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**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4177

UEC Assistant: Amanda Grimson  
Phone: 4571

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**TO:** Undergraduate Education Committee Representatives  
**FROM:** Amanda Grimson, UEC Assistant  
**DATE:** January 30, 2012  
**RE:** NOTICE OF UEC MEETING

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An Undergraduate Education Committee (UEC)

meeting is scheduled for:

**Friday, February 2, 2012**

9:30 am-Noon, Room A225 (Abbotsford campus)

*[Agenda package attached]*

**\*\*\* Note early meeting start time \*\*\***

## UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

Friday, February 3, 2012  
9:30 am – 12 pm, Room A225  
Abbotsford Campus

### AGENDA

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#### 1. APPROVAL OF THE AGENDA

#### 2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: December 16, 2011

Exhibit #2.1 (p.6)

#### 3. COURSE OUTLINES

The following courses are ready for publication following UEC approval. Official course outlines are available online at <http://www.ufv.ca/calendar/courseoutlines/uec/>.

##### 3.1. Biology

Review with changes including prerequisites and hours: BIO 416

##### 3.2. Communications

Change to prerequisites: CMNS 125, 155, 175, 353, 380, 420, 430

Change to synonymous courses: CMNS 115

Review with changes: CMNS 180, 335, 351

Review with changes including prerequisites: CSM 104

Review with changes including prerequisites: CMNS 312

Review with changes including title and prerequisites: CMNS 385/ENGL 385

Changes including title and prerequisites: CMNS 375

##### 3.3. Computer Information Systems

Change to prerequisites: COMP 125, 150, 152

##### 3.4. Early Childhood Education/Child and Youth Care

New course: CYC 411, Supplemental Practicum in CYC

Review with changes: ECE 100, 101, 102, 103, 120, 269, 301, 302

Review with changes including prerequisites: ECE 132, 243, 282

Review with changes including pre/corequisites: ECE 222, 225, 230, 231, 233, 235, 311, 312

Review with changes including corequisites: ECE 303

##### 3.5. Geography

Review with changes including title and new cross-listing: GEOG 417/BIO 417  
New cross-listed course: GEOG 419/BIO 419, Paleoecology  
New course: GEOG 493, Honours Research Project in Physical Geography/GIS

### **3.6. Health Sciences**

Changes including credits and hours: HCA 112, 114, 120, 130, 131  
Change to prerequisites: HSC 113, 116, 210, 212, 310, 312, 410  
Change to prerequisites: NURS 104, 105, 106, 120, 201, 202, 203, 204, 205, 206, 220, 230, 301, 303, 304, 306, 307, 401, 403, 406

### **3.7. History**

Review with changes: HIST 105, 115, 235, 236, 324, 330, 370, 385,  
Review with changes including title: HIST 101, 300  
Review with changes including prerequisites: HIST 420  
Change to prerequisites: HIST 457, 458, 460

### **3.8. Physics**

New course: PHYS 392, Interfacing and Virtual Instrumentation  
Changes including prerequisites: PHYS 111, 112

### **3.9. Social Work and Human Services**

Review with changes: SOWK 210, 301, 311, 380, 394, 404, 412, 483, 491, 493, 497

### **3.10. Theatre**

New course: THEA 290, Theatre Practice: Small Ensemble  
New course: THEA 295, Theatre Practice: Large Ensemble  
Revisions including title: THEA 199, 299, 499  
Revisions including title and prerequisites: THEA 399

### **3.11. Visual Arts**

Changes including prerequisites and course name: GD 203, 204, 231  
Changes including course name: GD 156

## **4. PROGRAMS**

Official course outlines are available online at <http://www.ufv.ca/calendar/courseoutlines/uec/>.

- |                                                                                                      |                   |                     |
|------------------------------------------------------------------------------------------------------|-------------------|---------------------|
| <b>4.1. Early Childhood Education/Child and Youth Care</b>                                           | <i>L. Stagg</i>   | Exhibit #4.1 (p.14) |
| <u>Program name change:</u> BA (CYC) Child Welfare specialization to Child Protection specialization |                   |                     |
| <u>Discontinued program:</u> Speech and Language Assistant diploma                                   |                   |                     |
| <b>4.2. Social, Cultural, and Media Studies</b>                                                      | <i>S. Piper</i>   | Exhibit #4.2 (p.16) |
| <u>Change to program:</u> Anthropology extended minor                                                |                   |                     |
| <b>4.3. Biology</b>                                                                                  | <i>S. Gillies</i> | Exhibit #4.3 (p.18) |
| <u>Change to program:</u> Biology Honours                                                            |                   |                     |

- 4.4. Visual Arts** *T. Anzai* Exhibit #4.4 (p.32)  
Changes to program and name change: Graphic and Digital Design diploma
- 4.5. Computer Information Systems** *C. Gingerich* Exhibit #4.5 (p.40)  
Change to programs: Bachelor of Computer Information Systems, CIS diploma, CIS certificate
- 4.6. Geography** *M. Rhodes* Exhibit #4.5 (p.41)  
Change to programs: Physical Geography Honours, major, minor  
Change to program: Physical Geography Honours  
Changes to program: Physical Geography major
- 4.7. Health Sciences** *D. Reed* Exhibit #4.6 (p.51)  
New program: Practical Nursing diploma  
New course: PN 140, Health Promotion I  
New course: PN 141, Variations in Health I  
New course: PN 142, Professional Communication I  
New course: PN 143, Professional Practice I  
New course: PN 144, Integrated Nursing Practice I  
New course: PN 145 – Pharmacology I  
New course: PN 146, Consolidated Practical Experience I  
New course: PN 147, Human Anatomy and Physiology  
New course: PN 150, Health Promotion II  
New course: PN 151, Variations in Health II  
New course: PN 152, Professional Communication II  
New course: PN 153, Professional Practice II  
New course: PN 154, Integrated Nursing Practice II  
New course: PN 155, Pharmacology II  
New course: PN 156, Consolidated Practice Experience II  
New course: PN 240, Health Promotion III  
New course: PN 241, Variations in Health III  
New course: PN 242, Professional Communication III  
New course: PN 243, Professional Practice III  
New course: PN 244, Integrated Nursing Practice III  
New course: PN 246, Consolidated Practice Experience III  
New course: PN 250, Health Promotion IV  
New course: PN 251, Variations in Health IV  
New course: PN 252, Professional Communication IV  
New course: PN 253, Professional Practice IV  
New course: PN 254, Integrated Nursing Practice IV  
New course: PN 256, Consolidated Practice Experience IV  
New course: PN 257, Transition to Preceptorship  
New course: PN 258, Preceptorship  
Discontinuation of program: Practical Nursing certificate

