stories."*

With regard to the four additions to the associate certificate, one of them is the lower-level counterpart to ENGL 373, ENGL 215 Creative Writing: Creative Non-Fiction. *Melissa Walter (English) proposed this course "as a way of providing more pathways and options for the certificate." In this regard, I think that, if ENGL 373 is in the program, then it makes sense for its complement to be there as well. Adding this course could also have the effect of making the associate certificate more desirable to students of English at UFV.*

Another of the four additions, CMNS 175 Writing for the Internet, *helps to address a recommendation on the part of Mai Anh Doan (Communications) that emphasis be put on the increased need for prospective journalists to have some facility with digital communications. In proposing that this course be added, Linda Pardy (Associate Dean of Students) wrote, "CMNS 175 is currently undergoing a refresh and this would be a good time to think through the implications for it addressing the needs of students interested in journalism."*

SOC 254 Writing for the Social Sciences *is another of the new options. Now that Social, Cultural and Media Studies is housing the associate certificate, it makes sense to increase the department's involvement with it.* SOC 254 *teaches students to organize their ideas and present them in an orderly manner, which is in line with what journalists do. In* The Elements of Journalism, *Tom Kovach and Bill Rosenstiel write,*

> *[Journalism critic Walter] Lippmann and others began to look for ways for the individual journalist "to remain clear and free of his irrational, his unexamined, his unacknowledged prejudgments in observing, understanding and presenting the news." (…) The solution, Lippmann argued, was for journalists to acquire more of the "scientific spirit. (…) There is but one kind of unity possible in a world as diverse as ours. It is unity of method, rather than aim; the unity of disciplined experiment" (p. 102).*

For select students in the associate certificate, I believe that the calendar description for SOC 254 would be enticing. Its second sentence reads, "Course content will span from rough idea to finished product, and will cover a range of writing tasks along the way: literature reviews, thesis statements, drafts,

organizing arguments, presenting evidence, and documenting sources, amongst others." This enumeration includes much of what a journalist does on a regular basis. Secondarily, there is a strategic reason for adding this course: I want to generate goodwill among my SCMS colleagues and make them feel invested in the associate certificate, even if it's only in this small way.

The fourth addition is VA 366/FILM 366 Documentary Video Production. *For this addition, I quote Bruce Kirkley (Associate Director, Program Development & Quality Assurance): "The opportunity to complete both the documentary film courses as part of the Journalism associate certificate could be very appealing for students with an interest in this area." Indeed, it makes sense that, if we are already including* VA 365/FILM 365/JRNL 365 Documentary Video Storytelling*, we should give students the option of taking its follow-up course within the associate certificate.*

In the consultation process, a few respondents made additional recommendations as to courses or sections of courses that an associate certificate could include. Here I wish to put on record what some of these suggestions were:

- *"Environmental journalism, digital journalism, data journalism and documentary/video production; also blogging/podcasting/vlogging courses (social media journalism)"; "Digital journalism skill-set today: social media; database journalism/infographics; video production/editing; audio production/editing; digital photography; video-editing" (John Bermingham, Communications and MACS).*
- *"Digital/online journalism," including "digital publishing, editing for mobile, etc." as well as the "wider context (…), such as the new ecology and stakeholders, the issues of grassroots/crowdsourcing journalism, fake news, interactivity, etc." (Mai Anh Doan, Communications);*
- *"Writing experience through the* Cascade *or some other outlet" (Heather McAlpine, English);*
- *"Citizen journalism" and "the growing employment opportunities for workplace/sector/industry-specific newswriting and publications" (Linda Pardy, Associate Dean of Students);*

I already touch upon some of these topics in JRNL/MACS 235 Introduction to Journalism in Canada *and I should modify the course so as to address more of them. The above list can also serve as a blueprint for the development of future journalism-related courses when resources permit.*

The previous certificate included three core courses that all students had to take. The associate certificate now includes only two *of the three core course,* MACS 235/JRNL 235 Introduction to Journalism in Canada *and* CMNS/JRNL 300 Introduction to the Practice of Journalism. *Students can then choose two more courses from the other nine. With regard to this change, Bruce Kirkley writes: "I think revising this to be a more flexible certificate, with more room for students to select electives according to their interests and goals, is an excellent move forward for this program."*

MACS 130 is the one course that is no longer compulsory. In the consultation process, a suggestion was made by a respondent external to SCMS that MACS 130 be retained as a required course. As someone who taught this course twenty times or so, I am happy to see the course's value recognized. At the same time, I always questioned its presence as a required course in the original Journalism certificate. If I were

a student interested in journalism, I would wonder why I was required to take a course that only deals tangentially with journalism, especially in the context of a credential that totals only four courses. MACS 130 would have a place as a compulsory course in a full-fledged journalism program, as it does for instance at Kwantlen Polytechnic University, where I first taught it. But a four-course associate certificate that wants to attract more students needs to respect their agency to a greater extent.

This less prescriptive approach makes the associate certificate slightly easier to complete, with the possible consequence of increased enrolments in the associate certificate as well as in some of the courses.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

Program outcomes are not new or substantially changed.

4. What consideration has been given to indigenizing the curriculum?

Some of the courses in the associate certificate address Indigenous issues. For instance, MACS 235/JRNL 235 deals with such issues as: the diverse newsroom; the representation of minorities and women in the news; and ethnicity, gender and class among news sources. Moreover, students have options to focus on Indigeneity in their course work.

5. Will additional resources be required? If so, how will these costs be covered?

No additional resources will be required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

Students will have more freedom to choose courses that correspond to their interests and objectives. The result could be increased enrolments in the associate certificate.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

There should be no changes to the total number of courses to be offered by the various disciplines involved, unless the associate certificate becomes significantly more popular over the years.

8. Identify any available resources that will be used to accommodate the program changes (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.).

Changes to this associate certificate are unlikely to have an effect on available resources.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

There might be a small increase in enrolments for some of the courses in the associate certificate, but not enough to have budgetary implications.

Academic Calendar Winter/Summer 2019
JOURNALISM
ufv.ca/~~s~~cm~~n~~s

~~Introduction to~~Essentials of Journalism associate certificate

This ~~four~~ four-course ~~(12-13 credit)~~ certificate (12-1~~5~~4 credits) offers an ~~basic~~ introduction to journalism and closely aligned areas of study~~is designed for students~~ . For students, i~~I~~t can serve up to three key purposes:

1. It acts as a sampler for students wondering if journalism school might be right for them;
2. It offers some journalism-inspired knowledge on how to gather, interpret and present information, a skill-set of value to prospective employers;
3. It increases students' capacities to follow the news with a heightened awareness of how it is put together, making them better citizens overall.

This certificate can be taken on its own. It can also complement many majors and minors at UFV, including for example majors in English, Sociology/Anthropology and Visual Arts. It can also be a relevant add-on to the Bachelor of Media Arts degree.

~~in programs or in workplace environments that may require basic journalism skills and knowledge. The certificate focuses on the introductory elements of journalism. Students will learn to write news reports, feature stories, and opinion columns. They will develop interviewing skills and will be exposed to other media formats such as radio, television, and the internet. They will have an overview of issues in mass media and of journalism in Canada. Writing non-fiction for books and magazines will also be offered.~~

This certificate is given as a completion credential. Any student successfully completing the four courses is eligible for the certificate. Some students might

complete the certificate while enrolled in their current programs, while others may be admitted to UFV for the purpose of taking the certificate.

Entrance requirements

New students should apply to **Qualifying Studies**. Students will be required to meet the admissions requirements for the university, as well as meet the individual course prerequisites.

Students currently enrolled in post–secondary programs are required to meet only the course prerequisites.

Fees and additional costs

See the **Fees and Other Costs** section. Other than the $25 graduation fee, there are no additional fees for the certificate. Students will be eligible for financial aid if they are currently in a program that is eligible for student loan funding and take a minimum of 9 credits a per semester.

Program requirements

Students are required to have a GPA of at least 2.50 in the four courses to be eligible for the certificate, with a minimum of a C grade in any individual course. The program must be completed within 10 years.

Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in for 10 credits. For further details, see the **Academic standing and undergraduate continuance section** of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

Residency

Students are required to take at least 6 credits2 of the 4 courses toward the certificate through UFV (a 50% residency requirement).

Program outline

Certificate requirement: 12-13 154 credits

Course	Title	Credits
MACS 130	Mass Communication in Canada	3
MACS 235/JRNL 235	Introduction to Journalism in Canada	3
CMNS 300/JRNL 300	Introduction to the Practice of Journalism	3
Plus one two of:		396-4128
MACS 130	Mass Communication in Canada	

CMNS 175	Writing for the Internet	
ENGL 215	Creative Writing: Creative Non-Fiction	
SOC 254	Writing for the Social Sciences	
CMNS 301/JRNL 301	Advanced Practice of Journalism	
VA 365/FILM 365/JRNL 365	Documentary Video Storytelling	
VA 366/FILM 366	Documentary Video Production	
MACS 369/JRNL 369	Media Law and Ethics	
ENGL 373/JRNL 373	~~Rhetoric: Literary Journalism~~Creative Writing: Advanced Creative Non-Fiction	

MACS 369/JRNL 369	Media Law and Ethics	

Note: Many of these courses have prerequisites. Students wishing to complete this certificate in only four courses must take: 1. MACS 235/JRNL 235; 2. CMNS 300/JRNL 300; 3. MACS 130; 4. CMNS 175 (a prerequisite for CMNS 300/JRNL 300).

Course listings

For complete details on courses, see the **course descriptions** section.

ARTS 299

Memo for Course Changes

To: CACC, UEC

From: Linda Pardy, Assoc. Dean of Students

Date: Jan 10, 2020

Subject: Proposal for revision of ARTS 299

1. Summary of changes (select all that apply):
    - ☐ Six-year review
    - ☐ Number and/or course code
    - ☐ Credits and/or total hours
    - ☒ Title
    - ☒ Calendar description
    - ☐ Prerequisites and/or co-requisites
    - ☐ Frequency of course offering
    - ☒ Learning outcomes
    - ☒ Delivery methods and/or texts and resource materials
    - ☐ PLAR options, grading system, and/or evaluation methods
    - ☐ Discontinuation of course
    - ☐ Other – Please specify:

2. Rationale for change:

The course is being revised to align with changes approved for PORT 398 because both ARTS 299 and PORT 398 are the prerequisite courses for PORT 399. The BIS students take PORT 398 – both groups take PORT 399 together.

Poor course evaluations along with significant student complaints from both ARTS 299 and PORT 398 have promoted this revision. ARTS 299 is not meeting the expressed needs of students, faculty or employers.

In principle the concept of reflective and portfolio practice is supported as a promising practice for university students however, the design of the ARTS 299 is aligned more to how to technically build an e-portfolio in Blackboard than it is about explicit personal development that provides students with a diverse and wide range of methods to support identity development, academic planning, career development, self-agency, and self-authorship.

 The College of Arts is doing a major review of all portfolio courses in consultation with faculty, students and employers. This, however, will take time and the proposed revisions as submitted for ARTS 299 will be useful for addressing immediate concerns for September 2020. The same revisions have already been approved for PORT 398 and PORT 399 and are now in front of UEC.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):   The purpose of ARTS 299 is to help students align learning to the BA program outlines. Currently students report only learning to build an e-portfolio and even though they are asked to use the ILOs – they are not seeing the relevance and report viewing the course as a "make work project". The revisions are more aligned to the ILO's than the pervious outline. The content for new outcomes map to ILO 2, ILO 4, ILO 6, ILO 8, and ILO 9. And the revisions, by moving away from the main focus on how to make a Blackboard e-portfolio and towards the critical analysis of what informs a digital depository, strengthens the course's alignment to ILO 1, ILO 3 and ILO 5.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

   No.

5. Which program areas have been consulted about the change(s)?

   Consultation occurred within COA Heads, the BIS IGSPC, students, and specific instructors who teach the course.

6. What consideration has been given to indigenizing the curriculum?

Specific content and an explicit learning outcome have been added.

7. If this course is not eligible for PLAR, explain why: This course is currently designed within a UFV context and there are no courses like it in the BC transfer system at this time. However, BC institutions are starting to develop similar courses and through the upcoming more detailed review of the portfolio courses PLAR and Transfer may become possible.

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

   a. Credit value

   b. Class size limit

   c. Frequency of offering

   d. Resources required (labs, equipment)

   No changes here.

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

   Field trips are not required.

10. Estimate of the typical costs for this course, including textbooks and other materials:

   Students can expect to pay roughly between $50 -$100 for digital and creative supplies to create a digital depository. There is no required textbook.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2019
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:**	March 2025

Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ARTS 299	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Arts Portfolio: Exploring University and Career
Course Short Title: Arts Portfolio
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Choose an item.	**Department (or program if no department):** College of Arts

Calendar Description:

An introduction to the integration of critical, reflective assessments into university studies and career development. Explore diverse perspectives on the meaning of work, and articulate personal and professional values embedded in one's work and area of study to create an individualized plan that bridges university learning and professional practices and expectations.

Note: Students with credit for ARTS 101 and/or ARTS 201 cannot take this course for further credit.

Note: It is recommended that this be completed within 60 credits of admission to the Bachelor of Arts.

Prerequisites (or NONE):	9 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s): **ARTS 101, ARTS 201**
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☐ Yes

Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	15
Tutorials/workshops	20
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	10
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 36

Expected Frequency of Course Offerings:
Every semester *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Linda Pardy	**Date approved:**	January 29, 2019
Faculty Council approval	**Date approved:**	January 2020
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	January 2020
Campus-Wide Consultation (CWC)	**Date of posting:**	February 21, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Implement a self-reflective learning and self-evaluation practice using a critical lens.
- Practice Indigenous ways of knowing as part of reflective personal career development.
- Identify personal and professional values that inform choices made in university planning, work and future directions to be taken.
- Articulate professional skills acquired, in progress of development, and in need of future development.
- Critically evaluate labour market trends and their related personal work/life readiness characteristics.
- Appraise effective uses of career development research and resources to show how combining fields of study and/or lifelong learning create hybrid occupational opportunities for future work/life growth
- Create a digital depository to collect evidence of transferable skills and learning experiences (developed through work, volunteer, extracurricular, experiential learning, and academic experiences etc) that can be customized for individual audiences and purposes.
- Produce an action plan that bridges university goals with work/life and career development visions and values.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes   ☒ No, PLAR cannot be awarded for this course because this course is specific to UFV's BA requirements and services and therefore must be completed here.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, guest lectures, workshops, presentations, seminars, group activities.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Publisher	Year
1.	uWaterloo Centre for Teaching Excellence	ePortfolios explained. Retrieved from https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios	uWaterloo	2015
2.	Dillon, Dave	Blueprint for Success: Career Decision Making	OER	2019
3.	Thompson, D	A World Without Work	The Atlantic	2015

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

OER Texts will be used plus additional online "free-to-accss" materials.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Customized Learning Plan (CLP)	10%
Labour market/skills inventory	20%
Identity Map (IM)	20%
Reflection practice assignments	10%
Work/life action plan	10%
Final professional portfolio depository	25%
Professionalism	5%

Typical Course Content and Topics

Module 1: Methodologies, purposes and strategies for self-reflective learning and self-evaluation practices. Reflective practice and Indigenous ways of knowing. Elements of the Indigenized workplace.

Module 2a & 2b: Defining individual work/life readiness in context to personal identity, individual learning goals, value identification, labour market forecasts, historical and cultural understandings of work vs. career, university credentialism, professional practices/certifications, life transition planning, and individual career development over the life span.

Module 3: Mapping individual professional skills, areas of study, and interests to occupational and personal (family and leisure) pathways. Researching opportunities and resources needed for a rapidly changing and disruptive world.