## 5. OTHER BUSINESS/DISCUSSION ITEMS

- |                                 |                     |                      |
|---------------------------------|---------------------|----------------------|
| <b>5.1. Special admissions</b>  | <i>E. Harris</i>    | Exhibit #5.1 (p.113) |
| <b>5.2. Transfer credit</b>     | <i>E. Harris</i>    | Exhibit #5.2 (p.114) |
| <b>5.3. Honours framework</b>   | <i>S. Pattridge</i> | Exhibit #5.3 (p.123) |
| <b>5.4. Policy subcommittee</b> |                     |                      |

## 6. INFORMATION

### 6.1. Biology

Discontinued course: BIO 405

### 6.2. Computer Information Systems

Discontinued courses: CIS 115, 135, 146, 191, 193, 194, 280, 293, 294, 296, 297, 298

Discontinued courses: COMP 100, 138, 250

### 6.3. Criminology/Criminal Justice

Discontinued courses: CRIM 160, 280, 393, 415, 430

### 6.4. Early Childhood Education/Child and Youth Care

Discontinued course: SLA 201, 202, 203, 204, 205, 206, 207, 215

### 6.5. Mathematics

Discontinued course: MATH 235, 302, 320, 451, 460

### 6.6. Health Sciences

Discontinued courses: PNUR 100, 101, 102, 103, 104, 105, 106, 110, 111, 112, 114, 115, 120, 121, 123, 124, 125, 135

### 6.7. Social, Cultural, and Media Studies

Discontinued course: SOC 340

### 6.8. Notice of future agenda items

**6.8.1.** Pre-UEC consultation and the UEC Terms of Reference

**6.8.2.** Credit values

## 7. ADJOURNMENT

## UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

Friday, December 16, 2011  
10 am – 12 pm, Room **C1429**  
Abbotsford Campus

### DRAFT MINUTES

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**Present:** A. Arndt, M. Bos-Chan, A. Bradley, S. Brigden, W. Burton, J. Carroll, C. Forster, S. Hardman, E. Harris, R. McLeod, E. Spalding, D. Thomson

**Absent:** D. Alary, D. Freschi, K. Isaac, R. Khalideen, S. Pattridge, S. Stegmuller, O. Steyn, S. MacMath, S. Potter, B. Whittaker

**Guests:** R. Anderson, V. Bolan, H. Compeau, V. Dvoracek, C. Richardson, H. Telford

**Recorder:** A. Grimson

#### 1. APPROVAL OF THE AGENDA

**MOTION:**

**C. Forster/E. Spalding**

To approve the agenda as amended:

- 3.9, Teacher Education:
  - o Review with changes: EDUC 432 423
- 3.11, Visual Arts:
  - o Review with changes including title and prerequisites: VA 372
  - o Review with changes including title and hours and prerequisites: VA 471

**CARRIED**

#### 2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: November 25, 2011

**MOTION:**

**E. Spalding/S. Brigden**

To approve the draft minutes as amended:

- M. Bos-Chan will be listed as present rather than absent
- 5.1, Continuance policy was deferred to a future meeting

**CARRIED**

#### 3. COURSE OUTLINES

W. Burton indicated that she had serious concerns with the process for course approval. The large number of items coming through Pre-UEC and UEC can be overwhelming, and makes careful consideration of each course impossible.

E. Harris noted that there were potential issues with the Theatre practicum courses as proposed. In particular, other areas should be aware that students may get credit for several practicums, and may want to consider limitations on the number of times these can be applied toward a credential. S. Brigden also suggested that Theatre may want to consider using completely different numbers for the various roles that a student might perform (lighting, set design, etc.). The Theatre department will be notified that there are concerns, and asked to attend a future UEC meeting to address them.

**MOTION:**

**J. Carroll/E. Spalding**

To approve the following course outlines as presented, with the exception of POSC 410 and THEA 199, 290, 295, 299, 399, and 499.

**ABSTENTIONS: 1  
CARRIED**

The Political Science department proposed discontinuing the existing POSC 410 and replacing it with a new course using the same number. Re-using a number often causes problems with equivalency and transfer, however this course has not been articulated for transfer (either in-coming or out-going), and only two students have received credit for it since its introduction in 2003.

**MOTION:**

**S. Brigden/M Bos-Chan**

To approve the new course outline for POSC 410, including re-use of an existing course number, as presented.

**CARRIED**

**3.1. Biology**

Review with changes: BIO 470/CRIM 470

Review with changes including prerequisites: BIO 320, 430

Review with changes including hours: BIO 406

**3.2. Criminology and Criminal Justice**

New course: CRIM 216, Psychopathy and the Criminal Justice System

New course: CRIM 440, Terrorism

New course: CRIM 441, Prostitution in Canada

New course: CRIM 442, Mental Disorder and Crime

Review with changes: CRIM 310, 330, 335, 411, 412, 416, 417, 421, 450, 480

Review with changes including prerequisites: CRIM 311

Review with changes including credits and hours: CRIM 320

Review with changes including title: CRIM 410

Review with changes including synonymous courses: CRIM 415

**3.3. Fashion Design**

Change to course hours: FD 382, 384

**3.4. Health Sciences**

New course: DHYG 229, Oral Pathology II (combination of existing DHYG 226 and 227)

Change to corequisites: DHYG 261

**3.5. History**

New course: HIST 316, Violence and War in the West: A Cultural History

Review with changes including title, prerequisites, and number: HIST 419 (formerly HIST 317)

**3.6. Mathematics**

Review with changes including prerequisites, title, and hours: MATH 470

**3.7. Political Science**

New course: POSC 305, Government and Politics in British Columbia

New course: POSC 365, Global Security

New course: POSC 410, Seminar in Canadian Politics (and request to reuse existing number)

**3.8. Social, Cultural, and Media Studies**

Review with changes including prerequisites and new cross-listing: MACS 369/JRNL 369

**3.9. Teacher Education**

Review with changes: EDUC 421, 422, 432, 424, 425

Revisions including course credits and hours: EDUC 447, 454, 460

**3.10. Theatre**

New course: THEA 290, Theatre Practice: Small Ensemble

New course: THEA 295, Theatre Practice: Large Ensemble

Revisions including title: THEA 199, 299, 499

Revisions including title and prerequisites: THEA 399

**3.11. Visual Arts**

Review with changes including course number: VA 251 (formerly VA 151)

Review with changes including title and prerequisites: VA 372

Review with changes including title and hours: VA 471

Review with changes including title, hours, and prerequisites: VA 472

**4. PROGRAMS**

**4.1. Biology**

Change to program: Biology Honours

**MOTION:**

**A. Arndt/S. Brigden**

To approve the changes to the Biology Honours entrance requirements as presented.

**CARRIED**

**RECOMMENDED TO SENATE**

**4.2. Fashion Design**

Changes the program: Fashion Design diploma

E. Spalding questioned whether the number of required garments and reference letters should be specified. C. Richardson indicated that the department send students information on the number of garments they should provide and the type of work that must be demonstrated (pocket, zipper, button, etc.), but that this can be flexible based on other factors. (For example,

students with less experience may be able to provide samples of work but not finished garments.) Three reference letters are generally required.

**MOTION:**

**C. Forster/M. Bos-Chan**

To approve the changes to the Fashion Design diploma entrance requirements as presented.

**CARRIED**

**RECOMMENDED TO SENATE**

There was some discussion about the sentence requiring students to submit official transcripts from each institution attended, “whether or not they have completed courses there”. The department feels that it can be helpful to see if a student has taken part of a relevant course (drafting, etc.) at another institution; the program does not include a minimum GPA in previously-taken courses, so incomplete courses will not hurt a student’s application. The second part of the sentence is redundant however, and can be removed.

**MOTION:**

**E. Spalding/C. Forster**

To approve the changes to the Fashion Design diploma entrance requirements as presented.

**CARRIED**

**4.3. History**

Change to program: History major

**MOTION:**

**E. Spalding/J. Carroll**

To approve the changes to the History major as presented.

**CARRIED**

**4.4. Upgrading and University Preparation**

Discontinuation of program: Literacy Tutor certificate

**MOTION:**

**S. Brigden/M. Bos-Chan**

To approve the discontinuation of the Literacy Tutor certificate as presented.

**CARRIED**

**RECOMMENDED TO SENATE**

**4.5. Visual Arts**

Change to program: Certificate in Extended Studies in Visual Arts

**MOTION:**

**E. Spalding/S. Brigden**

To approve the changes to the Certificate in Extended Studies in Visual Arts as presented.

**CARRIED**

**4.6. Health Sciences**

Renewal of agreement: LPN entry to BSN program

E. Harris noted that the transfer credit policy dictates that any transfer decision will expire after five years.

**MOTION:**

**E. Spalding/J. Carroll**

To approve the renewal of the LPN access agreement for entry into the BSN program as presented, effective from September 2011 to May 2016.

**CARRIED**

**4.7. Economics**

New program: Economics major

There was some discussion regarding UEC's role in approving a program. UEC is not responsible for ranking proposals against one another or considering the budget implications, but rather for checking that a program meets a certain standard and determining whether it is "educationally viable".

W. Burton questioned a statement in the proposal regarding indigenizing the program. V. Dvoracek clarified that there are two separate issues related to this: indigenizing the content of the program, and attracting indigenous learners. This can be clarified in the proposal as it goes forward. S. Brigden suggested that an indigenous angle be highlighted when this is submitted to DQAB.

W. Burton also suggested that the department explore offering all of its courses online, or at least include a statement that students will develop online skills over the course of the program.

UEC members had additional suggestions for courses that Economics may wish to consider including eventually, such as a quantitative research course and CMNS 420 (communicating in virtual teams).

V. Dvoracek will make some minor changes to the proposal prior to Senate.

**MOTION:**

**D. Thomson/C. Forster**

To approve the new Economics major for the Bachelor of Arts degree as presented.

**CARRIED**

**RECOMMENDED TO SENATE**

**4.8. Communications**

Change to program: Communications minor

**MOTION:**

**J. Carroll/E. Spalding**

To approve the changes to the Communications minor requirements as amended:

- "Four upper-level ~~Communications~~ CMNS courses, one of which must be a 400-level course."

**CARRIED**

Change to program: Introduction to Journalism certificate

**MOTION:**

**C. Forster/S. Brigden**

To approve the addition of MACS 369/JRNL 369 as an optional course in the Introduction to Journalism certificate as presented.

**CARRIED**

Change to program: Professional Communication Essentials certificate

**MOTION:**

**C. Forster/E. Spalding**

To approve the changes to the Professional Communication Essentials certificate requirements as presented.

**CARRIED**

**RECOMMENDED TO SENATE**

**4.9. Trades**

Change to program: Aircraft Structures Technician certificate

**MOTION:**

**S. Brigden/M. Bos-Chan**

To approve the changes to the Aircraft Structures Technician certificate entrance requirements as presented.

**CARRIED**

**RECOMMENDED TO SENATE**

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Honours framework**

There was some confusion at Senate regarding UEC's proposed revisions to the Honours framework, and Senate requested that UEC review and re-submit the recommendations. Some of the confusion may have been due to how the recommendations were presented, so a revised version was included in the UEC agenda package. Additional feedback from faculty and Senate members was also presented to the committee.

One of the concerns raised at Senate was whether an Honours program should necessarily require more time to complete. However, UEC members felt that the discussion should focus on the credits required for an Honours designation, not the length of time, particularly since students have the choice of taking additional courses each semester. The committee agreed that an Honours designation should be an indicator that additional coursework has been completed, and felt that an additional 9-12 credits was appropriate.

UEC recognized the need for flexibility so that departments can design an Honours program that makes sense within their discipline, but also saw the need to maintain a minimum standard across the institution. Some minor changes to the previously-proposed requirements will be made to clarify UEC's intentions.

**MOTION:**

**J. Carroll/A. Bradley**

To recommend that Senate approve the following Honours requirements:

1. Minimum CGPA of 3.33 (B+) required for admittance to an honours program. Departments may set a higher CGPA requirement.
2. Honours programs must contain additional academic requirements to a corresponding major or degree as specified by the department. These requirements will consist of an additional 9 to 12 credits that include completion of upper-level educational activities such as an honours course, seminar, thesis, or project. Students should be aware of the pre-requisites for the above criteria and plan accordingly.