Module 4: Evaluating digital methods for maintaining evidence of transferable skills and customizing employment related documentation (e.g., e-portfolios, digital dossiers, CVs, resumes, presentation materials)

Module 5: Creating a university to post-university work/life career development action plan

Memo for Course Changes

To: **School of Business Curriculum Committee**

From: **Lorne Mackenzie**

Date: April 09, 2019

Subject: Strategic Management Simulation (Bus 405)

1. Summary of changes (select all that apply):
   ☒ Six-year review
   ☐ Number and/or course code
   ☐ Credits and/or total hours
   ☒ Title
   ☒ Calendar description
   ☐ Prerequisites and/or co-requisites
   ☐ Frequency of course offering
   ☒ Learning outcomes
   ☐ Delivery methods and/or texts and resource materials
   ☒ PLAR options, **grading system**, and/or evaluation methods
   ☐ Discontinuation of course
   ☒ Other – Please specify: **addition of supplementary course content**

2. Rationale for change: **To change the course title so that it more accurately reflect the existing course content. Also to communicate the simulation has a global perspective. The amendments do not change the nature or focus of the course content.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **Changes to learning outcomes are not substantial.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No**

5. Which program areas have been consulted about the change(s)?

6. What consideration has been given to indigenizing the curriculum? **The global simulation itself is difficult to indigenize however efforts will be undertaken to indigenize other aspects of the curriculum.**

7. If this course is not eligible for PLAR, explain why: **N/A**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **N/A**

10. Estimate of the typical costs for this course, including textbooks and other materials: $ 80.00

CWC comments and responses:

•   Suggest adding "department permission" to the prerequisites, as this is a capstone course.

    We do not feel this is necessary. Bus 403 is a pre/corequisite for Bus 405. In order to take Bus 403 students must sucessfully complete Bus 349 (Financial Management 1). Any students wishing to enrol in Bus 403/405 could do so in the last semester of their third year of studies. We do not see many third year students doing this.

•   Has the department considered using standard business student simulation software in this course (or is it already used)?

    The department is currently using a standard business simulation in the course.

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ORIGINAL COURSE IMPLEMENTATION DATE:	September 2010
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2024

Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: BUS 405	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Business Management Simulation
Course Short Title: Bus Management Simulation

Faculty: Faculty of Professional Studies	**Department (or program if no department):** School of Business

Calendar Description:

This course together with BUS 403 form a capstone that enables students to understand the process of formulating a business strategy with a global perspective and putting it into practice through participating in a business management simulation. Students take on the role of a practicing manager charged with running a company.

Prerequisites (or NONE):	Admission to the Bachelor of Business Administration degree or Bachelor of Business Administration (Aviation) degree.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	BUS 403.

Antirequisite Courses *(Cannot be taken for additional credit.)* Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): *(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)*	**Special Topics** *(Double-click on boxes to select.)* This course is offered with different topics: ☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*
	Independent Study If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)* ☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Typical Structure of Instructional Hours		**Transfer Credit**
Lecture/seminar hours	10	Transfer credit already exists: *(See bctransferguide.ca.)* ☒ No ☐ Yes
Tutorials/workshops	35	
Supervised laboratory hours		Submit outline for (re)articulation: ☒ No ☐ Yes *(If yes, fill in transfer credit form.)*
Experiential (field experience, practicum, internship, etc.)		
Supervised online activities		**Grading System** ☒ Letter Grades ☐ Credit/No Credit
Other contact hours:		
Total hours	**45**	**Maximum enrolment (for information only):** 25
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes		**Expected Frequency of Course Offerings:** Every semester

Department / Program Head or Director: Dr. Frank Ulbrich	**Date approved:**	May 21, 2019
Faculty Council approval	**Date approved:**	November 8, 2019
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	November 8, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

LO1. Solve complex, poorly-defined problems in an environment characterized by a high degree of uncertainty.
LO2. Conduct a comprehensive situation assessment to identify strategic issues facing a global enterprise.
LO3. Demonstrate the ability to prepare and present a comprehensive industry analysis to a simulated group of industry stakeholders.
LO4. Formulate a business strategy with a global perspective for a complex company operation in a strategy simulation.
LO5. Execute a business strategy with a global perspective by running a simulated company in a highly competitive environment.
LO6. Demonstrate the ability to effectively present a company's annual financial and operating results at a simulated Board of Directors meeting.
LO7. Demonstrate the ability to present a company's three year financial and operating performance versus the company's strategic plan and related investor expectations to a group of shareholders at a simulated Annual General Meeting.
LO8. Demonstrate stronger collaboration and teamwork skills as a result of having to make difficult decisions under stressful conditions.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes   ☒ No, PLAR cannot be awarded for this course because BUS 405 is a capstone course

Typical Instructional Methods

Lectures, discussions, presentations, and computerized business simulation.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.		☒		
2.		☐		

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

The Business Strategy Game software.

Notice regarding cloud-based services: In this course, students are required to use an online strategy game, "The Business Strategy Game" (BSG). During the account creation process, BSG will collect students' names and other identifying information, including financial information used to subscribe to the simulation. By using BSG, students are consenting to the storage of this information in the United States. After account creation and upon request, BSG will suppress and/or delete students' names and emails from the system, and students may choose to use a pseudonym. Students who choose not to provide this consent should see the instructor to make alternate arrangements.

Typical Evaluation Methods and Weighting

Final exam:	25%	Presentations	10%	Field experience:	%	Portfolio:	%
Quizzes:	5%	Article review	5%	Practicum:	%		
Peer evaluations:	5%	Strategic plans:	10%	Simulation:	40%	Total:	100%

Typical Course Content and Topics

Module One: Review of the strategic management process and simulation introduction
- Review the strategic management process and its relation to the company simulation
- Introduction to the business simulation
- Practice running the business simulation.
- Detailed discussion of company operating and financial reports for each practice session.
- Use a balanced score card to evaluate a company's strategic performance.
- Using scenario development to identify and assess potential corporate and business strategies.

Module Two: Develop the company's strategic plan(s) and then execute the plan.
- Preparation of the company's strategic plans (2 times)
- A formal weekly presentation and discussion of company profiles, industry and competitive conditions by selected "analysts".
- Weekly In-class individual company meetings with a consultant (faculty member) to discuss strategies and issues.
- Weekly analysis and decision making in teams to successfully run their simulated company.
- Meetings with the company's Board of Directors (2 times) to review company performance against strategic plan targets.
- Presentation of the company's operating and financial performance to shareholders at the Annual General Meeting.
- Weekly article review discussions on selected topics in global strategy

Quizzes, Final exam (LO 1 – 4)
Article review (LO 2,4)
Presentations (LO 6 - 7)
Strategic plan development (LO 1 – 4)
Simulation performance and peer evaluations (LO 5, 8 - 10)

Memo for Course Changes

To: UEC

From: Dr. Paul Fontaine, LTA Faculty, Communications

Date: December 18, 2019

Subject: Proposal for revision of CMNS 320

1. Summary of changes (select all that apply):
    ☒ Six-year review
    ☐ Number and/or course code
    ☒ Credits and/or total hours
    ☐ Title
    ☒ Calendar description
    ☐ Prerequisites and/or co-requisites
    ☐ Frequency of course offering
    ☒ Learning outcomes
    ☒ Delivery methods and/or texts and resource materials
    ☐ PLAR options, grading system, and/or evaluation methods
    ☐ Discontinuation of course
    ☐ Other – Please specify: Specification of attendance requirements

2. Rationale for change:

    CMNS 320 has been updated as part of its six-year review. The calendar description was changed so that the course better reflects contemporary editing practices, with an enhanced focus on online editing. Following from the changes made to the description, the outcomes and instructional methods have been updated to represent the increased use of digital tools for the purposes of editing business, academic and journalistic content. As well, the learning outcomes in the proposed version reflect an awareness of audience diversity and consider indigeneity in the relationship with texts and editing.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

    The additions to the outcomes align with the following CMNS Minor Learning Outcomes:

    1. *Demonstrate competency in creating professional messages across a wide spectrum of media that fulfill specific communication purposes and meet the needs of the audience.*
    2. *Model effective and professional communication skills for interpersonal, team, organizational, and culturally diverse contexts.*
    3. *Demonstrate information literacy skills.*
    4. *Model effective and professional communication skills for interpersonal, team, organizational, and culturally diverse contexts.*
    5. *Apply rhetorical principles to the design and delivery of oral, print, and digital messages.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*

5. Which program areas have been consulted about the change(s)? *N/A*

6. What consideration has been given to indigenizing the curriculum?

   As noted above, the course now considers indigenous editing practices (one of the proposed textbooks deals with those practices).

7. If this course is not eligible for PLAR, explain why:

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

   a. Credit value

      The credit value was changed from 4 to 3, as we the Curriculum Committee determined that the course learning outcomes could be met in less time.

   b. Class size limit N/A

   c. Frequency of offering N/A

   d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials: *$120*

	ORIGINAL COURSE IMPLEMENTATION DATE:	September 2011
	REVISED COURSE IMPLEMENTATION DATE:	September 2020
	COURSE TO BE REVIEWED (six years after UEC approval):	February 2026

Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CMNS 320	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Editing Principles and Applications
Course Short Title: Editing Principles and App
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students will examine the types, principles, and processes of editing in a variety of contexts: journalistic, academic, technical, and business. Paying particular attention to the practice of editing in the online environment, students will gain sufficient understanding and practice to work as independent editors of small, in-house publications or alongside established editors of larger publications.

Prerequisites (or NONE):	45 university-level credits including CMNS 251.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☐ No ☐ Yes, _____ repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☐ No ☒ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	45
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	45

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 20

Expected Frequency of Course Offerings:
annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Samantha Pattridge	**Date approved:**	January 3, 2020
Faculty Council approval	**Date approved:**	January 17, 2020
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	January 17, 2020
Campus-Wide Consultation (CWC)	**Date of posting:**	February 21, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Define the different kinds of editing and different roles played by editors.
2. Use correct and current standards of English grammar to the review of documents.
3. Employ correct and current citation and bibliographic style methods (ie., APA and MLA).
4. Apply Canadian Press guidelines in the editing of news texts.
5. Perform functional line and style editing of journalistic, academic, technical, and business documents.
6. Use digital tools to edit for a variety of platforms.
7. Employ editing principles to meet demands of medium and context.
8. Apply basic principles of layout and document design, especially usability and accessibility.
9. Make editorial decisions and demands that show an awareness of print production and publishing methods and standards.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, seminar discussions, lab exercises and workshops, guest lecture as available.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Brooks, B. & Pinson, J.	The art of editing: In the age of convergence	☒	Abingdon, Oxon: Routledge	2018
2.	J. McCarten, Ed.	The Canadian press stylebook: A guide for writers and editors	☒	Toronto: Canadian Press	2017
3.	Younging, G.	Elements of Indigenous style: A guide for writing by and about Indigenous peoples.	☒	Brush Education	2018
4.			☐		
5.			☐		

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

n/a

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	80%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	20%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

20%   In-class and lab exercises and quizzes (grammar, citation methods, editing exercises, content quizzes)
10%   Editing an academic article
15%   Editing a web page
15%   Using visuals effectively workshop
15%   Line edit of technical document, with report
25%   Line and style edit of feature article, with report

Typical Course Content and Topics

1. Editing for today's changing media
2. The editor and the audience
3. Editing for culturally diverse and Indigenous audiences
4. Editing and ethics
5. The editing process
6. Macro vs. micro editing
7. The visual side of editing
8. Editing magazines
9. Editing newspapers
10. Editing for academic audiences
11. Editing for workplace audiences
12. Editing technical documents

Memo for Course Changes

To: UEC

From: Edward Lo, Acting Department Head, Computer Information Systems

Date: December 3, 2018

Subject: Proposal for revision of CIS 285 End User Training and Support

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☐ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: some CIS international students receive transfer credits for CIS 191 instead of CIS 192. As CIS 191 provides sufficient preparation, it is a suitable prerequisite to CIS 285.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by any program beyond CIS.

5. Which program areas have been consulted about the change(s)? CIS Department, Science Advising.

6. What consideration has been given to indigenizing the curriculum? N/A

7. If this course is not eligible for PLAR, explain why: N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field Trips are not required for this course.

10. Estimate of the typical costs for this course, including textbooks and other materials: ~$100

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ORIGINAL COURSE IMPLEMENTATION DATE:	September 2001
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2026

Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CIS 285	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: End User Training and Support
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Professional Studies	**Department (or program if no department):** Computer Information Systems

Calendar Description:

An overview of the training and support functions within Information Systems. Students will examine existing models and complete projects demonstrating their understanding of planning, developing, implementing, and evaluating training and support systems.

Prerequisites (or NONE):	CIS 190, (CIS 191 or CIS 192), (one of COMP 150, COMP 125, or COMP 152), and (one of ENGL 105 or any 100-level CMNS course [CMNS 125 is recommended]).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Special Topics** *(Double-click on boxes to select.)*	
Former course code/number:	This course is offered with different topics:	
Cross-listed with:	☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*	
Dual-listed with:	**Independent Study**	
Equivalent course(s):	If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*	
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)	☒ No ☐ Yes, repeat(s) ☐ Yes, no limit	
	Transfer Credit	
	Transfer credit already exists: *(See **bctransferguide.ca**.)*	
	☐ No ☒ Yes	
Typical Structure of Instructional Hours	Submit outline for (re)articulation:	
	☒ No ☐ Yes *(If yes, fill in transfer credit form.)*	

Typical Structure of Instructional Hours	
Lecture/seminar hours	45
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Grading System
☒ Letter Grades   ☐ Credit/No Credit

Maximum enrolment (for information only): 35

Expected Frequency of Course Offerings:
Once per year. *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Edward Lo	**Date approved:**	December 20, 2018
Faculty Council approval	**Date approved:**	March 15, 2019
Dean/Associate VP: Tracy Ryder Glass	**Date approved:**	March 15, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 21, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

CIS 285   **University of the Fraser Valley Official Undergraduate Course Outline**   Page **2** of **2**

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Describe the relationship between end users, management and IS departments.
- Provide software assistance over the telephone.
- Plan, construct and evaluate user support systems.
- Assess training needs.
- Plan, conduct, and evaluate training.
- Evaluate and enforce software license agreements.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture and online instruction.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Beisse, F	A Guide to Computer User Support for Help Desk and Support Specialists	☐	Cengage Learning	2014
2.	Andrews, J	CompTIA A+ Guide to IT Technical Support 10th ed	☐	CompTIA	2019
3.	Caffarella, R S; Ratcliff Daffron, S; Cervero, R M	Planning Programs for Adult Learners: A Practical Guide 3rd Edition	☐	Wiley	2013
4.	Markel, M	Technical Communicatoin	☐	Macmillan learning	2018
5.			☐		

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

None

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	%	Field experience:	%	Portfolio:	%
Midterm exam:	30%	Project:	15%	Practicum:	%	Participation:	10
Quizzes/tests:	%	Lab work:	%	Software training lesson plan:	15%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. The relationship between end user training and support, systems management, general management, and end users
2. Computer training
3. About learners
4. Training: assessment and design
5. Training techniques and technologies
6. Training: managing and evaluating
7. Understanding and enforcing software license agreements
8. Help Desk: foundations, structure, and staffing
9. Help Desk processes
10. Technical tools for the Help Desk
11. Help Desk: performance measurement and marketing
12. Help Desk: cost/benefit and outsourcing

Memo for Course Changes

To: Samantha Pattridge, CAC Chair

From: Melissa Walter, English Department Head

Date: October 15, 2018

Subject: Proposal for revision of ENGL 373

1. Summary of changes (select all that apply):
   ☐ Six-year review
   ☐ Number and/or course code
   ☐ Credits and/or total hours
   ☒ Title
   ☒ Calendar description
   ☐ Prerequisites and/or co-requisites
   ☐ Frequency of course offering
   ☒ Learning outcomes
   ☒ Delivery methods and/or texts and resource materials
   ☐ PLAR options, grading system, and/or evaluation methods
   ☐ Discontinuation of course
   ☒ Other – Please specify: Remove cross-listing with JRNL 373

2. Rationale for change: The content and skills taught in this course are more typical of "creative writing" course than a "rhetoric" course. "Advanced Creative Non-Fiction" is the contemporary name (as used in the discipline) for the type of writing that is taught in this course. The learning outcomes and calendar description are also updated to reflect this update.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): There are no changes to the learning outcomes except the updated label of "creative non-fiction" instead of "literary journalism."