3. Students who fail to meet the graduation requirements for an honours degree, but do make the requirement for the corresponding non-honours degree program, would be awarded the non-honours degree.

**CARRIED**  
**RECOMMENDED TO SENATE**

## **5.2. UEC Terms of Reference and membership composition**

### Terms of Reference

There were some concerns that the Terms of Reference as proposed are too broad and create a committee that is unwieldy, particularly since UEC has not been able to get through the entire agenda for the last two meetings. Part of the problem seems to be that UEC has had to take on some of ASC's role in addition to that of UPAC.

Overall, UEC members felt that although it may not be feasible to carry out all of the duties in the proposed Terms of Reference, they should be accepted for the time being. It may be necessary to make additional changes in the future, but this will allow the committee to move forward. It was noted that the alternative is to continue to operate under the existing Terms of Reference, which are even more unwieldy.

### **MOTION:**

**S. Brigden/J. Carroll**

To recommend that Senate revise the UEC Terms of Reference as presented.

**OPPOSED: 1**

**CARRIED**

**RECOMMENDED TO SENATE GOVERNANCE COMMITTEE**

### Membership composition

Proposed changes from the Senate Governance Committee (SGC) included the addition of one (voting) faculty member, and not specifying the type of staff member. SGC was not in favour of moving positions such as the University Secretary and Registrar (or designate) from non-voting to voting, and questioned why UEC had proposed the elimination of ex-officio positions. UEC members felt that it would be best to accept SGC's recommendations as presented.

### **MOTION:**

**D. Thomson/E. Spalding**

To recommend that Senate revise the UEC membership composition as presented.

**ABSTENTION: 1**

**CARRIED**

**RECOMMENDED TO SENATE GOVERNANCE COMMITTEE**

## **5.3. Special admissions**

### **MOTION:**

**S. Brigden/C. Forster**

That A&R continue to temporarily allow students admission under option A until April 30, 2012. approve the changes to the Aircraft Structures Technician certificate entrance requirements as presented.

**CARRIED**

## **5.4. Transfer credit**

This item was deferred to a future meeting.

**5.5. Course outline subcommittee**

This item was deferred to a future meeting.

**5.6. Course hours of instruction**

This item was deferred to a future meeting.

**6. INFORMATION**

**6.1. Political Science**

Discontinued courses: POSC 270, 410

**6.2. Upgrading and University Preparation**

Discontinued courses: TUTR 110, 120, 130, 140, 145

**6.3. Notice of future agenda items**

**6.3.1. Credit values**

**7. ADJOURNMENT**

The meeting was adjourned at 12:19 pm.

The ECE/CYC department proposes a name change to the Bachelor of Arts in Child and Youth Care – Child Welfare specialization, to become the Child Protection specialization. **This is a name change only. No changes in content have been made.**

This is required as part of the ongoing agreement with MCFD to provide a specialization to students who can be hired for Child Protection jobs with MCFD. The previous name of “Child Welfare Specialization” has been changed to “Child Protection Specialization” in recent meetings with MCFD. Therefore we need to change the name in time for calendar copy for September.

**From:** Les Stagg  
**Sent:** Friday, January 13, 2012 9:15 PM  
**To:** Amanda Grimson; Rosetta Khalideen  
**Cc:** Doris Ball  
**Subject:** Re: Stale-dated courses: Professional Studies

Hi Amanda and Rosetta,

The Speech and Language Assistant Diploma should be discontinued in the calendar. It will not be offered in any form in the future.

This diploma program had a very short run, followed by a lack of demand for the courses. This was a number of years ago, long before my time as department head. I believe it met a need at the time it was offered, but once the initial demand was met, there was no further need for the program.

There was an attempt to put the program online, but there was no funds available to do that online development. At this time, I consider the program "dead".

In my tenure as department head, I have often wondered what we should do with this program. I want to thank Amanda for providing the opportunity to make a final decision on this and put it to rest.

Les

Les Stagg, Department Head  
Early Childhood Education/Child and Youth Care Department  
University of the Fraser Valley  
B. Ed., M. Ed., Order of Abbotsford

Direct Line: 604-851-6366

# MEMO



**To:** UEC, AFC, AFCC, BAPC, Senate  
**From:** Stephen Piper, SCMS Department Head  
**CC:** Jacqueline Nolte, Dean of Arts  
Susan Fisher, Associate Dean (Students) of Arts  
**Date:** 12/12/2011  
**Re:** Changes to the Extended Minor in Anthropology

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After a 10 year absence from the UFV academic calendar, the Extended Minor in Anthropology was reinstated by the UFV Senate at its November 18, 2011 meeting. In compliance with DQAB requirements, the degree was reinstated in virtually the same form as it was last offered.

Before the publication of the 2012-13 Calendar, we would like to make some minor changes to the degree. These changes make the credential more genuinely anthropological, while still facilitating an easy transition for students from the Anthropology Minor, through the Anthropology Extended Minor, to the Sociology/Anthropology Major. They also build in far greater flexibility for students. The specific changes are detailed on the following page.

These changes were approved by the SCMS Department on 5 December 2011.

Thank you for considering this request.

# ANTHROPOLOGY

## Current ANTH Extended Minor

### Lower-Level Requirements

At least 18 credits, as follows:

- Anthropology 102
- Anthropology elective
- Anthropology 255
- Mathematics 104 or Mathematics 106
- Sociology 101
- Sociology elective

### Upper-Level Requirements

- At least 16 credits in upper-level Anthropology courses

## Proposed ANTH Extended Minor

### Lower-Level Requirements

At least 18 credits, as follows:

- Anthropology 102
- Anthropology 255
- 3 additional Anthropology electives (9 credits), of which one (3 credits) must be an Anthropology course at the 200 level
- Sociology 101

### Upper-Level Requirements

- At least 16 credits in upper-level Anthropology courses

## Calendar copy for students taking both ANTH and SOC extended minors:

Students taking more than one SCMS program (Anthropology, Latin American Studies, Media & Communications Studies, and Sociology) may satisfy overlapping requirements with a single course (e.g. SOC/ANTH/MACS 255 is required for more than one SCMS program). However, students must still complete the required number of lower and upper level credits for each major/extended minor/minor by taking additional courses in the specific discipline.

## **MEMORANDUM**

**TO:** UEC

**FROM:** Sharon Gillies

**DATE:** November 25, 2011

**SUBJECT:** Change to Biology Calendar Copy

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The Biology Department requests approval of the attached revisions to the Biology Honours statement.

### **Implementation**

September 2012

### **Rational**

Changes to the BIO major have been made to create a better discipline balance of required courses and to give students more flexibility in their required courses. We changed one of the required courses because 3 of 4 courses were molecular or cellular focused. We also allowed students to choose 2 or the 4 required courses instead of taking all four (without changing the total number of biology credits required). This will give students more flexibility in their degree. The honours MATH 302 requirement has been replaced with MATH 271 as MATH 302 is no longer offered. The change to the honour statement has been made to encourage students to apply for entrance into the honours program earlier in their degree. This allows students to better plan and meet all course requirements for the program. It clarifies the courses required for an application into the program but does not change the program requirements..

The Pre-med ENGL requirement has been changed to include newly added ENGL courses. This change will also make the wording more consistent with the BSc requirements.

Letter courses (420x, 421d, etc.) have been removed from the concentrations and replaced with special topic and/or directed studies for more clarity.

Changes to the 200 level CHEM from 4 credit to 3-4 credit have been made to allow students to use CHEM 350 for this requirement.

PSYC 110 has been removed to be consistent with our honours program.

## Biology Honours

This program will allow students to further their Biology degree through additional course requirements with greater course expectations and a higher degree of research in the form of a project. The in-depth research project will prepare students for admission to graduate schools and/or professional work.

Students may apply for entry into the program ~~at any time after completing the minimum requirements~~ <sup>after completing their 1<sup>st</sup> and 2<sup>nd</sup> year biology major program requirements</sup> but before they are awarded a BSc degree in Biology. However, interested students are encouraged to seek out information and advice on the Honours program from Biology faculty or a science advisor as early as possible in their coursework, and to apply to the Honours program at the earliest possible entry date.

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### Entrance requirements

60 credits of coursework, including all lower-level biology ~~major program requirements~~ <sup>and</sup> ~~mathematics requirements and CHEM213~~, with a minimum 3.33 cumulative GPA.

### How to apply

Once a student has the entrance requirements, they are eligible to apply for entry into the Biology Honours program. Students will be required to identify a faculty advisor who is willing to supervise the research project. Students can also be admitted if they identify a research supervisor from outside the department who would need to be approved by the departmental Honours Advisory Committee. In this case, a faculty advisor would be assigned to monitor the progress of the student in the program.

In order to submit an application, students will need to provide the following:

- A Biology Honours program application form (available from the Department Assistant).
- A completed checklist (available from the Department Assistant) demonstrating successful completion of required coursework for application.
- A copy of their transcripts (these do not need to be official transcripts).
- A letter from a faculty member or external research supervisor agreeing to supervise the research project.

Students should submit their application materials to the Biology Department Assistant. The department Honours Advisory Committee (HAC) will then approve the project supervisor. In the case of students whose research project is to be supervised by an external researcher, the HAC will assign a faculty Honours supervisor. Students are encouraged to approach a departmental faculty member appropriate to their research interests by the end of the second year of their Biology program.

## Program requirements

This section specifies the biology honours discipline requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

### Lower-level requirements

| Course                                                         | Title                                                         | Credits     |
|----------------------------------------------------------------|---------------------------------------------------------------|-------------|
| BIO 111                                                        | Introductory Biology I                                        | 5           |
| BIO 112                                                        | Introductory Biology II                                       | 5           |
| BIO 201                                                        | Cell Biology I                                                | 4           |
| BIO 202                                                        | Cell Biology II                                               | 4           |
| BIO 210                                                        | Introductory Ecology                                          | 4           |
| BIO 220                                                        | Introductory Genetics                                         | 4           |
| <u>CHEM 111</u>                                                | <u>Principles of Chemistry I (previously offered)</u>         |             |
| or CHEM 113                                                    | Principles of Chemistry I                                     | 4-5         |
| <u>CHEM 112</u>                                                | <u>Principles of Chemistry II (previously offered)</u>        |             |
| or CHEM 114                                                    | Principles of Chemistry II                                    | 4-5         |
| PHYS 105                                                       | Non-Calculus Physics                                          |             |
| or PHYS 111                                                    | Mechanics                                                     |             |
| and PHYS 112                                                   | Electricity and Magnetism                                     | 4-10        |
| MATH 111                                                       | Calculus I                                                    | 4           |
| MATH 112                                                       | Calculus II                                                   | 4           |
| <u>MATH 271</u>                                                | <u>Introduction to Data Analysis and Statistical Modeling</u> |             |
| or                                                             | <u>Any 200, 300 or 400 level biological statistics course</u> | <u>4</u>    |
| CHEM 213                                                       | Organic Chemistry I                                           | 4           |
| CHEM                                                           | CHEM course numbered 200 or above                             | <u>43-4</u> |
| <b>Plus one course selected from the following: (see Note)</b> |                                                               |             |
| MATH 104                                                       | Introductory Statistics                                       | 4           |
| MATH 106                                                       | Statistics I                                                  | 4           |
| MATH 270                                                       | Introduction to Probability and Statistics                    | 4           |

~~Note: Students should note that the prerequisites for MATH 302 require one of the following: MATH 104 with a minimum B+, MATH 106 with a minimum B, or MATH 270. The Biology department strongly recommends MATH 270.~~

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## Upper-level requirements

### Two of the following courses (6 credits total):

| Course          | Title                                                  | Credits  |
|-----------------|--------------------------------------------------------|----------|
| <u>BIO 310</u>  | <u>Conservation Biology</u>                            | <u>3</u> |
| BIO 312         | Developmental Biology                                  | 3        |
| BIO 320         | Biochemistry                                           | 3        |
| <u>BIO 401</u>  | <u>Molecular Biology I</u>                             | <u>3</u> |
| BIO 416         | Evolution                                              | 3        |
| <b>Plus:</b>    |                                                        |          |
| BIO 497         | Biology Seminar                                        | 1        |
| BIO 499         | Directed Studies in Honours Biology                    | 9        |
| <u>MATH 302</u> | <u>Analysis of Observational and Experimental Data</u> | <u>3</u> |
| Electives       | Upper-level university courses in any discipline       | 14       |

### **Plus:**

~~BIO courses numbered 300 and above. (Included in these 18 upper-level credits must be at least eight credits chosen from four credit BIO courses with labs.)~~ 18

24 credits of BIOLOGY courses numbered 300 and above. (Included in these 24 upper-level credits must be at least eight credits chosen from 4 credit BIOLOGY courses with labs.) 24

Note: Students who completed MATH 302 prior to September 2012 can include this course as an upper-level requirement.