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course will be an elective offering in the new Environmental Studies Program (EVST) as of Fall semester 2019.**

5. Which program areas have been consulted about the change(s)?
   BFA program committee, Communications department, Dean's committee re policy 142.

6. What consideration has been given to indigenizing the curriculum?

Reading models in the "typical materials" draw upon Pacific Coast writers, including five Indigenous authors—Louis Owens, Lee Maracle, William Least Heat Moon, Eden Robinson, and Larry Commodore who researches with Terry Glavin. (The suggested materials also include eight non-Indigenous writers who address the Pacific Northwest's remarkable eco-systems, as well as specific environmental challenges to these systems, challenges which are also addressed by Indigenous leaders.) Course assignments invite students to interweave topics addressing eco-sustainability, cultural resilience, and ways in which socially engaged writers respond to the crisis of meaning and purpose in contemporary society. One reading deals with local Sto:lo responses to non-Indigenous encroachment on traditional sacred, ceremonial sites, and this reading, among others, helps with discussions of audience expectations and awarenesses. The balance of secrecy and sharing in relation to traditional wisdom brings such questions into strong focus. Larry Commodore (Sto:lo), shares his own troubled past experiences, and has us look at unique contemporary challenges to Indigenous communities, including the continuing relevance of sacred dancing among younger community members. The question of "what is iconic in the 21st century?" provides a searching lens for study group deliberations.

Building on Gary Snyder's renowned "Reinhabitation" essay that is sited south of Bellingham near the Fraser Valley, and that calls to mindfulness the enduring traditional Indigenous legacies regarding "Place", the example course moves to examine what elements might constitute an actual "Literacy of Place".

In "Burning The Shelter", the late-Louis Owens who worked in the Cascade Range, discusses his discomfort in having to confront the limitations of his own acceptance of pre-colonial indigenous ideas of "nature and the Wild."   The deeper nature of Indigenous identity is also discussed by Eden Robinson who transmits cross-cultural learning to a wider non-Indigenous audience about how traditional storytelling (and cultural identity-building) traditionally take place within her joint B.C. coastal Indigenous communities. And in an excerpt from his non-fiction account, *Blue Highways*, William Least Heat Moon presents questions regarding the nature of place, myth, and reality. Cumulatively, each Indigenous author reveals another layer regarding the idea of what Place might really mean.

Similarly, language, post-contact cultural prohibitions, and enduring eco-cultural legacies are addressed by Lee Maracle of the Tsleil Waututh/Sto:lo, whose own literary identity-questing contributes toward an analysis of Text and Sub-text. The goal of the readings in the sample course, by both Indigenous and non-Indigenous writers, is to contribute to the analysis and development of a form of advanced creative non-fiction that is "able to satisfy a need for narrative answerable to the world."

If not eligible for PLAR, explain why:

7. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

   a. Credit value

   b. Class size limit

   c. Frequency of offering

   d. Resources required (labs, equipment)

8. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

9. Estimate of the typical costs for this course, including textbooks and other materials:

Cost of texts for the course is approx. $65. The bookstore is able to offer discounted, used copies of the two textbooks.

	ORIGINAL COURSE IMPLEMENTATION DATE:	January 2010
	REVISED COURSE IMPLEMENTATION DATE:	September 2020
	COURSE TO BE REVIEWED (six years after UEC approval):	February 2026
	Course outline form version: 10/27/2017	

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENGL 373	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Creative Writing: Advanced Creative Non-Fiction
Course Short Title: Advanced Creative Non-Fiction
(Transcripts only display30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Humanities	**Department (or program if no department):** English

Calendar Description:

In this advanced writing-intensive course, students study and write creative non-fiction. This interdisciplinary, often first-person, style of reportage can be usefully applied in books, journal articles, scripts, and online media.

Note: This course is offered as ENGL 373 and JRNL 373. Students may take only one of these for credit.

Prerequisites (or NONE):	Two 200-level English courses (ENGL 215 recommended), or any two of the following: 200-level English course (ENGL 215 recommended), CMNS 251, or CMNS 300/JRNL 300.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with: **JRNL 373**
Dual-listed with:
Equivalent course(s): **JRNL 373**
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☐ Yes

Submit revised outline for rearticulation:
☐ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Typical Structure of Instructional Hours

Lecture/seminar hours	30
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours: Interactive group workshop	30
Total hours	**60**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Expected Frequency of Course Offerings:
Once every academic year
(Every semester, Fall only, annually, every other Fall, etc.)

Department / Program Head or Director: Melissa Walter	**Date approved:**	January 2019
Faculty Council approval	**Date approved:**	February 15, 2019
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	February 15, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	March 22, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Produce nonfiction written works
- Compile a personal research bibliography
- Participate in, and demonstrate peer-feedback critiques of written work
- Produce a portfolio of feature-length and shorter writing projects
- Discuss the creative non-fiction genre in modern writing

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture, seminar, workshop.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Frank Stewart & Trevor Carolan	<u>Cascadia: The Life and Breath of the World</u> Reading: Hugh Brody, Gary Snyder, Louis Owens, Wade Davis, Theresa Kishkan, Lee Maracle, Robert Bringhurst, Eden Robinson, Maxine Hong Kingston, Charles Lillard.	☐		
2.	T. Carolan, ed.	<u>Making Waves: Reading BC and Pacific Northwest Literature</u> Reading: Carolyn Zonailo, Joseph Blake, Martin Van Woudenberg, Paul Falardeau, Chelsea Thornton.	☐		
3.	Coursepack	e.g. Martha Gellhorn, Bob Dylan, Terry Glavin & Larry Commodore, William Least Heat Moon, Ann Roiphe, Helen Simpson, Ryszard Kapuscinski, etc	☐		
4.		.	☐		
5.			☐		

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)* None.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	45%	Field experience:	%	Portfolio:	35%
Midterm exam:	%	Project: Bibliography	5%	Practicum:	%	Class and peer feedback:	15%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Construction, and writing of two creative non-fiction features: (1500, 2000 words) 20% and 25%
Compilation of personal research bibliography: 5%
Class and peer group feedback: 15%

A comprehensive course portfolio: includes all course material, plus a reflective letter, sample query letter, and a completed end-of-term 2500-word feature article: 35%

Typical Course Content and Topics

Weeks 1-2: Identification and analysis of literary journalism form
Week 3:   Defining audience and identifying expectations
Weeks 4-5: How discursive narrative works
Week 6:   Literacy of place and Indigeneity
Week 7:   Text and subtext
Week 8:   Establishing successful narrative and dialogue
Week 9:   Conflict and tension
Week 10:   The segmented essay
Week 11:   The art of the short review
Week 12:   Portfolio preparation
Week 13:   Course wrap-up and final project submission: "A Narrative Answerable to the World"

ORIGINAL COURSE IMPLEMENTATION DATE: January 2010

REVISED COURSE IMPLEMENTATION DATE: September 2020

COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: JRNL 373	Number of Credits: 4 Course credit policy (105)

Course Full Title: Creative Writing: Advanced Creative Non-Fiction

Course Short Title: Advanced Creative Non-Fiction

(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Humanities	Department (or program if no department): Englsih

Official Course Outline:

This is a cross-listed course. Please refer to **ENGL 373** for the official course outline.

Calendar Description:

In this advanced writing-intensive course, students study and write creative non-fiction. This interdisciplinary, often first-person, style of reportage can be usefully applied in books, journal articles, scripts, and online media.

Note: This course is offered as ENGL 373 and JRNL 373. Students may take only one of these for credit.

Prerequisites (or NONE):	Two 200-level English courses (ENGL 215 recommended), or any two of the following: 200-level English course (ENGL 215 recommended), CMNS 251, or CMNS 300/JRNL 300.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)* Former course code/number: Cross-listed with: **ENGL 373** Dual-listed with: Equivalent course(s): **ENGL 373** *(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)*	Transfer Credit Transfer credit already exists: *(See **bctransferguide.ca**.)* ☒ No ☐ Yes Submit outline for (re)articulation: ☐ No ☐ Yes *(If yes, fill in transfer credit form.)*

Department / Program Head or Director: Melissa Walter	Date approved:	January 2019
Faculty Council approval	Date approved:	February 15, 2019
Dean/Associate VP: Jacqueline Nolte	Date approved:	February 15, 2019
Campus-Wide Consultation (CWC)	Date of posting:	March 22, 2019
Undergraduate Education Committee (UEC) approval	Date of meeting:	February 28, 2020

Memo for Course Changes

To: Linda Pardy, Associate Dean, College of Arts

From: Karin Jager, Department Head, Graphic and Digital Design

Date: September 12, 2019

Subject: Proposal for revision GD316 Print and Digital Production

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: The addition of GD 157 and GD 159 as prerequisites will ensure students are coming into the course with the necessary graphic design software competencies (Illustrator, Photoshop and InDesign – "Adobe Big 3"). The revisions to the learning outcomes are for clarity.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A

5. Which program areas have been consulted about the change(s)? N/A

6. What consideration has been given to indigenizing the curriculum? This course is skills based.

7. If this course is not eligible for PLAR, explain why:

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Costs will be limited to public transportation.

Estimate of the typical costs for this course, including textbooks and other materials: Approximately $800. Tuition plus lab fees, and access to Mac computers and Adobe CC. GDD diploma and GDD major students use MacBook Pro laptops with Adobe CC subscription as per program requirements. Non-diploma students will be given access to GD Mac Lab iMacs and Adobe CC.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2018
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval):	February 2024

Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GD 316	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Print and Digital Production
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Humanities	**Department (or program if no department):** Graphic + Digital Design

Calendar Description:

Prepare and manage print and digital design projects across a variety of media for production and development. Engage in best practices for file preparation for print, digital, and packaging production, including graphic standards, e-publications, social media, and web. This course uses tools and technology that vary according to current industry practice.

Note: Field trips outside of class time may be required.

Prerequisites (or NONE):	GD 260 and one of CIS 145 or GD 204. Note: As of January 2021, prerequisites will change to the following: GD 157, GD 159, GD 260, and one of CIS 145 or GD 204.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)* Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): *(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)*	**Special Topics** *(Double-click on boxes to select.)* This course is offered with different topics: ☒ No ☐ Yes *(If yes, topic will be recorded when offered.)* **Independent Study** If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)* ☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Typical Structure of Instructional Hours		**Transfer Credit** Transfer credit already exists: *(See **bctransferguide.ca**.)* ☒ No ☐ Yes Submit outline for (re)articulation: ☐ No ☒ Yes *(If yes, fill in transfer credit form.)*
Lecture/seminar hours	30	
Tutorials/workshops	20	
Supervised laboratory hours		
Experiential (field experience, practicum, internship, etc.)	10	**Grading System** ☒ Letter Grades ☐ Credit/No Credit
Supervised online activities		
Other contact hours:		**Maximum enrolment (for information only):** 24
Total hours	**60**	**Expected Frequency of Course Offerings:**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes		Annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Karin Jager	**Date approved:**	September 2019
Faculty Council approval	**Date approved:**	December 2019
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	December 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	February 21, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Consult with print representatives to develop printing specifications.
- Define industry production terms and printing processes.
- Select appropriate materials for producing print, packaging and large format graphics.
- Describe colour management and differentiate between colour systems (CMYK, RGB, spot colour).
- Specify finishing for print and bindery.
- Apply best practices in the preparation of files for print, digital media, and packaging.
- Prepare large format electronic files.
- Implement a production workflow and methodology for print and digital projects.
- Assess production quality and problem-solve errors of print and digital media.
- Apply brand guidelines across print and digital platforms.
- Prepare digital content asset library for social media and web applications that spans across multiple digital platforms.
- Export assets for multi-screen resolution sizes.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes　　　☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Project-based applied learning, guest lectures, presentations, and field trips.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	McCue, C	Real World Print Production with Adobe Creative Cloud	☒	Peachpit Press	2013
2.		Subscription to Lynda.com	☐		
3.			☐		

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	80%	Field experience:	10%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	10%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1　Introduction to print and digital production. Print and digital production terms and tools.

Week 2　Managing production workflow. Understanding roles and responsibilities: designer, client and resources. Assessing collateral print and digital production needs. Project 1: Collateral Production

Week 3　InDesign: setting up files. Creating tri-fold brochure, multipage document, newspapers. Preparing files for stationery. Understanding colour and colour management for print and screen. Setting up spot colours, varnishes, embossing, foils, and die-cuts.

Week 4　Project 2: Graphic Standard's Assets Developing an integrated print and digital package: logo, photography, graphics, documents Preparing a digital content asset library for social media and web applications that spans across multiple digital platforms that includes video, audio, ebook publication. Photoshop: image resolution and colour Photoshop: creating assets for social media.

Week 5　Illustrator: building out your files. Social media image sizes and tips, and image optimization Exporting files, images, icons, logos for multi-screen resolution sizes and contextualize when to use different file formats in PNG, SVG, GIF, JPG

Week 6　Guest speaker: Paper Representative. Preparing a print quote and communicating with your printer. Client roles: editing, proofing, approval.

Week 7　Tour: Print house. Attend a press-check. Observing standards of quality. The printing process. How to use a loupe.

Week 8　Creating portable displays: tradeshow booths (10 x 10, 10 x 20) and pop-up banners. Preparing large format files: vehicle wraps.

Week 9　Project 3: Packaging. Understanding how packaging is created. Packaging requirements for printing.

Week 10　Quiz: Print Production Terminology. Creating dielines for packaging.

Week 11　Tour: Packaging production facility.

Week 12　Pre-press and Pre-flight. Handling alterations and corrections.

Week 13　Final presentation.

Memo for Course Changes

To: UEC/ Campus Wide Consultation

From: Dawna Williams PN/HCA coordinator and co-chair of the Health Sciences Faculty Council
Curriculum Committee

Date: October 2019

Subject: Proposal for revision of PNUR 240, 241, 242, 243, 244, 246, 250, 251, 252, 253, 254, 256, 257, 258

1. Summary of changes (select all that apply):
   ☐ Six-year review
   ☐ Number and/or course code
   ☐ Credits and/or total hours
   ☐ Title
   ☒ Calendar description
   ☐ Prerequisites and/or co-requisites
   ☐ Frequency of course offering
   ☒ Learning outcomes
   ☐ Delivery methods and/or texts and resource materials
   ☐ PLAR options, grading system, and/or evaluation methods
   ☐ Discontinuation of course
   ☐ Other – Please specify:

2. Rationale for change: Revisions for the Practical Nursing Program Provincial Curriculum reflect work completed by the Provincial Curriculum working group to ensure alignment with patient and family-centred care, and to include Truth and Reconciliation Commission (TRC) Calls to Action, cultural humility and safety, intercultural competency, LGBTQ2 content and trauma-informed practice. The term 'Aboriginal' has been changed to 'indigenous' across all curriculum documents. Additional learning outcomes were added to address the application of leadership skills in the Integrated Nursing Practice III (PNUR 244), and in the Integrated Nursing Practice IV (PNUR 254). This content is reflected in the Professional Practice III (PNUR 243), and Professional Practice IV (PNUR 253) courses to ensure theory courses support the practice courses in developing leadership skills. These new learning outcomes reflect a greater breadth and depth of content and the application of leadership skills in light of the changes in the LPN role within the residential care model. The Practical Nursing program at UFV must integrate all changes as outlined in the revisions provided by the Practical Nursing Program Provincial Curriculum.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes for the courses presented are from the learning outcomes of the Practical Nursing Program Provincial Curriculum. The Practical Nursing Program

Provincial Curriculum prescribes the course learning outcomes as well as the program learning outcomes.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? Practical Nursing Program Faculty and Curriculum Committee, Health Sciences Faculty Council Curriculum Committee and Health Sciences Faculty Council

6. What consideration has been given to indigenizing the curriculum? As above, the revisions reflect the Truth and Reconciliation Commission Calls to Action.

7. If this course is not eligible for PLAR, explain why: N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
    a. Credit value
    b. Class size limit
    c. Frequency of offering
    d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A

10. Estimate of the typical costs for this course, including textbooks and other materials: Tuition for the third semester is $3020.48 for 13.5 credits with textbooks costing $300. Tuition for the fourth semester is $4262.52 for 23 credits with textbooks costing $150.

CWC comments and responses
General:

• Please provide a reference to the learning outcomes that are prescribed by the Practical Nursing Program Provincial Curriculum.

All the learning outcomes are prescribed by the Practical Nursing Program Provincial Curriculum – the changes made to the course outlines are the most recent changes / additions made by the Practical Nursing Program Provincial Curriculum committee.

PNUR 240:

• Learning outcome #8: only LGBTQ2 care is specifically identified both here and in several other courses. Why is this the only group mentioned?

The inclusion of the LGBTQ2 population is not at exclusion of the other groups but to ensure that the LGBTQ2 population is included when discussing care disparities.

PNUR 242:

• The texts do not appear to relate to communications. Can the department draw a connection between these texts and the course material?

Both textbooks contain communication content important for dealing with children, families, and those with mental illness. There is also content for managing conflict and violent situations as well as continuity of care through collaboration with the health care team.

PNUR 246:

• Is there an instructional component to the course that is not included in the outline?

There is no instructional component in this course as it is a clinically based course where assessment is based on student performance in their practicum experience.

• There are many explicit learning outcomes, but the assessment is 100% "practicum". What does this assessment consist of?

The student's practice is assessed through observations made by faculty and the interaction the student has with faculty during the clinical rotation and through the student's self-reflections of their practice.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 240	**Number of Credits:** 2.5 Course credit policy (105)

Course Full Title: Health Promotion III
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** Health Sciences, Practical Nursing program

Calendar Description:

Focuses on health promotion as it relates to the continuum of care across the lifespan. Health promotion in the context of mental illness, physical and developmental disabilities, and maternal/child health is highlighted. Normal growth and development from conception to middle adulthood is addressed.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 156.
Corequisites (if applicable, or NONE):	PNUR 241, PNUR 242, PNUR 243, and PNUR 244.
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics
This course is offered with different topics:
☒ No   ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes

Submit revised outline for rearticulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	36
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours: Student Directed Learning	
Total hours	**36**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Grading System
☒ Letter Grades   ☐ Credit/No Credit

Expected Frequency of Course Offerings:
Every fall
(Every semester, Fall only, annually, every other Fall, etc.)

Department / Program Head or Director:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:
1. Identify normal patterns of growth and development from conception to middle adulthood.
2. Provide examples of public health services available to pregnant women in the community.
3. Describe health promoting strategies for the post-partum client and the newborn.
4. Provide examples of mental health/illness services available to clients in the community.
5. Describe how culture may impact utilization of mental health resources.
6. Compare the level of mental health services from urban to rural areas.
7. Explore examples of harm reduction activities.
8. Discuss disparities in the delivery of community health services in BC including LGBTQ2 Care.
9. Identify and describe health promotion activities for clients living with mental illness and those living with disabilities.
10. Analyze the impact of cultural safety and trauma-informed practice to support mental health.
11. Give examples of teaching and learning strategies for care in the community.
12. Discuss the impact of immunization in health promotion.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, paper writing, group presentations, videos, reading, client interviews.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Edelman, C.L. & Kudzma, E.C.	Health promotion throughout the lifespan	9th ed	Mosby	2018
2.	Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D., Keenan-Lindsay, L., & Sams, C. A.	Maternal child nursing care in Canada	2nd Canadian Ed	Toronto: Elsevier	2017
3.	Lewis, S. L., Bucher, L., McLean-Heitkemper, M. M., Harding, M. M., Barry, M. A., Lok, J., Tyerman, J., & Goldsworthy, S	Medical-surgical nursing in Canada: Assessment and management of clinical problems	4th Canadian Ed	Mosby/Elsevier	2019
4.		Course pack			

Typical Evaluation Methods and Weighting

Final exam:	40 %	Assignments:	30%	Field experience:	%	Portfolio:	%
Midterm exam:	30%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Normal growth and development – conception to middle adulthood
- Continuum of care for maternal/child health client
- Teaching and learning
- Continuum of care for clients experiencing mental illness
- Substance abuse
- Health promotion strategies for clients with mental illness and physical or developmental disabilities
- Promotion of safety for clients experiencing mental illness
- Families experiencing violence
- Public health services
- Resource allocation/inequities
- Illness prevention: immunization
- Harm reduction
  - Principles of trauma-informed practice
  - Cultural safety across the continuum of care
  - LGBTQ2 Care
- Normal physiological changes related to pregnancy

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012

REVISED COURSE IMPLEMENTATION DATE: September 2020

COURSE TO BE REVIEWED (six years after UEC approval):   February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 241	Number of Credits: 3 Course credit policy (105)

Course Full Title: Variations in Health III

Course Short Title:

(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	Department (or program if no department): Health Sciences, Practical Nursing program

Calendar Description:

Focuses on the continuum of care and development of knowledge related to health challenges managed in the community setting. Pathophysiology and nursing care of clients requiring home health care, rehabilitation, and supportive services in the community will be explored. Cultural diversity in healing approaches will be explored as well as the incorporation of evidence-informed research and practice.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 156.
Corequisites (if applicable, or NONE):	PNUR 240, PNUR 242, PBNUR 243, PNUR 244
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Dual-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics

This course is offered with different topics:

☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

(The specific topic will be recorded when offered.)

Typical Structure of Instructional Hours

Lecture/seminar hours	45
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Transfer Credit

Transfer credit already exists: *(See **bctransferguide.ca**.)*

☐ No ☒ Yes

Submit revised outline for rearticulation:

☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System

☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:

Every fall *(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:		Date approved:	October 18, 2019
Faculty Council approval		Date approved:	November 2019
Dean/Associate VP: Alastair Hodges		Date approved:	November 2019
Campus-Wide Consultation (CWC)		Date of posting:	January 10, 2020
Undergraduate Education Committee (UEC) approval		Date of meeting:	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:
1. Describe the use of the DSM IV in classification of mental illness.
2. Explain the models of psychosocial rehabilitation and recovery.
3. Describe the physiologic alterations expected in the post-partum client.
4. Describe the pathophysiology and nursing management of selected childhood illnesses and disabilities.
5. Describe the pathophysiology and nursing management of clients with selected mental Illness across the lifespan.
6. Analyze how culture and cultural safety impact health and healing
7. Identify holistic healing practice associated with chronic illness
8. Describe resources for evidence informed research and practice in delivering care in the context of clients accessing care in community settings.
9. Discuss the stigma associated with living with mental illness or physical and/or developmental disability.
10. Describe the continuity of care for clients experiencing addictions and/or concurrent disorders.
11. Discuss interprofessional collaboration roles when working with mental health teams.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture, group work, readings, videos, poster presentations

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Deglin, J. H., & Vallerand, A. H.	Davis's drug guide for nurses	16	Philadelphia: F. A. Davis	2019
2.	Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., Wilson, D. Keenan-Lindsay, L. & Sams, C.A	Maternal child nursing care in Canada	3rd Canadian Ed.	Toronto:Elsevier	2017
3.	Halter, M,J., Pollard, C.L., Jakubec, S.L.	Varcarolis's Canadian psychiatric mental health nursing: A clinical approach	2nd ed	Toronto: Elsevier	2019
4.					
5.					

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

PNUR 241 Course Pack

Typical Evaluation Methods and Weighting

Exam #3	35%	Assignments:	%	Field experience:	%	Portfolio:	%
Exam #1	25%	Project:	%	Practicum:	%	Case Study:	15%
Exam #2	25%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:

- Physiologic alterations associated with mental illness
- Recognition and presentation of common acute/chronic behaviours associated with mental illness
- Nursing management of common acute/chronic mental illness
- Cycle of addiction
- Psychosocial rehabilitation
- Physiologic alterations in pregnancy
- Recognition and presentation of common conditions associated with pregnancy
- Disabilities in the pediatric population
- Traditional healing practices associated with mental illness and maternal and child health
- Cultural diversity in health and healing
- Evidence informed research and practice-best practice guidelines

UNIVERSITY
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ORIGINAL COURSE IMPLEMENTATION DATE: September 2012

REVISED COURSE IMPLEMENTATION DATE: September 2020

COURSE TO BE REVIEWED (six years after UEC approval): February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 242	Number of Credits: 1 Course credit policy (105)

Course Full Title: Professional Communication III
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	Department (or program if no department): Health Sciences, Practical Nursing program

Calendar Description:

Focuses on specific professional communication skills used with clients and care providers across the lifespan requiring care in the community.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 156.
Corequisites (if applicable, or NONE):	PNUR 240, PNUR 241, PNUR 243, PNUR 244, PNUR 245
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

(The specific topic will be recorded when offered.)

Typical Structure of Instructional Hours

Lecture/seminar hours	20
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**20**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes

Submit revised outline for rearticulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:
Every fall
(Every semester, Fall only, annually, every other Fall, etc.)

Department / Program Head or Director:	Date approved:	October 18, 2019
Faculty Council approval	Date approved:	November 2019
Dean/Associate VP: Alastair Hodges	Date approved:	November 2019
Campus-Wide Consultation (CWC)	Date of posting:	January 10, 2020
Undergraduate Education Committee (UEC) approval	Date of meeting:	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:
1. Explain approaches to communicate with the inter-professional team to ensure the continuity of care.
2. Effectively facilitate discussion and interactions among team members in a simulated environment.
3. Facilitate a collaborative problem-solving and decision-making process.
4. Participate and be respectful of all members' participation in collaborative decision making.
5. Describe strategies for managing inter-professional conflict.
6. Discuss specific communication strategies and approaches relative to clients with mental illnesses.
7. Identify communication indicators that may indicate when an individual may be at risk for self-harm or harm to others.
8. Identify communication strategies to de-escalate a volatile situation.
9. Discuss the communication skills required for effective collaboration with both Indigenous and non-Indigenous healthcare professionals, traditional medicine peoples/healers in the provision of effective health care for First Nation, Inuit,
1. and Métis clients, families, and communities.
10. Compare communication practices for health beliefs among different Indigenous peoples
11. Identify components that demonstrate a commitment to engage in dialogue and relationship building with different cultures, including cultural safety
12. Describe specific communication strategies and approaches relative to clients with developmental disabilities.
13. Describe communication strategies to build positive relationships with children.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, role play, simulation activities, caregiver interview, readings, videos

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., Wilson, D., Keenan-Lindsay, L., & Sams, C.A.	Maternal child nursing care in Canada	2nd Canadian Ed.	Toronto: Elsevier	2017
2.	Halter, M.J., Pollard, C.L., Jakubec, S.L.	Varcarolis's Canadian psychiatric mental health nursing: A clinical approach	2nd Ed.	Toronto: Elsevier	2019
3.		Course pack	☐		

Typical Evaluation Methods and Weighting

Final exam:	45%	Assignment	35%	Quizzes/tests:	20%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:

- Integration of communication skills
  - Ensuring continuity of care
  - Problem solving and decision making
  - Conflict resolution
  - Age appropriate communications
  - Adaptation of communication skills appropriate to the client
- Integration of Relational Practice
  - Working with groups
  - Encouraging responsibility for own health
  - Communicating effectively with the child client
  - Communicating effectively with clients experiencing mental illness
  - Communicating effectively with clients with developmental disabilities
  - Honouring diversity
  - Caring and respect
- Integration of Inter-professional Communication
  - Inter-professional conflict resolution
  - Guidelines for addressing disagreements
  - Establishing a safe environment to express opinions
  - Cultural safety
  - Reaching a consensus
  - Coordinating actions of others during an emergency

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 243	Number of Credits: 1 Course credit policy (105)

Course Full Title: Professional Practice III

Course Short Title:

(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	Department (or program if no department): School of Health Studies, Practical Nursing

Calendar Description:

Integrates the concepts from previous professional practice courses and introduces students to practice in the community. The role of the practical nurse as leader is emphasized in interactions with clients and their families and other health care providers.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 156.
Corequisites (if applicable, or NONE):	PNUR 240, PNUR 241, PNUR 242, and PNUR 244.
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Dual-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics

This course is offered with different topics:

☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

(The specific topic will be recorded when offered.)

Transfer Credit

Transfer credit already exists: *(See bctransferguide.ca.)*

☐ No ☒ Yes

Submit revised outline for rearticulation:

☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	20
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**20**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Grading System

☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:

Every fall*(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:		Date approved:	October 18, 2019
Faculty Council approval		Date approved:	November 2019
Dean/Associate VP: Alastair Hodges		Date approved:	November 2019
Campus-Wide Consultation (CWC)		Date of posting:	January 10, 2020
Undergraduate Education Committee (UEC) approval		Date of meeting:	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Compare and contrast how legislation, professional standards, code of ethics and practice expectations influences the continuum of care in community mental health care services.
2. Identify and explain professional self-regulation and the implication for individual responsibilities and accountability of the Practical Nurse in the continuum of care.
3. Explain and evaluate the influence of interprofessional collaborative relationships on a quality practice environment.
4. Consider the roles of other health care providers in determining one's own professional and inter-professional roles.
5. Demonstrate the ability to access and assess current, relevant professional practice resources to prepare for nursing practice in community settings.
6. Explain the professional and legal responsibility of fostering community partnerships, ensuring cultural safety and inclusivity.
7. Apply and evaluate an ethical decision-making process to ethical dilemmas in nursing practice of clients from across the lifespan in community settings.
8. Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice.
9. Explain the importance of self-care strategies for nurses.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture, group work, videos, student presentations, paper writing, portfolio writing

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Dahlkemper, T.R.	Anderson's nursing leadership, management and professional practice for the LPN/LVN	6th ed	Philadelphia: FA Davis	2018
2.	Arnold, E, & Boggs, K	Interpersonal relationships: Professional communication skills for nurses	7th ed	St. Louis: Elsevier	2016
3.		Course pack			
4.					
5.					

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	30%	Field experience:	%	Portfolio:	10%
Midterm exam:	%	Project:	%	Practicum:	%	Other: Presentations.	30%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:

- Legislation influencing PN practice in the context of community care
- PN Professional Practice
- PN ethical practice
- Leadership in PN practice
- Inter-professional practice
- Diversity in PN practice
- Cultural safety
- Self-care

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012

REVISED COURSE IMPLEMENTATION DATE: September 2020

COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 244	**Number of Credits: 4** Course credit policy (105)

Course Full Title: Integrated Nursing Practice III
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies, Practical Nursing

Calendar Description:

Builds on the theory and practice from levels one and two. Through a variety of approaches, including simulation, learners will continue to develop knowledge and practice comprehensive nursing assessment, planning for, and interventions for clients experiencing multiple health challenges in a variety of settings

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 156.
Corequisites (if applicable, or NONE):	PNUR 240, PNUR 241, PNUR 242, and PNUR 243.
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Typical Structure of Instructional Hours

Lecture/seminar hours	
Tutorials/workshops	
Supervised laboratory hours	90
Experiential (field experience, practicum, internship, etc.)	30
Supervised online activities	
Other contact hours:	
Total hours	**120**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes

Submit revised outline for rearticulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☐ Letter Grades ☒ Credit/No Credit

Expected Frequency of Course Offerings:
Every fall
(Every semester, Fall only, annually, every other Fall, etc.)