Upper-level courses at other institutions may be counted as upper-level Biology transfer credit. See [Courses at other institutions](#) for details.

## Honours research project

Prior to enrolling in BIO 499, each honours candidate will need to meet with their honours supervisor to assess their progress in the honours program. At this time, the candidate should submit an updated transcript to their supervisor for review.

Successful completion of a research project is required prior to graduation. This project, which will be developed in consultation with a faculty (or research and honours) supervisor, will demonstrate a student's skill and knowledge in the area of biological research being pursued. Each honours applicant will then be required to present the findings of their research at a professional or university conference, or at some other venue approved by the HAC.

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Following project completion and presentation, the Honours supervisor will recommend a letter grade. The HAC will choose whether or not to accept this grade based on further review of the student's work in BIO499.

#### Graduation requirements

The student's final CGPA must be at least 3.33, and a grade of B+ or better must be achieved BIO 499, in order for an Honours designation to be awarded.

#### Biology major

This section specifies the biology major discipline requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

#### Lower-level requirements

| Course        | Title                                           | Credits |
|---------------|-------------------------------------------------|---------|
| BIO 111       | Introductory Biology I                          | 5       |
| BIO 112       | Introductory Biology II                         | 5       |
| BIO 201       | Cell Biology I                                  | 4       |
| BIO 202       | Cell Biology II                                 | 4       |
| BIO 210       | Introductory Ecology                            | 4       |
| BIO 220       | Introductory Genetics                           | 4       |
| CHEM 111      | Principles of Chemistry I (previously offered)  |         |
| or CHEM 113   | Principles of Chemistry I                       | 4-5     |
| CHEM 112      | Principles of Chemistry II (previously offered) |         |
| or CHEM 114   | Principles of Chemistry II                      | 4-5     |
| PHYS 105      | Non-Calculus Physics                            |         |
| or (PHYS 111  | Mechanics                                       |         |
| and PHYS 112) | Electricity and Magnetism                       | 4-10    |
| MATH 111      | Calculus I                                      | 4       |
| MATH 112      | Calculus II                                     | 4       |

|          |                                   |                  |
|----------|-----------------------------------|------------------|
| CHEM 213 | Organic Chemistry I               | 4                |
| CHEM     | CHEM course numbered 200 or above | <del>4</del> 3-4 |

**Plus one course selected from the following:**

|                     |                                                       |              |
|---------------------|-------------------------------------------------------|--------------|
| MATH 104            | Introductory Statistics                               | 4            |
| MATH 106            | Statistics I                                          | 4            |
| MATH 270            | Introduction to Probability and Statistics (see Note) | 4            |
| <del>PSYC 110</del> | <del>Statistical Analysis in Psychology</del>         | <del>3</del> |

Note: Students who completed PSYC 110 prior to September 2012 can include this course as a lower-level requirement.

Note: MATH 270 is strongly recommended for students considering Biology Honours.

**Upper-level requirements**

**Two of the following courses (6 credits total):**

| Course             | Title                                            | Credits      |
|--------------------|--------------------------------------------------|--------------|
| <u>BIO 310</u>     | <u>Conservation Biology</u>                      | <u>3</u>     |
| BIO 312            | Developmental Biology                            | 3            |
| BIO 320            | Biochemistry                                     | 3            |
| <del>BIO 401</del> | <del>Molecular Biology I</del>                   | <del>3</del> |
| BIO 416            | Evolution                                        | 3            |
| Electives          | Upper-level university courses in any discipline | 14           |

**Plus:**

24 credits of BIOLOGY courses numbered 300 and above. (Included in these 24 upper-level credits must be at least eight credits chosen from 4 credit BIOLOGY courses with labs.)

~~BIO courses numbered 300 and above. (Included in these 18 upper-level credits must be at least eight credits chosen from four credit BIO courses with labs.)~~

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Upper-level courses at other institutions may be counted as upper-level Biology transfer credit. See [Courses at other institutions](#) for details.

### Concentrations

The following concentrations are available in the Biology major:

- Pre-Medicine
- Pre-Veterinary
- Cellular and Molecular Genetics
- Ecology
- Biology of Organisms

See [this section](#) for concentration requirements.

### Preparation for teaching

Students who intend to prepare for public school teaching should complete the Biology major with six credits of English (3 credits of composition and 3 credits of literature) and at least one other teachable minor is recommended. Students should see a science advisor ~~or an educational advisor in Student Services~~ for the composition of teachable minors.

### Biology major concentrations

Students who wish to specialize in a sub-discipline of biology or prepare for professional studies as part of their Biology major may choose to complete a concentration in Pre-Medicine, Pre-Veterinary, Cellular and Molecular Genetics, Ecology, or Biology of Organisms.

Students may declare their intention to complete a concentration any time after first year.

The Biology major may be combined as a concentration with a minor in another discipline (e.g., Cellular and Molecular Genetics concentration with a Chemistry minor) or students may wish to complete a double concentration.

Students are strongly advised to consult ~~the Science Advice Centre~~ [a science advisor](#) for information on course sequencing prior to starting a concentration.

#### Pre-medicine concentration

The pre-medicine concentration does not guarantee admission into a medical school program. It requires more course work than most medical school programs require. However, the Biology Department advises that the courses in this concentration will better prepare students for both writing the Medical College Admissions Test (MCAT) and pursuing a career in medicine.

Students interested in this concentration should consult with ~~an Educational Advisor in the Science Advice Centre~~ a science advisor for program planning.

The pre-medicine concentration requires completion of the following courses as part of a Biology major or Biology honours program:

- CHEM 214
- MATH 106 or MATH 270
- ~~ENGL 105 and one of ENGL 120-170~~ Any two of ENGL 105 or above
- BIO 203, 320, 325
- PHYS ~~105, 105~~ or PHYS 111 & 112
- PSYC 101
- And any three of: BIO 280, 312, 350, 401; KPE 215, 270, 370 OR PSYC 102

#### Pre-Veterinary concentration

The pre-veterinary concentration does not guarantee admission into a veterinary school program. The Biology department advises that the courses in this concentration will better prepare students pursuing a career in veterinary medicine. Students interested in this concentration should consult with a science advisor ~~in the Science Advice Centre~~ for program planning.