Department / Program Head or Director:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the Scope of Practice: Standards, Limits and Conditions (BCCNP, 2017), Entry-to-Practice Competencies for Licensed Practical Nurse (CCPNR, 2013), Professional Standards for LPNs (BCCNP, 2014), and Practice Standards (BCCNP, current editions) to guide practice
2. Safely and competently perform comprehensive nursing assessment and interventions including principles of medication administration with clients experiencing mental illness.
3. Safely and competently perform comprehensive nursing assessment and interventions including principles of medication administration with maternal/child clients.
4. Safely and competently complete a point of care risk assessment related to infectious diseases.
5. Incorporate practice guidelines into decision making.
6. Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate care of clients across the lifespan.
7. Practice in collaboration with clients, the inter-professional healthcare team, peers and instructors.
8. Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative relationship.
9. Provide culturally safe, person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
10. Identify own values, biases, and assumptions as a self-reflective, responsible and accountable practitioner.
11. Identify own learning needs to enhance competence.
12. Demonstrate competency with mathematical drug calculations in the pediatric client
13. Analyze leadership and followership roles and responsibilities in a variety of settings

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture, simulation lab, nursing lab, readings, quest professionals, skill mastery.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Deglin, J. H., & Vallerand, A. H.	Davis's drug guide for nurses	16th	Philadelphia: F. A. Davis	2016
2.	Holland, L.N., Adam, N.P., & Brice, J.L.	Core concepts in pharmacology	4th	New Jersey: Pearson	2015
3.	Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., Wilson, D. Keenan-Lindsay, L. & Sams, C.A.	Maternal child nursing care in Canada	2nd	Toronto: Elsevier	2017
4.		Course pack			
5.					

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	%	Field experience:	%	Portfolio:	%
Quiz #1:	30%	Project:	%	Practicum:	%	Other:	%
Quiz #2:	30%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

- This is a credit / no credit course where students must pass the academic evaluation and achieve satisfactory performance on the formative skill assessment, integrated lab assessment, and field experience

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:
- Comprehensive health assessment
- Clinical decision making
- Nursing interventions
  - Risk management
  - Surgical wound management (assessment, cleansing and irrigation)
  - Infusion therapy 1 (assessment of insertion sites including PIC and CVC lines, changing IV tubing and solutions, regulating rate of flow, setting up and priming infusion line, converting IV to an intermittent infusion device, flushing an intermittent infusion device, discontinuing a peripheral infusion device)
  - Blood and blood products (checking client identification, monitoring infusion, responding to blood reactions)
  - Catheterization

- o Assessment and care of the mental health client
- o Assessment and care of the post-partum client
- o Assessment and care of the newborn
- o Individualizing nursing care plans across the lifespan
- Medication administration
  - o Mental health medications across the lifespan
  - o Pediatric/maternal medications
- Pain management of the mental health client, the maternity client and the pediatric client
- Immunizations across the lifespan
- Context specific reporting and documentation
- Leadership competencies

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012

REVISED COURSE IMPLEMENTATION DATE: September 2020

COURSE TO BE REVIEWED (six years after UEC approval): February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 246	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Consolidated Practice Experience III

Course Short Title:

(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies, Practical Nursing

Calendar Description:

Introduces students to community care settings and an opportunity to apply and adapt knowledge gained in levels one, two, and three within a continuum of care for clients across the lifespan. Students may gain experience through simulation and/or in a variety of community and residential care agencies and settings.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma, PNUR 240, PNUR 241, PNUR 242, PNUR 243, and PNUR 244.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Dual-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics

This course is offered with different topics:

☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

(The specific topic will be recorded when offered.)

Transfer Credit

Transfer credit already exists: *(See **bctransferguide.ca**.)*

☐ No ☒ Yes

Submit revised outline for rearticulation:

☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	75
Supervised online activities	
Other contact hours:	
Total hours	**75**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Grading System

☐ Letter Grades ☒ Credit/No Credit

Expected Frequency of Course Offerings:

Every fall *(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Practice within relevant legislation, Entry to Practice Competencies for Licensed Practical Nurse (CCPNR, 2013), Scope of Practice: Standards, Limits and conditions (BCCNP, 2017), Professional Standards for LPNs (BCCNP, 2014) and Practice Standards (BCCNP, current editions), the Nurses (Licensed Practical) Regulation (2014) and facility specific policy and procedures.
2. Incorporate health promoting strategies to provide safe, competent, and ethical care to clients in community.
3. Apply critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate care in providing a continuum of care for predicable situations.
4. Participate in collaborative practice decisions that are client specific and consider client acuity, complexity, variability, and available resources in a supervised practice setting.
5. Facilitate and participate in inter-professional problem solving and decision making.
6. Describe an inter-professional approach to supporting a client in community.
7. Participate with the health care team to meet the collective needs of clients.
8. Connect, share and explore in collaborative relationships with clients in a caring community environment.
9. Provide culturally safe, trauma-informed, relational care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity as appropriate.
10. Provide leadership, direction, assignment, and supervision of unregulated care providers within the context of community care with direction as appropriate.
11. Identify how evidence informed decision making can advocate change in the community setting.
12. Identify how interactions with clients and other members of the health care team in community are influenced by own biases, values, and assumptions.
13. Participate in continuous learning opportunities to maintain and enhance competence.
14. Recognize and respect the roles and ability of other members of the health care team in the community setting.
15. Recognize changes in client status and collaborate with other members of the health care team to develop a plan of care.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Guest lectures, student presentations, clinical practice experience.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Kozier, B., Erb, G., Berman, A. M., Snyder, S. J., Frandsen, G., Ferguson, L., Buck, M. Yiu, L., & Leeseberg Stamler, L.	Fundamentals of Canadian nursing: Concepts, process, and practice	4th Canadian Ed	Toronto:Pearson	2018
2.	Holland, L. N., Adam, M. P., & Brice, J. L.	Core concepts in pharmacology	4th ed	New Jersey: Pearson	2015
3.					
4.					

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	100%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): This is a credit/no credit course where students must demonstrate satisfactory performance in their practicum experience.

Typical Course Content and Topics

- Professional communication
- Nurse-client relationship
- Comprehensive assessments across the lifespan
- Inter-professional approach to care
- Ethical practice
- Wellness and health promotion
- Nursing care and documentation
- Self-reflective approach to practice

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012

REVISED COURSE IMPLEMENTATION DATE: September 2020

COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 250	**Number of Credits:** 1.5 Course credit policy (105)

Course Full Title: Health Promotion IV

Course Short Title:

(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies – Practical Nursing

Calendar Description:

Focuses on health promotion in the context of caring for clients experiencing an acute exacerbation of chronic illness or an acute episode of illness, including examination of health-promoting strategies during hospitalization to improve or help maintain clients' health status after discharge occurs. Topics also include how to prepare clients for discharge from care, through teaching and learning of health-promoting strategies.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 246.
Corequisites (if applicable, or NONE):	PNUR 251, PNUR 252, PNUR 253, and PNUR 254.
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Dual-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics

This course is offered with different topics:

☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

(The specific topic will be recorded when offered.)

Transfer Credit

Transfer credit already exists: *(See **bctransferguide.ca**.)*

☐ No ☒ Yes

Submit revised outline for rearticulation:

☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	24
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**24**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Grading System

☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:

Every fall *(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:		**Date approved:**	October 18, 2019
Faculty Council approval		**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges		**Date approved:**	November 2019
Campus-Wide Consultation (CWC)		**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Formulate teaching strategies to manage or improve client health.
2. Discuss health promotion in the acute care context and in relation to discharge planning.
3. Explain utilization of screening tools for early detection of illness.
4. Identify and explain which immunizations are important for clients experiencing acute illness.
5. Identify culturally sensitive, culturally informed and appropriate health promotion materials.
6. Explain the continuum of care.
7. Explain the discharge planning process.
8. Examine and explore appropriate teaching and learning strategies to prepare clients for discharge.
9. Explain harm reduction strategies for acute care clients at risk.
10. Evaluate trauma-informed practice within acute care settings.
11. Evaluate LGBTQ2 needs for discharge teaching.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, group work, readings, videos

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Arnold, E.C., & Boggs, J.U.	Interpersonal relationships: Professional communication skills for nurses	7th ed.	St. Louis: Elsevier	2016
2.	Edelman, C., Kudzma, E.C. & Mandle C.	Health promotion throughout the lifespan	8th ed.	St. Louis: Mosby	2014
3.	Kozier, B. et al.	Fundamentals of Canadian nursing: Concepts, process and practice	4rd Canadian Ed	Toronto: Pearson	2018
4.	Lewis, S.L., McLean-Heitkemper, M., Dirksen, S., Bucher, L., & O'Brien, P.	Medical – surgical nursing in Canada: Assessment and management of clinical problems	4rd Canadian Ed.	Toronto: Elsevier	2019
5.	Halter, M.J., Pollard, C.L., Jakubec, S.L.	Varcarolis's Canadian psychiatric mental health nursing: A clinical approach	2nd Ed.	Toronto: Elsevier	2019
6.		Course pack			

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:		Field experience:	%	Portfolio:	%
Midterm exam:	30%	Project:	%	Practicum:	%	Poster Presentation:	30%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Risk management strategies
- Early detection of illness through screening
- Client teaching and learning
- Culturally appropriate and relevant learning strategies
- Continuum of care (pre-admission and discharge planning)
- Harm reduction
- Trauma-informed practice in acute care settings
- Cultural safety and cultural humility in acute care
- Acute LGBTQ2 Care

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 251	**Number of Credits:** 3.0 Course credit policy (105)

Course Full Title: Variations in Health IV
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies – Practical Nursing program

Calendar Description:

Focuses on pathophysiology as it relates to acute disease and illness of clients across the lifespan, specifically the care of the client experiencing acute illness including nursing interventions and treatment options. Implications of the acute exacerbation of chronic illness will be addressed. Cultural diversity in healing practices will be explored as well as evidenced-informed research and practice.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 246.
Corequisites (if applicable, or NONE):	PNUR 250, PNUR 252, PNUR 253, and PNUR 254.
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics
This course is offered with different topics:
☐ No ☐ Yes *(Double-click on box to select it as checked.)*
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes
Submit revised outline for rearticulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	50
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours: Student directed learning	
Total hours	**50**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Grading System
☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:
Every winter*(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Explain pathophysiology as it relates to selected common acute illness of clients across the lifespan.
2. Explain the pathophysiology and nursing management of shock (cardiogenic, hypovolemic, neurogenic, anaphylactic, septic).
3. Recognize and explain the pathophysiology and nursing management of fluid and electrolyte imbalances.
4. Explain nursing management of common acute disease and acute exacerbations of acute illness of clients across the lifespan.
5. Identify holistic and traditional healing practices related to the acute illness experience.
6. Describe the impact of cultural diversity in health and healing.
7. Access relevant best practice information to support learning.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, group work, quest speakers, reading, videos

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Deglin, J. H. & Vallerand, A. H.	Davis's Canadian drug guide for nurses	.16th ed.	Philadelphia: F. A. Davis	2019
2.	Adams, M.P., Urban, C.Q., El-Hussein, M., Osuji, J., King, s.	Pharmacology for nurses: A pathophysiological approach	2nd Canadian Ed	New Jersey: Pearson	2018
3.	Kozier, B., Erb, G., Berman, A., Snyder, S.J,m Frandsen, G., Buck, M., Ferguson, L., Yiu, L., & Stamler, L	Fundamentals of Canadian nursing: Concepts, process and practice4th	4th Canadian Ed	Toronto: Pearson	2018
4.		Course pack			

Typical Evaluation Methods and Weighting

Exam #1:	30%	Assignments:	%	Field experience:	%		
Exam #2:	35%	Project:	%	Practicum:	%		
Exam #3:	35%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Physiological changes contributing to acute disease and illness across the lifespan
- Recognition and presentation of common acute disease and illness across the lifespan
- Nursing management of acute disease and illness according to body system:
  - Integumentary
  - Cardiovascular
  - Respiratory
  - Musculoskeletal
  - Endocrine
  - Gastrointestinal
  - Genitourinary
  - Neurological
  - Sensory
  - Haematological
  - Immune
- Therapeutic interventions and treatments including pharmacology
- Emergency pharmacology
- Traditional healing practices

UNIVERSITY OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 2026

<mark>Course outline form version: 10/27/2017</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 252	**Number of Credits:** 1.0 Course credit policy (105)

Course Full Title: Professional Communication IV
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies – Practical Nursing

Calendar Description:

Focuses on the advancement of professional communication within the acute care setting across the lifespan. The practice of collaboration with health care team members and clients will be further developed.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma andPNUR 246.
Corequisites (if applicable, or NONE):	PNUR 250, PNUR 251, PNUR 253, and PNUR 254.
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Typical Structure of Instructional Hours

Lecture/seminar hours	20
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**20**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes

Submit revised outline for rearticulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:
Every winter*(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Identify and articulate when collaboration is required in a changing client situation.
2. Describe approaches to co-create a climate for shared leadership and collaborative practice.
3. Identify elements of respecting team ethics, including confidentiality, resource allocation, and professionalism.
4. Explain how to promote and facilitate group cohesiveness by contributing to the purposes and goals of the team.
5. Describe how to reinforce information given to clients by other health-care professionals.
6. Describe how to establish therapeutic relationships within the acute care setting.
7. Identify components that demonstrate a commitment to engage in dialogue and relationship building in cultural humility with First Nation, Inuit and Métis peoples, cultures and health practices.
8. Identify components that demonstrate a commitment to engage in dialogue and relationship building with different cultures.
9. Identify how to effectively provide client and family with emotional support in acute care setting.
10. Identify and use appropriate conflict resolution/mediation strategies through simulation.
11. Identify opportunities and strategies for teaching and learning/sharing knowledge and providing constructive feedback to unregulated care providers, novices, and learners.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture, group work, videos, simulation exercises.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Dahlkemper, T.R.	Anderson's nursing leadership, management, and professional practice for the LPN/LVN	5ʰ ed.	Philadelphia: F. A. Davis	2013
2.	Arnold, E.C., & Boggs, J.U.	Interpersonal relationships: Professional communication skills for nurses	7th ed	St. Louis Elsevier	2016
3.	Kozier, B. et al	Fundamentals of Canadian nursing	3rd Canadian Ed.	Toronto: Pearson	2014
4.		Course pack			

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments: Comm.I	30%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Presentation:	30%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:

- Professional communication in acute care settings
  - Communicating within the role of the Practical Nurse during an emergency
  - Collaborating with other team members in providing nursing care to implement and evaluate care
  - Problem solving and decision making
  - Conflict resolution
  - Adaptation of communication skills appropriate to the client
- Relational practice with clients experiencing an acute illness
  - Role of PN in providing family members with emotional support
  - Honouring diversity
  - Cultural humility
  - Cultural advocacy
  - Caring and respect
- Inter-professional communication in acute care settings
  - Supporting colleagues to practice effectively
  - Sharing knowledge with unregulated providers, novices and learners

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval):	February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 253	**Number of Credits: 1** Course credit policy (105)

Course Full Title: Professional Practice IV
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies, Practical Nursing

Calendar Description:

Prepares students for the role of the practical nurse in caring for clients with acute presentation of illness. Legislation influencing PN practice, specific professional practice issues, and ethical practice pertinent to PN practice in acute care environments will be explored. Practice issues that occur across the lifespan will be considered. Collaborative practice with other health care team members and specifically the working partnership with RNs in the acute care setting will be examined.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 246.
Corequisites (if applicable, or NONE):	PNUR 250, PNUR 251, PNUR 252, and PNUR 254.
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☐ No ☒ Yes

Submit revised outline for rearticulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	20
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**20**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Grading System
☒ Letter Grades ☐ Credit/No Credit

Expected Frequency of Course Offerings:
Every winter *(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Discuss professional self-regulation and the implication for individual responsibilities and accountability of the Practical Nurse in the acute care setting.
2. Demonstrate knowledge of the legislation, including scope of practice, professional standards and practice expectations, as it relates to practice in the acute care setting.
3. Identify and justify the influence of collaborative and inter-professional relationships on a quality practice environment in the acute care setting.
4. Demonstrate the ability to access and assess current, relevant, scholarly resources to prepare for management of clients with acute illness.
5. Formulate and articulate a professional practice perspective about cultural humility and cultural advocacy
6. Discuss the importance of respecting cultural diversity and inclusivity.
7. Apply and analyze an ethical decision-making process to determine strategies for solutions for ethical dilemmas in nursing practice in the acute care setting.
8. Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture, discussion, case studies, portfolio development

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Arnold, E.C., & Boogs, J.U.	Interpersonal relationships: Professional communication skills for nurses	7th ed	St. Louis: Elsevier	2016
2.	Canadian Inter-professional Heath Collaborative	A national inter-professional competency framework	☐	Vancouver: UBC	2010
3.	Dalkemper, T.R.	Anderson's nursing leadership, management, and professional practice for the LPN/LVN	6th ed	Philadelphia: F.A. Davis	2018
4.		Course pack	☐		
5.			☐		

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	30%	Field experience:	%	Portfolio:	10%
Midterm exam:	%	Project:	30%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Legislation influencing PN practice in acute care environments
- PN professional practice
- PN ethical practice
- Leadership in PN practice
- Inter-professional practice
- Diversity in PN practice
- Cultural humility and cultural advocacy

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012

REVISED COURSE IMPLEMENTATION DATE: September 2020

COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 254	**Number of Credits:** 5 Course credit policy (105)

Course Full Title: Integrated Nursing Practice IV
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies, Practical Nursing

Calendar Description:

Emphasizes the development of nursing skills aimed at promoting health and healing with individuals experiencing acute health challenges across the lifespan. A variety of approaches, such as simulation, will help learners build on theory and practice from levels one, two, and three to integrate new knowledge and skills relevant to the acute care setting.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 246.
Corequisites (if applicable, or NONE):	PNUR 250, PNUR 251, PNUR 252, and PNUR 253.
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics
This course is offered with different topics:
☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, _____ repeat(s) ☐ Yes, no limit
(The specific topic will be recorded when offered.)

Transfer Credit
Transfer credit already exists: *(See **bctransferguide.ca**.)*
☒ No ☒ Yes

Submit revised outline for rearticulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	
Tutorials/workshops	
Supervised laboratory hours	90
Experiential (field experience, practicum, internship, etc.)	90
Supervised online activities	
Other contact hours:	
Total hours	**180**

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Grading System
☐ Letter Grades ☒ Credit/No Credit

Expected Frequency of Course Offerings:
Every winter *(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the Scope of Practice: Standards, Limits and conditions (BCCNP, 2017), Entry to Practice Competencies for the Licensed Practical Nurse (CCPNR, 2013), Professional Standards for LPNs (BCCNP, 2014) and Practice Standards (BCCNP, current editions) and how they guide the practice of LPNs in acute care settings.
2. Perform comprehensive nursing assessment and interventions including principles of medication administration with clients experiencing acute illness.
3. Apply critical thinking, clinical judgment and knowledge of assessment to plan, implement and evaluate care of clients experiencing acute illness.
4. Practice in collaboration with clients, the interprofessional healthcare team, peers and faculty.
5. Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative relationship.
6. Provide culturally safe, person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
7. Identify own values, biases, and assumptions as a self-reflective, responsible and accountable practitioner.
8. Identify own learning needs to enhance competence.
9. Demonstrate competency with mathematical drug calculations for clients in the acute care setting.
10. Examine practical applications associated with leadership, management and followership.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, group work, skill mastery, clinical practice experience.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Deglin, J. H., & Vallerand, A. H.	Davis's drug guide for nurses	16th	Philadelphia: F. A. Davis	2019
2.	Adams, M. P., & Urban, C. Q., El-Hussein, M., Osuji, J., & King, S.	Pharmacology for nurses: A pathophysiological approach	2nd Canadian Edition	New Jersey: Pearson	2018
3.	Kozier, B., Erb, G., Berman, A., Snyder, S. J., Frandsen, G., Buck, M., Ferguson, L., Yiu, L., & Stamler, L	Fundamentals of Canadian nursing: Concepts, process, and practice	4th Canadian Ed	Toronto: Pearson	2018
4.	Lewis, S. L., S. R., Bucher, McLean-Heitkemper, M., Harding, M.M., Barry, M.A., Lok, J., Tyerman, J., & Goldsworthy, S.	Medical-surgical nursing in Canada: Assessment and management of clinical problems	4th Canadian Edition [h]	Toronto: Elsevier	2019
5.		Course pack	☐		

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	%	Field experience:	%	Portfolio:	%
Quiz #1	30%	Project:	%	Practicum:	%	Other:	%
Quiz #2:	30%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): Students must pass academic components and receive satisfactory on skill assessment, lab assessment and field experience to receive credit for the course.
- Formative skill assessment – Pass/Fail
- Integrated lab assessment – Pass/Fail
- Field experience – Pass/Fail

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:
- Comprehensive holistic health assessment
- Clinical decision making
- Leadership competencies
- Nursing interventions with clients experiencing acute illness
  - Continuous bladder irrigation
  - Risk management
  - Principles of infection control

- o   Remove sutures, staples and drains, insert and remove packing
- o   IV therapy 2 (converting IV to an intermittent infusion device, flushing an intermittent infusion device,
- o   discontinuing a peripheral infusion device)
  - • IV insertion – theory only
- o   Blood and blood products (checking client identification, monitoring infusion, responding to blood reactions)
  - • Initiation of blood and blood products – theory only
- o   Maintaining and removing nasogastric tubes
  - • Inserting nasogastric tubes – theory only
- o   Management of chest tubes, epidural catheter, drainage tubes, suprapubic catheter, tracheostomy, ostomy
- o   Care of the medical/surgical client
- o   Individualizing nursing care plans in acute care setting
- Medication administration
- Client in the acute care setting
- Pain management
- Client in the acute care setting
- IV medication administration – theory/knowledge only
- Reporting and documentation in the acute care setting

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012

REVISED COURSE IMPLEMENTATION DATE: September 2020

COURSE TO BE REVIEWED (six years after UEC approval):   February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 256	Number of Credits: 5 Course credit policy (105)

Course Full Title: Consolidated Practice Experience IV

Course Short Title:

(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	Department (or program if no department): School of Health Studies, Practical Nursing

Calendar Description:

A practice experience that provides learners with the opportunity to integrate theory from all courses into the role of the practical nurse in the acute care setting and other clinical areas as appropriate. Students will focus on clients with exacerbations of chronic illness and/or acute illness across the lifespan and will consolidate knowledge and skills such as post-operative care, surgical wound management, intravenous therapy, focused assessment, and clinical decision-making in acute care settings.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma, PNUR 250, PNUR 251, PNUR 252, PNUR 253, and PNUR 254.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Dual-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Special Topics

This course is offered with different topics:

☒ No ☐ Yes *(Double-click on box to select it as checked.)*

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

(The specific topic will be recorded when offered.)

Transfer Credit

Transfer credit already exists: *(See **bctransferguide.ca**.)*

☐ No ☒ Yes

Submit revised outline for rearticulation:

☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	200
Supervised online activities	
Other contact hours:	
Total hours	200

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Grading System

☐ Letter Grades ☒ Credit/No Credit

Expected Frequency of Course Offerings:

Every winter *(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:	Date approved:	October 18, 2019
Faculty Council approval	Date approved:	November 2019
Dean/Associate VP: Alastair Hodges	Date approved:	November 2019
Campus-Wide Consultation (CWC)	Date of posting:	January 10, 2020
Undergraduate Education Committee (UEC) approval	Date of meeting:	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Practice within relevant legislation, Entry to Practice Competencies for Licensed Practical Nurses (CCPNR, 2013), Scope of Practice: Standards, Limits and conditions (BCCNP, 2017), Professional Standards for LPNs (BCCNP, 2014) and Practice Standards (BCCNP, current editions), the Nurses (Licensed Practical) regulation (2014) and facility-specific policy and procedures.
2. Provide culturally informed, safe, competent, and ethical care to clients experiencing medical or surgical challenges.
3. Independently apply critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care for stable post-operative or medical clients across the lifespan.
4. Independently implement nursing interventions and make practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.
5. Recognize and respect the roles and ability of other members of the health care team in the acute care setting.
6. Recognize changes in client status and collaborate with other members of the health care team to develop a plan of care.
7. Provide a caring environment for clients and families by connecting, sharing and exploring with them in a collaborative relationship.
8. Deliver culturally informed, trauma-informed, relational care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
9. Demonstrate teaching and learning through a continuum of care and discharge planning.
10. Provide leadership, direction, assignment, and supervision of unregulated care providers in the acute care setting.
11. Advocate for and lead change reflective of evidence-informed practice.
12. Identify how interactions with clients and other members of the health care team are influenced by own biases, values and assumptions.
13. Seek out and engage in continuous learning to maintain and enhance competence.

Prior Learning Assessment and Recognition (PLAR

☐ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Clinical practice experience, reflective journaling.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Deglin, J. H., & Vallerand, A. H.	Davis's drug guide for nurses	16th	Philadelphia: F. A. Davis	2019
2.	Kozier, B., Erb, G., Berman, A., Snyder, S.J, Fradsen, G., Buck, M…Stamler, L	Fundamentals of Canadian nursing: Concepts, process, and practice	4th Canadian ed.	Toronto: Pearson	2018
3.	Lewis, S. L., Bucher, S. R.,McLean-Heitkemper, M., Harding, M.M., Barry, M.A., Lok, J., Tyerman, J., & Goldsworthy, S.	Medical-surgical nursing in Canada: Assessment and management of clinical problems	4th Canadian Ed.	Toronto: Elsevier	2019
4.		Course pack	☐		

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): This is a credit/no credit course where students must demonstrate satisfactory performance in a clinical setting.

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:

- Leadership
- Professional communication
- Clinical decision making
- Inter-professional approach to practice
- Comprehensive and focused assessments
- Medication administration
- Wound care
- Discharge planning
- Self-reflective approach to practice

	ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
	REVISED COURSE IMPLEMENTATION DATE:	September 2020
	COURSE TO BE REVIEWED (six years after UEC approval):	February 2026

UNIVERSITY OF THE FRASER VALLEY

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 257	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Transition to Preceptorship
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies, Practical Nursing

Calendar Description:

Prepares students for the final practice experience. Simulation experiences and self-directed learning will provide students with increased competence and confidence in their final practice experience.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 256.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Special Topics**
Former course code/number:	This course is offered with different topics:
Cross-listed with:	☒ No ☐ Yes *(Double-click on box to select it as checked.)*
Dual-listed with:	If yes, different lettered courses may be taken for credit:
Equivalent course(s):	☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)	*(The specific topic will be recorded when offered.)*

Typical Structure of Instructional Hours		**Transfer Credit**
Lecture/seminar hours	10	Transfer credit already exists: *(See **bctransferguide.ca**.)* ☐ No ☒ Yes
Tutorials/workshops		Submit revised outline for rearticulation:
Supervised laboratory hours	20	☒ No ☐ Yes *(If yes, fill in transfer credit form.)*
Experiential (field experience, practicum, internship, etc.)		**Grading System**
Supervised online activities		☐ Letter Grades ☒ Credit/No Credit
Other contact hours:		
Total hours	**30**	**Expected Frequency of Course Offerings:**
Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes		Every spring*(Every semester, Fall only, annually, every other Fall, etc.)*

Department / Program Head or Director:		**Date approved:**	October 18, 2019
Faculty Council approval		**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges		**Date approved:**	November 2019
Campus-Wide Consultation (CWC)		**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Develop a learning plan to be shared with mentors in final practice experience.
2. Apply agency polices / preceptor in a final practice experience
3. Competently apply knowledge and skills relevant to the final practice experience.
4. Initiate, support, and develop respectful, supportive collaborative relationships in the practice environment.
5. Be familiar with the established policies and procedures of agency where culminating practice education experience(s) will occur.
6. Demonstrate the leadership role within the scope of practice for Practical Nurses.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, skill review, simulation and nursing lab practice time

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Selected peer-reviewed journals/articles			
2.	Course pack			
3.				
4.				
5.		☐		

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Self/peer assessment of knowledge and skills specific to learner (assessed on a satisfactory/unsatisfactory basis).

Typical Course Content and Topics

- Student self-evaluation of learning needs
- Preparation of learning plan appropriate to placement
- Review and practice of relevant knowledge, skills, and abilities
- Self-reflective practice and leadership
- Review of inter-professional competencies
- Review of appropriate clinical practice guidelines
- Agency orientation and introduction to practice education model
- Simulated scenarios appropriate to selected area of practice

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2020
COURSE TO BE REVIEWED (six years after UEC approval):	February 2026

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PNUR 258	**Number of Credits:** 4.5 Course credit policy (105)

Course Full Title: Preceptorship
Course Short Title:
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies, Practical Nursing

Calendar Description:

This final practice experience provides an opportunity for learners to demonstrate integration and consolidation of knowledge, skills, and abilities within the realities of the workplace, and become practice ready.

Note: This experience may occur through a variety of practice experience models, including the preceptorship model, under the immediate supervision of a single, fully qualified and experienced LPN, RN, or RPN and/or within the context of a collaborative learning environment as a participating team member.

Prerequisites (or NONE):	Admission to the Practical Nursing diploma and PNUR 257.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Special Topics**
Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): *(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)*	This course is offered with different topics: ☒ No ☐ Yes *(Double-click on box to select it as checked.)* If yes, different lettered courses may be taken for credit: ☐ No ☐ Yes, repeat(s) ☐ Yes, no limit *(The specific topic will be recorded when offered.)*

Typical Structure of Instructional Hours		**Transfer Credit**
Lecture/seminar hours		Transfer credit already exists: *(See **bctransferguide.ca**.)* ☐ No ☒ Yes
Tutorials/workshops		Submit revised outline for rearticulation:
Supervised laboratory hours		☒ No ☐ Yes *(If yes, fill in transfer credit form.)*
Experiential (field experience, practicum, internship, etc.)	180	**Grading System**
Supervised online activities		☐ Letter Grades ☒ Credit/No Credit
Other contact hours:		**Expected Frequency of Course Offerings:**
Total hours	**180**	Every spring*(Every semester, Fall only, annually, every other Fall, etc.)*
Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes		

	Date approved:	
Department / Program Head or Director:	**Date approved:**	October 18, 2019
Faculty Council approval	**Date approved:**	November 2019
Dean/Associate VP: Alastair Hodges	**Date approved:**	November 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	January 10, 2020
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 28, 2020

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Apply the Entry to Practice Competencies for Licensed Practical Nurses' Professional Practice (2013) to provide competent culturally safe and ethical care.
2. Practice within relevant legislation, Scope of Practice, Standards of Practice, and ethical standards as set out by the BCCNP and the Nurses (licensed Practical) Regulation (2015).
3. Value and engage in continuous learning to maintain and enhance competence.
4. Practice in collaboration with other members of the health care team to meet the collective needs of their clients.
5. Participate in inter-professional problem solving and decision-making processes.
6. Advocate for and facilitate change reflecting evidence-informed practice.
7. Make practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.
8. Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care.
9. Develop a collaborative relationship with clients by connecting, sharing and exploring with them in a caring environment.
10. Provide culturally informed, trauma-informed, relational care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety and diversity.
11. Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate.
12. Identify one's own values, biases, and assumptions on interactions with clients and other members of the health care team.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes   ☒ No, PLAR cannot be awarded because this capstone experience of provincial curriculum must be completed at UFV.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Clinical practice experience.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Deglin, J. H. & Vallerand, A. H.	Davis's drug guide for nurses	16		2019
2.	Kozier, B., Erb, G., Berman, A., Snyder, S. J., Frandsen, G., Buck, M., Ferguson, L., Yiu, L., & Stamler, L	Fundamentals of Canadian nursing: Concepts, process, and practice	4th Canadian Ed.	Toronto: Pearson	2018
3.	Lewis, S. L., S. R., Bucher, McLean-Heitkemper, M., Harding, M.M., Barry, M.A., Lok, J., Tyerman, J., & Goldsworthy, S.	Medical-surgical nursing in Canada: Assessment and management of clinical problems	4th Canadian Edition	Toronto: Elsevier	2019
4.		Course pack	☐		

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): All evaluation is graded on a satisfactory/unsatisfactory basis.