This concentration requires completion of the following courses as part of a Biology major or Biology honours program:

- BIO 203, 312, 320
- CHEM 350
- MATH 106 or MATH 270 (see Note)
- Two lower-level Physics courses (PHYS 101 and PHYS 105, or PHYS 111 and PHYS 112)
- Any two of AGRI 237, AGRI 238, AGRI 239, AGRI 254, AGRI 256, or AGRI 331
- Any two of BIO 305, BIO 306, or BIO 325
- Any two of BIO 280, KPE 170, KPE 270, or KPE 370

Note: The Biology major accepts MATH 104 as a statistics requirement, but the pre-veterinary concentration requires MATH 106 or MATH 270. ~~MATH 270 is strongly recommended for students considering Biology Honours.~~

#### Cellular and Molecular Genetics concentration

In addition to the courses required for a Biology major or Biology honours program, this concentration requires completion of the following:

- BIO 320, 401

PLUS 4 courses (14-16 credits) from:

- BIO 308, 312, 325, 350, 402, 403, 406, 407, 414, 415, 416,
- BIO 408, 409, 499 (appropriate topic)
- BIO special topics course designated for credit under the Cellular and Molecular Genetics concentration.
- CHEM 350

#### Depth requirements

4 courses (14-16 credits) from:

- ~~BIO 325~~
- ~~BIO 350~~
- ~~BIO 402~~
- ~~BIO 403~~
- ~~BIO 405~~
- ~~BIO 406~~
- ~~BIO 414~~
- ~~BIO 420x (appropriate topic)~~
- ~~BIO 408 or 409 (appropriate topic)~~
- ~~CHEM 350~~

#### Breadth requirements

One course from Ecology:

- ~~BIO 310~~
- ~~BIO 330~~
- ~~BIO 340~~
- ~~BIO 390~~
- ~~BIO 410~~
- ~~BIO 420e~~
- ~~BIO 420x (appropriate topic)~~
- ~~BIO 421e~~
- ~~BIO 421d~~
- ~~BIO 430~~
- ~~GEOG 417~~

One course from Organisms:

- ~~BIO 301~~
- ~~BIO 303~~
- ~~BIO 304~~
- ~~BIO 305~~

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- ~~▲ BIO 306~~
- ~~▲ BIO 307~~
- ~~▲ BIO 308~~
- ~~▲ BIO 360~~
- ~~▲ BIO 385~~
- ~~▲ BIO 420b~~
- ~~▲ BIO 420e~~
- ~~▲ BIO 420x (appropriate topic)~~
- ~~▲ BIO 470~~

#### Ecology concentration

In addition to the courses required for a Biology major or Biology honours program, this concentration requires completion of the following:

- BIO 310, 416

PLUS 4 courses (14-16 credits) from:

- BIO 330, 340, 390, 410, 430
- BIO 408, 409, 499 (appropriate topic)
- BIO special topics course designated for credit under the Ecology concentration.
- GEOG 417

#### Depth requirements

4 courses (14-16 credits) from:

- ~~▲ BIO 310~~
- ~~▲ BIO 330~~
- ~~▲ BIO 340~~
- ~~▲ BIO 390~~
- ~~▲ BIO 410~~
- ~~▲ BIO 420e~~
- ~~▲ BIO 420x (appropriate topic)~~
- ~~▲ BIO 421e~~
- ~~▲ BIO 421d~~
- ~~▲ BIO 430~~
- ~~▲ GEOG 417~~

#### Breadth requirements

One course from Cellular:

- ~~▲ BIO 325~~
- ~~▲ BIO 350~~
- ~~▲ BIO 402~~
- ~~▲ BIO 403~~

- ~~BIO 405~~
- ~~BIO 406~~
- ~~BIO 414~~
- ~~BIO 420x (appropriate topic)~~
- ~~BIO 408 or 409 (appropriate topic)~~

One course from Organisms:

- ~~BIO 301~~
- ~~BIO 303~~
- ~~BIO 304~~
- ~~BIO 305~~
- ~~BIO 306~~
- ~~BIO 307~~
- ~~BIO 308~~
- ~~BIO 360~~
- ~~BIO 385~~
- ~~BIO 420b~~
- ~~BIO 420e~~
- ~~BIO 420x (appropriate topic)~~
- ~~BIO 470~~

Biology of Organisms concentration

In addition to the courses required for a Biology major or Biology honours program, this concentration requires completion of the following:

- BIO 312, 416

PLUS 4 courses (14-16 credits) from:

- BIO 301, 303, 304, 305, 306, 307, 360, 385, 470
- BIO 408, 409, 499 (appropriate topic)
- BIO special topics course designated for credit under the Biology of Organisms concentration.

NOTE: A special topic course or any other appropriate course can be designated for credit under a particular concentrations.

Biology minor  
(for Bachelor of Science degree students)

This section specifies the biology minor discipline requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

### Lower-level requirements

| Course                                                 | Title                                           | Credits     |
|--------------------------------------------------------|-------------------------------------------------|-------------|
| BIO 111                                                | Introductory Biology I                          | 5           |
| BIO 112                                                | Introductory Biology II                         | 5           |
| BIO 201                                                | Cell Biology I                                  | 4           |
| BIO 202                                                | Cell Biology II                                 | 4           |
| BIO 210                                                | Introductory Ecology                            | 4           |
| BIO 220                                                | Introductory Genetics                           | 4           |
| CHEM 111                                               | Principles of Chemistry I (previously offered)  |             |
| or CHEM 113                                            | Principles of Chemistry I                       | 4-5         |
| CHEM 112                                               | Principles of Chemistry II (previously offered) |             |
| or CHEM 114                                            | Principles of Chemistry II                      | 4-5         |
| CHEM 213                                               | Organic Chemistry I                             | 4           |
| CHEM                                                   | CHEM course numbered 200 or above               | <u>43-4</u> |
| <b>Plus three credits selected from the following:</b> |                                                 |             |
| MATH 104                                               | Introductory Statistics                         | 4           |
| MATH 106                                               | Statistics I                                    | 4           |
| MATH 270                                               | Introduction to Probability and Statistics      | 4           |
| PSYC 110                                               | Statistical Analysis in Psychology              | 3           |

Note: Students who completed PSYC 110 prior to September 2012 can include this course as a lower-level requirement.