An example of student evaluation for this course might be:
- Midterm and final preceptor/mentor evaluations
- Midterm and final self-evaluations

Typical Course Content and Topics

Course outcomes will be met through examination and exploration of the following:

- Leadership
- Professional communication
- Clinical decision making
- Interprofessional approach to practice
- Comprehensive and focused assessments
- Medication administration
- Wound care
- Discharge planning
- Self-reflect approach to practice

<div align="center">**Memo for Program Changes**</div>

To: PRE-UEC

From: Michelle Rhodes, Chair, Integrated and General Studies

Date: 09 January 2020

Subject: Proposal for additional options within the Diploma of General Studies

1. Summary of changes (select all the apply):

  ☐ Program revision that requires new resources
  ☒ Addition of new course options or deletion or substitution of a required course
  ☐ Change to the majority of courses in an approved program
  ☐ Change to the duration, philosophy, or direction of a program
  ☐ Addition of a new field of specialization, such as a concentration
  ☐ Change in requirements for admission
  ☐ Change in requirements for residency or continuance
  ☐ Change in admission quotas
  ☐ Change which triggers an external review
  ☐ Deletion of a program not included in the Program Discontinuance policy
  ☒ Other – Please specify: Deletion of Computer Assisted Drafting program as option to meet the Digital Competency requirement

2. Rationale for change(s):

Change 1: Addition of course options to *Additional Written, Oral, or Visual Communications* requirement: Addition of HALQ 101 and PUNJ 101

These additional course options are in keeping with the use of other languages to meet this requirement.

Change 2: Addition of ADED 380 to *Digital Competency* requirement

Course has been reviewed by curriculum committee and has been deemed to meet the learning outcomes for this requirement.

Change 3: Deletion of Computer Assisted Drafting certificate as option to meet *Digital Competency* requirement: Program has been discontinued for several years, and we have yet to see a student who has completed this program come through the diploma or degree. This is a simple calendar update.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

No change to outcomes. Upon review by the program chair, VOC credits may be used to meet the professional competency requirement of the BIS.

4. What consideration has been given to indigenizing the curriculum?

No change is made here in this regard, except addition of HALQ 101 to meet the 2nd communications requirement.

5. Will additional resources be required? If so, how will these costs be covered?

None.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

This change is proposed with the goal of better supporting students already at UFV who completed 'vocational' post-secondary training

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

No

8. Identify any available resources that will be used to accommodate the program changes. (E.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

None required

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

No significant impact of the addition of course options expected, as diploma students are often already completing language courses; however, they do not do so in a systemic way. The change allows for the application of these completed courses to the diploma's requirements.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

No new budgetary implications

GENERAL STUDIES
ufv.ca/General-Studies

General Studies diploma

The General Studies diploma is UFV's most flexible two-year program, allowing students to choose courses that are most relevant to their personal and professional goals. General Studies diploma students will demonstrate foundational skills in communication, numeracy, and science or digital literacy.

The General Studies diploma is flexible enough to allow students to:

- Explore courses from a variety of areas of study;
- Use transfer, applied, and professional program credits;
- Tailor a program of study to specific needs of their workplace; and
- Complete entrance and lower-level requirements for degree-level study and professional programs.

Students successfully completing a General Studies diploma will have met several of the competency requirements for the Bachelor of Integrated Studies (BIS). Diploma students interested in continuing in the BIS with the intention of developing a thematic specialization can work with an Advisor while in the diploma program to ensure that necessary prerequisites have been completed.

…

Program requirements

The General Studies diploma requires:

- A minimum of 60 credits in courses numbered at the 100 level or higher.
- A minimum of 24 credits in courses numbered at the 200 level or higher.
- Successful completion of courses in at least four distinct disciplines.
- Demonstration of having met the following Core Competencies.

Core Competency	Requirement

Written communication	CMNS 125 or ENGL 105

Additional written, oral, or visual communication	One of:
	
	• ABT 135, AH 100, AH 101, AH 102, AH 204, CMNS 115, CMNS 175, CMNS 235, CMNS 251, CMNS 300/JRNL 300, ENGL 104, ENGL 208, ENGL 210 to ENGL 215, ENGL 267 (discontinued), FREN 101, FREN 102, GD 101, GD 102, GD 157, GEOG 257/CMNS 257, GERM 101, GERM 102, HALQ 101, HSER 120, JAPN 101, JAPN 102, MEDA 222, MEDA 260, PUNJ 101, RUSS 101, RUSS 102, SOC 254, SPAN 101, SPAN 102, SPAN 201, THEA 111, THEA 112, VA 113, VA 115, VA 116, VA 160, or VA 180
	• Or completion of one of the following credentials:
	    o **Aboriginal Culture and Language Support diploma**
	    o **Paralegal certificate**
	    o **Paralegal diploma**
	    o **Records Management certificate**

Use and interpretation of numerical data	One of:
	
	• CRIM 320, ECON 100, ECON 101, GEOG 252, GEOG 253, MATH 100-level or higher, PSYC 110, PSYC 202, SOC 255/MACS 255/ANTH 255, or STAT 100-level or higher (see Note 1).
	• Or completion of one of the following credentials:
	    o **Architectural Drafting Technician certificate**
	    o **Automation and Robotics Technician diploma**
	    o **Bookkeeping for Small Business certificate**
	    o **Carpentry certificate**
	    o **Construction Electrician certificate**
	    o **Electronics Technician — Common Core certificate**

	o **Hospitality and Event Management Post-baccalaureate certificate** (unavailable until further notice)
And one of the two following competencies:	
Scientific competency	One of: • AGRI 123, AGRI 124, AGRI 129, AGRI 163, ASTR 103, ASTR 104, BIO 100-level or higher, CHEM 100-level or higher, GEOG 103, GEOG 116, HSC 111, KIN 163, KIN 170, PHYS 100-level or higher, or PSYC 202 • Or completion of one of the following credentials: o **Automation and Robotics Technician diploma** o **Construction Electrician certificate** o **Electronics Technician — Common Core certificate** o **Practical Nursing diploma**
Digital competency	One of: • Course in digital competency: o ADED 380 o BUS 160/CIS 110 o CIS 100 or higher o COMP 120 or higher o CMNS 251, 375, or 376 o ENGR 151 o Any GD course except GD 102 o GEOG 253, 300J, 300N, or 357 o VA 160, 180, 271, or 365 • Or completion of one of the following credentials:

- o **Applied Business Technology certificate**
- o **Architectural Drafting Technician certificate**
- o **Automation and Robotics Technician diploma**
- o **Bookkeeping for Small Business certificate**
- o ~~**Computer Assisted Drafting (CAD)**~~ ~~**certificate**~~ (discontinued)
- o **Electronics Technician — Common Core certificate**
- o **Legal Administrative Assistant certificate**
- o **Library and Information Technology diploma**
- o **Medical Office Assistant certificate**
- o **Paralegal certificate**
- o **Paralegal diploma**
- o **Records Management certificate**
- Or portfolio demonstration of having met competency outcomes through professional or related experience. See **BIS website** for more information on using portfolios to demonstrate competency requirements.

Note 1: STAT 104 or STAT 106 is recommended for students planning on continuing into the Bachelor of Integrated Studies degree.

Note 2: Individual courses can only be used to meet one competency.

Advisors can assist students in developing individual educational plans. An advising appointment can help students refine their goals and objectives, understand available choices, and select courses which will apply to the intended program. Students wishing to apply to the **Bachelor of Integrated Studies** after completion of the General Studies diploma should familiarize themselves with additional BIS requirements. Contact Advising at **advising@ufv.ca**.

Note: Students may enrol in courses for which they meet the prerequisites. Some courses may be more difficult to gain access to as seats are reserved for students admitted to a particular program. General Studies students may be able to enrol in these courses if there are vacancies in courses after program students have registered. Refer to the course descriptions for prerequisite information.

Memo for Program Changes

To: PRE-UEC

From: Michelle Rhodes, Chair, Integrated and General Studies

Date: 09 January 2020

Subject: Proposal for additional course options to meet the BIS requirements

1. Summary of changes (select all the apply):

   ☐ Program revision that requires new resources

   ☒ Addition of new course options or deletion or substitution of a required course

   ☐ Change to the majority of courses in an approved program

   ☐ Change to the duration, philosophy, or direction of a program

   ☐ Addition of a new field of specialization, such as a concentration

   ☐ Change in requirements for admission

   ☐ Change in requirements for residency or continuance

   ☐ Change in admission quotas

   ☐ Change which triggers an external review

   ☐ Deletion of a program not included in the Program Discontinuance policy

   ☒ Other – Please specify: Deletion of Computer Assisted Drafting certificate as option to meet *Digital Competency* requirement

2. Rationale for change(s):

Change 1: Addition of course options to *Additional Written, Oral, or Visual Communications* requirement: Addition of HALQ 101 and PUNJ 101

These additional course options are in keeping with the use of other languages to meet this requirement.

Change 2: Addition of ADED 380 to *Digital Competency* requirement

Course has been reviewed by curriculum committee and has been deemed to meet the learning outcomes for this requirement.

Change 3: Addition of Activity Assistant program as option to meet *Professional Competency* requirement.

This addition is consistent with the use of other practicum-based CE programs to meet this requirement, and is supported by the CE department.

Change 4: Addition of ENGL 228, GEOG 312, and IDS 300f as option to meet *Intercultural Engagement* requirement.

The curriculum committee has reviewed ENGL 228 and IDS 300f and deemed that they meet the intercultural learning outcomes associated with this requirement, consistent with other course options.

GEOG 312 was vetted by CACC, and we are including it for the purpose of keeping this consistent between both programs.

Change 5: Addition of Note 1 below *Intercultural Competency* requirement.

As the IDS courses have developed, we have had multiple requests to consider using these to meet this particular requirement. Because it is not always known whether a course will be repeated, and because IDS courses are developed ad hoc, we are unable to put in a calendar change *ahead* of the course being offered. In these cases, the IGSPC will review whether the upcoming offering will meet the requirement's learning outcomes, and if so, provide one-time approval. If the course is to be repeated (as for IDS 300f), it will be considered for addition to calendar as option.

Change 6: Changes in Note below *Additional Written, Oral, or Visual Communication requirement* and Note 2 below *Intercultural Competency* requirement.

We have added HALQ and PUNJ as examples of options in second language instruction, to make it clearer to our students that these can be used for this requirement.

Change 7: Deletion of Computer Assisted Drafting certificate as option to meet *Digital Competency* requirement: Program has been discontinued for several years, and we have yet to see a student who has completed this program come through the diploma or degree. This is a simple calendar update.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

No change to learning outcomes

4. What consideration has been given to indigenizing the curriculum?

Addition of HALQ to option within 2nd communications requirement

5. Will additional resources be required? If so, how will these costs be covered?

No additional costs anticipated

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

These changes should improve flexibility to meet program requirements. The use of VOC credits will provide a more seamless transition for non-traditional students coming from programs awarded VOC credits. We currently accommodate these students within our program, but in an ad hoc manner that is not transparent.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

No change to number of credits required.

8. Identify any available resources that will be used to accommodate the program changes. (E.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

No additional resources required.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

No significant impact of the addition of course options expected, as degree students are already frequently completing language and ADED courses. The change allows for the application of these completed courses to the degree requirements.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

No new budgetary implications

CWC comment and response:

•   The "Aviation applicants" section of the BIS calendar requires further revision, to remove reference to Coastal Pacific Aviation.

The BIS program maintains a transfer partnership with Coastal Pacific Aviation, and only with CPA at this time. We continue to get questions regarding aviation transfer from students attending other flight schools. Until such time as we have a different relationship, it is important to have calendar language that indicates that the partnership is with CPA."

Memo for Program Changes

To: PRE-UEC

From: Michelle Rhodes, Chair, Integrated and General Studies

Date: 09 January 2020

Subject: Removal of requirement for Customized Learning Plan within the BIS

1. Summary of changes (select all the apply):

   ☐ Program revision that requires new resources
   ☐ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☒ Other – Please specify: Deletion of Customized Learning Plan requirement

2. Rationale for change(s):

We are requesting the removal of the requirement for the Customized Learning Plan. The IGSPC as reviewed the use of the CLP, and consulted with advisors, and found that this program requirement has not met its intended goals. Students often complete the CLP too late, and it's of little value to late-stage "program-jumpers" (those with 90+ credits) from other programs to the BIS. At the same time, students who complete the CLP too early often find the plan difficult to complete due to insufficient educational history. Lastly, enforcement of CLP completion is difficult due to staffing resources and the highly varied nature of how students move between programs.

The critical part of the CLP process, however, has been subsequently folded into PORT 398, which is a required course for BIS students.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

This change does not affect learning outcomes.

4. What consideration has been given to indigenizing the curriculum?

N/A

5. Will additional resources be required? If so, how will these costs be covered?

No—quite the opposite, as the removal of this requirement will reduce demands on advisor and chair time.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The impact is expected to be positive to a minor extent. We have heard anecdotally of students who have avoided the BIS because of this requirement. More concerningly, our current students worry about how their registration or graduation may be held up by CLP review.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

No

8. Identify any available resources that will be used to accommodate the program changes. (E.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

None

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

N/A

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

No new budgetary implications

Memo for Program Changes

To: UEC

From: Michelle Rhodes, Chair, Integrated and General Studies

Date: 09 January 2020

Subject: Change in Language for Thematic Options in the Bachelor of Integrated Studies

1. Summary of changes (select all the apply):

☐ Program revision that requires new resources
☐ Addition of new course options or deletion or substitution of a required course
☐ Change to the majority of courses in an approved program
☐ Change to the duration, philosophy, or direction of a program
☐ Addition of a new field of specialization, such as a concentration
☐ Change in requirements for admission
☐ Change in requirements for residency or continuance
☐ Change in admission quotas
☐ Change which triggers an external review
☐ Deletion of a program not included in the Program Discontinuance policy
☒ Other – Please specify: Change in Calendar Language for Thematic Option

2. Rationale for change(s):

Following a review process earlier in Fall 2019, UEC approved a change in the structure and language of thematic options/ themes and the potential creation of concentrations to replace 'pre-set' thematic options.

The calendar changes reflect the approved revisions to process. These include:

- Change in language from Thematic Options to *Themes,* which is more common language provincially
- Removal of reference to pre-set Thematic Options that have been previously been approved by the IGSPC. Pre-set Thematic Options with sufficient demand are being considered for reconstitution as concentrations, and will come through at a later date.
- Removal of the reference to the Aviation-related Thematic Option. While in use for nearly a decade, the current agreement is under review. However, we still allow for courses through transfer from CPA to be used towards the BIS, and so the language has been simplified. Students will still be able to customize a theme using their aviation courses in combination with other course options.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

This change does not affect learning outcomes.

4. What consideration has been given to indigenizing the curriculum?

N/A

5. Will additional resources be required? If so, how will these costs be covered?

None

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The impact is expected to be minor in terms of the language change. The shift from pre-set thematic options to concentrations is expected to, in the long run, create a positive enrolment trend.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

No

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

None

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

N/A

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

No new budgetary implications

INTEGRATED STUDIES
ufv.ca/integrated-studies/

Bachelor of Integrated Studies degree

In the Bachelor of Integrated Studies (BIS), students can create a flexible, multidisciplinary program suited to their educational and career goals. To complete their program, students develop and demonstrate core competencies highly desired in the workforce, such as effective communications and the use of data. Prior learning and professional experience can be used, by assessment, to meet one or more of the competencies. In their program, students choose between completing a specialty as part of a them~~catic option~~ or minor, or completing a general option.

Quick links

- What are the **requirements for entrance** to the program?
- **How to apply**
- **How many credits in the BIS need to be completed at UFV**? **How many can be transferred from other institutions**?
- What are the **requirements for the Bachelor of Integrated Studies**?
- What choices are there for specialization within the BIS? **Themes, ~~atic Options,~~ minors, and other options**
- **Graduation requirements**
- **Relevant policies**

Can professional experience be used towards the BIS?

Potentially, yes! BIS students must demonstrate professional competency as a condition of degree completion, and prior or continuing professional experience may be considered for this requirement. In addition, the Prior Learning Assessment and Recognition (PLAR) process allows students the opportunity to have non-traditional learning and work experience assessed for credit. Please contact an Academic Advisor for more information.

Entrance requirements

Option 1: Secondary school (for students with secondary school graduation only)

B.C. applicants

1. B.C. secondary school graduation or equivalent.

2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional **Approved Grade 12 courses**.

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

Out-of-province applicants

Students will be considered on the basis of courses equivalent to **Approved Grade 12 courses**. See the **Admissions** section of the calendar for more information on equivalents to B.C. secondary school graduation.

Out-of-country applicants

Students must have B.C. secondary school graduation equivalency, meet the prerequisites for **ENGL 105** or **CMNS 125**, and have completed an equivalent average of B (equated to the UFV grading system) in two academic Grade 12 subjects.

Students who do not meet these requirements might consider **Qualifying Studies**.

Alternatives to secondary school graduation

Students who have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

Aviation applicants

The BIS allows for use of approved flight training courses at Coastal Pacific Aviation to meet their degree requirements.

To complete these flight training courses, students must apply and be admitted to Coastal Pacific Aviation. Please refer to the **Aviation** section of the calendar and to the **Coastal Pacific Aviation** website for further details about admission requirements and application processes.

Aviation students have the option of combining a Bachelor of Integrated Studies degree with a Thematic option in **Professional Pilot Training — Fixed Wing**. Students who plan to complete this option should apply to Coastal Pacific Aviation at the same time as applying for the BIS. Please refer to the **Coastal Pacific Aviation** website for further details about admission requirements and application processes.

This program may also be of interest to students who have completed the **Business Administration (Aviation) diploma** and wish to continue their studies to complete a university degree with a related theme.atic option.

Option 2: University entrance (for students who have attended some post-secondary school)

1. Post-secondary applicants may be considered for admission to the BIS if they have the equivalent of B.C. secondary school English Studies 12 or English First Peoples 12 with a final grade of C+ or better; **or**
2. Otherwise meet the prerequisites for **ENGL 105** or **CMNS 125**, and have completed one of the following:
   - A minimum of 30 post-secondary credits with a minimum CGPA of 2.00, including a minimum of nine transferable university-level credits;
   - A minimum of nine transferable university-level credits, with a minimum CGPA of 3.00, calculated on all credits attempted;
   - A UFV diploma (e.g. General Studies diploma, Liberal Arts diploma, etc.) or B.C. Associate degree in Arts or Science with a minimum CGPA of 2.00; or
   - A post-secondary vocational, career, or technical certificate or diploma (with minimum of 24 credits) from a recognized Canadian or international post-secondary institution, with a minimum CGPA of 2.50, calculated on all courses taken.

Note 1: Students applying under category 1 above, with fewer than 30 credits applicable for BIS entrance at the time they apply for admission, but who have a minimum CGPA of 2.00 on all post-secondary courses attempted, may be considered for admission based on secondary school requirements.

Note 2: Any student who is applying to enter the BIS program with 60 or more transferable university-level credits will also need to submit a **Customized Learning Plan (CLP)** as part of their application. CLPs will not be used as a basis for admission.

Option 3: Non-traditional student entrance

A limited number of seats will be available for students who are starting or returning to university after five or more years in the work force. Applicants must have B.C. secondary school graduation or equivalent, meet the requirements for **ENGL 105**, and submit a written statement of interest with their application. Students granted entrance under this application category are required to meet with the BIS Academic Advisor prior to registration.

Students who do not meet these requirements might consider **Qualifying Studies** and/or a meeting with an Academic Advisor.

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Program requirements

There are ~~three~~four sets of requirements for the BIS.

1. ~~Completion of the~~ **Customized Learning Plan**
2.~~1.~~ **Degree, breadth, and portfolio requirements**
3.~~2.~~ **Core competencies requirements**
4.~~3.~~ Electives for the General option, minor(s), or Them~~eatic option~~

~~Customized Learning Plans (CLPs)~~

~~BIS students are required to submit a Customized Learning Plan (CLP) as part of their degree planning and in meeting their degree requirements. The CLP requires students to identify their learning and professional goals.~~

~~Students will develop their CLP using online BIS supports and in consultation with an Academic Advisor. Students will need to submit their CLPs before they have completed 60 university-level credits, including PLAR. A hold may be placed on registration until the CLP is submitted. Students who are applying to enter the BIS after having already completed 60 or more university-level credits will need to submit their CLPs with their application. CLPs will not be used as a basis for admission, but are required to ensure these students can likely complete any planned coursework in time.~~

~~For more information, deadlines, and to obtain CLP forms, please refer to the~~ **Bachelor of Integrated Studies** ~~website.~~

Degree, breadth, and portfolio requirements

To receive a Bachelor of Integrated Studies degree students must complete the following minimum requirements:

- 120 credits with a minimum cumulative grade point average (CGPA) of 2.00, of which 30 must be completed at UFV.
- 45 upper-level credits, of which 24 are completed at UFV.
- CGPA of 2.00 in the BIS degree.
- CGPA in courses for minor(s), as specified by minor program.

- CGPA of 2.00 in all upper-level credits.
- The 120 credits must incorporate the breadth requirement.

In addition, students must complete the following two requirements:

- **Breadth requirement:** Completion of one or more courses in each of at least six separate disciplines, as identified by course prefix (e.g. AGRI, ANTH, ASTR, BIO, BUS, etc.).
- **E-Portfolio requirement:** Completion of PORT 398 and PORT 399.

Core competencies requirements

1. **Effective Communications**
2. **Use and Interpretation of Numerical Data**
3. **Scientific Literacy**
4. **Digital Competency**
5. **Intercultural Engagement**
6. **Professional Competency**

1. Effective communications

Core competency	Requirement
Written communication	CMNS 125 or ENGL 105
Additional written, oral, or visual communication	One of: (see Note) • ABT 135, AH 100, AH 101, AH 102, AH 204, CMNS 115, CMNS 120, CMNS 175, CMNS 235, CMNS 251, CMNS 300/JRNL 300, ENGL 104, ENGL 200, ENGL 208, ENGL 210, ENGL 211, ENGL 212, ENGL 213, ENGL 214, ENGL 215, ENGL 267 (discontinued), FREN 101, FREN 102, GD 101, GD 102, GD 157, GEOG 257/CMNS 257, GERM 101, GERM 102, HALQ 101, HSER 120, JAPN 101, JAPN 102, MEDA 222, MEDA 260, PUNJ 101, RUSS 101, RUSS 102, SOC 254, SPAN 101, SPAN 102,

	SPAN 201, THEA 111, THEA 112, VA 113, VA 115, VA 116, VA 160, or VA 180 • Or completion of one of the following credentials: o **Aboriginal Culture and Language Support diploma** o **Paralegal certificate** o **Paralegal diploma** o **Records Management certificate**

Note: A single course in second language instruction (e.g. FREN, GERM, HALQ, JAPN, PUNJ, RUSS, SPAN) can only be used to meet either the Effective Communications requirement or the Intercultural Engagement requirement. Students may choose to complete a second course in language instruction, and use this to meet a second requirement.

2. Use and interpretation of numerical data

Core competency	Requirement
Statistics	One of: STAT 104, STAT 106, or PSYC 110
Additional use and interpretation of numerical data	One of: • CRIM 320, ECON 100, ECON 101, GEOG 252, GEOG 253, MATH 100-level or higher, PSYC 202, SOC 255/ANTH 255/MACS 255, or STAT 270 or higher • Or completion of one of the following credentials: o **Architectural Drafting Technician certificate** o **Automation and Robotics Technician diploma** o **Bookkeeping for Small Business certificate** o **Carpentry certificate** o **Construction Electrician certificate** o **Electronics Technician — Common Core certificate**

3. Scientific literacy

Core competency	Requirement

Scientific competency	One of: (see Note)
	
	• AGRI 123, AGRI 124, AGRI 129, AGRI 163, ASTR 103, ASTR 104, BIO 100-level or higher, CHEM 100-level or higher, GEOG 103, GEOG 116, HSC 111, KIN 163, KIN 170, PHYS 100-level or higher, or PSYC 202
	• Or completion of one of the following credentials:
	    o **Automation and Robotics Technician diploma**
	    o **Construction Electrician certificate**
	    o **Electronics Technician — Common Core certificate**
	    o **Practical Nursing diploma**

Note: Teacher education programs will have more specific lab science requirements. Students planning on continuing on to Teacher Education programs should check with those programs' admissions requirements.

4. Digital competency

Core competency	Requirement

Digital competency	One of:
	
	• ADED 380, BUS 160/CIS110, CIS 100 or higher, COMP 120 or higher, CMNS 251, CMNS 375, CMNS 376/MACS 376, ENGR 151, Any GD course except GD 102, GEOG 253, GEOG 300J, GEOG 300N, GEOG 357/BIO 357, VA 160, VA 180, VA 271, or VA 365/FILM 365/JRNL 365
	• Or completion of one of the following credentials:
	    o **Applied Business Technology certificate**
	    o **Architectural Drafting Technician certificate**

	○ **Automation and Robotics Technician diploma**
	○ **Bookkeeping for Small Business certificate**
	○ ~~**Computer Assisted Drafting (CAD) certificate**~~ (discontinued)
	○ **Electronics Technician — Common Core certificate**
	○ **Legal Administrative Assistant certificate**
	○ **Library and Information Technology diploma**
	○ **Medical Office Assistant certificate**
	○ **Paralegal certificate**
	○ **Paralegal diploma**
	○ **Records Management certificate**
	• Or portfolio demonstration of having met competency outcomes through professional or related experience. See **BIS website** for more information on using portfolios to demonstrate competency requirements.

5. Intercultural engagement

Core competency	Requirement
Intercultural engagement	One of: • ANTH 111, CMNS 180, EDUC 290, EDUC 291, ENGL 228, GDS 250/SOC 250, GEOG 312, GEOG 346, GEOG 466/GD 466, HIST 103, HIST 396O, IDS 300F, IDS 400D, IDS 400E, LAS 200/SOC 200, PACS 200, or SOC 250/GDS 250 • EAP 054 or higher • FNST 100 or higher • IPK 102 or higher • FREN 101 or higher; GERM 101 or higher; HALQ 101 or higher; JAPN 101 or higher; MAND 101 or higher; PUNJ 101 or higher; RUSS 101 or higher; SPAN 101 or higher (see Note 1)

- GDS 311/GEOG 398/SOC 398, or approved, relevant internship or practicum (see Note 2)
- Or portfolio demonstration of having met competency outcomes through professional or related experience. See **BIS website** for more information on using portfolios to demonstrate competency requirements.

Note 1: Some sections of IDS300/400 may be used to meet this requirement, depending on topic. Check with your BIS advisor if interested in using an IDS 300/400 course.

Note 2~~1~~: A single course in second language instruction (e.g. FREN, GERM, HALQ, JAPN, PUNJ, RUSS, SPAN) can only be used to meet either the Effective Communications requirement or the Intercultural Engagement requirement. Students may choose to complete a second course in language instruction, and use this to meet a second requirement.

Note 3~~2~~: A single internships or practicum can be used to meet the Intercultural Engagement requirement or the Professional Competency requirement, but not both. Students have the option of completing more than one internship or practicum in their program, in which case each placement can be used to meet a separate requirement.

6. Professional competency

Successful completion of one of the following:

- One or more terms of Cooperative Education
- Credited Internship or Practicum in any discipline
- Credited Study Tour (four or more credits)
- Three verified Co-Curricular Record (CCR) experiences, or 60 hours of CCR
- 60 hours of Co-Curricular Record experience
- Completion of a post-secondary Professional program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Individual Learning Plan and leading to professional designation or accreditation
- Completion of Continuing Education programs that have a practicum component (e.g. Activity Assistant, Legal Administration, Medical Office Assistant, Public Relations, Records Management, Veterinary Assistant).
- Completion of Continuing Education programs in:

- o   Bookkeeping for Small Business

- o   Coding Bridging

- o   Human Resources Management

- o   Library Technology Post-diploma

- o   Management Skills for Supervisors

- o   Paralegal certificate

- o   Paralegal diploma

- Demonstration, through application and e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in Individual Learning Plan. See **BIS website** for more information.

Themes ~~atic options,~~ minors, and other specializations

Students can choose from the following degree pathways: Them~~es, atic options,~~ **~~Thematic option (Professional Pilot Training),~~** **minors**, **Co-operative Education**, and **General option** (no specialization).

Students must declare which option they plan to pursue by 60 credits or, for transfer students with more than 60 credits, at time of entry.

~~Thematic~~ Themes ~~option~~

- The ~~Thematic~~ Theme ~~option~~ allows students to create a customized program of study in an area for which UFV does not offer a major or minor. Students complete their them~~atic options~~ using upper-level courses from two or more disciplines. Past ~~them~~s~~atic options~~ have included: explorations of aging, public relations, Middle Eastern studies, and agroecology. Students should request a meeting with the program advisor or chair to discuss building their them~~atic~~ option around their educational and professional interests.

~~Students have two pathways to complete a thematic option:~~

- ~~Completion of a pre-set thematic option in one of the following areas: Aviation, Childhood Studies, Educational Studies, or Spanish Language and Culture Studies. Check with the BIS advisor for an updated list of pre-set thematic options;~~

- Design their own thematic option (subject to program approval) in a unique area. Past thematic options have included: explorations of aging, public relations, Middle Eastern studies, and agroecology. Students should request a meeting with the program advisor or chair to discuss building their thematic option around their educational and professional interests.
- All themes thematic options must meet the following requirements:

- A minimum of 24 upper-level credits approved for use in the theme.atic option.
- A minimum of 12 upper-level credits approved for use in the theme.atic option to be completed at UFV.
- Upper-level credits from a minimum of two distinct disciplines used within the theme.atic option.
- A minimum 2.00 grade requirement in all themeatic option courses.

Please see the **Bachelor of Integrated Studies** website or the **Advising Centre** website for information and forms on completing existing a theme. thematic options, and for the thematic option handbook and forms. Students wishing to complete a thematic option should identify this within their Customized Learning Plan (CLP) and submit the CLP by 60 credits or time of entry. Students choosing to complete a thematic option after the CLP can submit a separate proposal but should do so before 90 credits in order to ensure that sufficient time is available to complete requirements. The plan must include courses that satisfy the general degree requirements and show how the selected courses support the theme.

Thematic option — Aviation

Professional Pilot Training — Fixed Wing

The BIS offers a departmentally approved Thematic option for students who are completing the Aviation program. This program includes courses for obtaining private and commercial licences and one of the specialized advanced options: heavy jet or professional flight instructor. Upon successful completion of the BIS requirements and Aviation courses students obtain a Thematic option: Professional Pilot Training — Fixed Wing. Students can select courses to complete one or more minors or select courses for interest.

For this specialized option, students must apply and be admitted to Coastal Pacific Aviation. Please refer to the **Aviation** section of the calendar and to the **Coastal Pacific Aviation** website for further details about admission requirements and application processes.

Aviation

The BIS allows for use of approved flight training courses at Coastal Pacific Aviation to meet their degree requirements. Interested BIS applicants or students should contact Coastal Pacific Aviation for information on their courses.

This option may also be of interest to students who have completed the **Business Administration (Aviation) diploma** and wish to continue their studies to complete a university degree with a related theme.

Minors and extended minors

Students select electives to complete one or more minors or extended minors. Refer to the appropriate calendar details for the minor or extended minor requirements.

Students may not complete both a minor and an extended minor in the same program.

Note: For students completing a Theme~~matic~~ option, only two upper-level courses (maximum of eight credits) of a minor or extended minor can be used toward the Theme.~~matic option.~~

General option

Students select courses to complete a minimum of 120 credits, of which at least 45 must be upper-level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance a career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is developed according to the intended learning goals of the individual.

Co-operative Education option

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Integrated Studies degree program. See the **Co-operative Education** section for more details.

Declaration of minors, or theme~~matic option~~s

Students may formally declare minors or intention to complete a them~~atic option~~e after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under the

relevant discipline.) Students are encouraged to declare minors or their intention to complete a them~~catic option~~ as soon as possible.

Students will be required to make this declaration by 90 credits, or upon entry to degree program, whichever is later. Students may request to declare a minor or Them~~catic Option~~ after 90 credits on a case-by-case basis. Students who do not meet the requirements of their planned minor or Them~~catic Option~~ may be able to graduate with a BIS, general option (no specialization).

Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.