### Upper-level requirements

| Course | Title                             | Credits |
|--------|-----------------------------------|---------|
| BIO    | 300- or 400-level Biology courses | 14      |

Biology minor  
(for Bachelor of Kinesiology degree students)

This section specifies the Biology minor for Kinesiology requirements only. Only students completing a [Bachelor of Kinesiology](#) may complete this minor.

### Lower-level requirements

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

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|             |                                                 |                  |
|-------------|-------------------------------------------------|------------------|
| BIO 111     | Introductory Biology I                          | 5                |
| BIO 112     | Introductory Biology II                         | 5                |
| CHEM 111    | Principles of Chemistry I (previously offered)  |                  |
| or CHEM 113 | Principles of Chemistry I                       | 4-5              |
| CHEM 112    | Principles of Chemistry II (previously offered) |                  |
| or CHEM 114 | Principles of Chemistry II                      | 4-5              |
| BIO 201     | Cell Biology I                                  | 4                |
| BIO 202     | Cell Biology II                                 | 4                |
| CHEM 213    | Organic Chemistry I                             | 4                |
| CHEM        | CHEM course numbered 200 or above*              | <del>4</del> 3-4 |

**Plus three credits selected from the following:**

|                     |                                               |              |
|---------------------|-----------------------------------------------|--------------|
| MATH 104            | Introductory Statistics                       | 4            |
| MATH 106            | Statistics I                                  | 4            |
| MATH 270            | Introduction to Probability and Statistics    | 4            |
| <del>PSYC 110</del> | <del>Statistical Analysis in Psychology</del> | <del>3</del> |

Note: Students who completed PSYC 110 prior to September 2012 can include this course as a lower-level requirement.

**Upper-level requirements**

| Course | Title                              | Credits |
|--------|------------------------------------|---------|
| BIO    | 300- or 400-level Biology courses* | 14      |

~~\*CHEM 214 (Organic Chemistry II) and BIO 320 (Biochemistry) are recommended for students planning to pursue medicine.~~

**Biology extended minor  
(for Bachelor of Arts degree students)**

This section specifies the Biology extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements.

**Lower-level requirements**

| Course  | Title                   | Credits |
|---------|-------------------------|---------|
| BIO 111 | Introductory Biology I  | 5       |
| BIO 112 | Introductory Biology II | 5       |
| BIO 201 | Cell Biology I          | 4       |

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|--------------------------------------------------------|-------------------------------------------------|------------------|
| BIO 202                                                | Cell Biology II                                 | 4                |
| BIO 210                                                | Introductory Ecology                            | 4                |
| BIO 220                                                | Introductory Genetics                           | 4                |
| CHEM 111                                               | Principles of Chemistry I (previously offered)  |                  |
| or CHEM 113                                            | Principles of Chemistry I                       | 4-5              |
| CHEM 112                                               | Principles of Chemistry II (previously offered) |                  |
| or CHEM 114                                            | Principles of Chemistry II                      | 4-5              |
| CHEM 213                                               | Organic Chemistry I                             | 4                |
| CHEM                                                   | CHEM course numbered 200 or above               | <del>4</del> 3-4 |
| <b>Plus three credits selected from the following:</b> |                                                 |                  |
| MATH 104                                               | Introductory Statistics                         | 4                |
| MATH 106                                               | Statistics I                                    | 4                |
| MATH 270                                               | Introduction to Probability and Statistics      | 4                |
| PSYC 110                                               | Statistical Analysis in Psychology              | 3                |

#### Upper-level requirements

| Course | Title                             | Credits |
|--------|-----------------------------------|---------|
| BIO    | 300- or 400-level Biology courses | 15      |

Note: No more than three credits may be in directed studies.

## **Graphic & Digital Design Diploma Program changes**

### **Name Change: Graphic and Digital Design**

With the change in today's technologies, there is an increasing emphasis on digital media. The inclusion of 'Digital' in the diploma indicates the additional focus of this program.

### **Entrance Requirements:**

The changes to the entrance requirements reflect the standard for the other diploma under the Visual Arts purview and allows for a fair and unbiased assessment of an applicant's suitability to the program.

### **Change to Application process:**

The change to the application process reflects the institutional and department standard, including the process for students living outside the Lower Mainland.

### **Change to Program Requirements:**

These changes reflect current institutional policies regarding standing for continuance, course repetitions, academic warning, required to withdraw, and readmission to the program which were missing in the previous program requirements.

### **Change to writing requirement:**

The change removes CMNS 125 and substitutes CMNS 155 as alternate courses to fulfill the writing requirement. Students who opt to continue on to the Graphic and Digital Minor or Extended Minor will be able to use CMNS 155 to fulfill one of the courses required in the BFA.

## Graphic and Digital Design diploma

The 60-credit Graphic Design diploma will equip students with a design sensibility from which they will go on to learn about digital design for print and web. Graduates will have a starting point to ensure the necessary skills for small business or self-employment. Courses in the diploma will be transferable to programs such as the Media Arts program at ECIAD, and Computational arts at Concordia. The fine arts focus of this diploma is distinctive from other local institutions offering programs that are either print focused or market driven. The Graphic and Digital Design program uses a multidisciplinary approach to introduce the knowledge, technology and skills graduates need to succeed in the creative industry today. Students work in an innovative environment using industry standard software and Macintosh computers. Upon completion of the 2-year program, graduates can gain entry-level positions in the field, freelance, or continue their studies to obtain a Bachelor of Fine Arts degree with a minor or extended minor in Graphic Design.

The Graphic and Digital Design diploma program introduces students to:

1. Visual Arts: Fine art, studio, and drawing
2. Communication Design: Branding, advertising, information design, publishing, packaging and corporate communication
3. Dynamic Media: Animation, dimension (3D), motion graphics, video and sound
4. Interactive Design: Interface design and user experience (UX) design for screen
5. Illustration: Digital and traditional media

Upon successful completion of the program, students will be able to:

- Demonstrate knowledge of visual arts, graphic/communication design, interactive design, design and illustration for dynamic media, and illustration
- Use a variety of technologies for digital design practices
- Engage in critical thinking for the development of graphic and digital design
- Produce visual communication through the understanding of typography, design theories and principles
- Apply a process for the development of brand identity, graphic and communication design, web design, information design and visual storytelling
- Create visual communication projects, websites, illustration and motion graphics
- Implement appropriate work-flow strategies for the production and development of print and digital media
- Apply business practices, ethics and self-promotional strategies for professional development
- Continue studies to obtain a BFA degree in Visual Arts with a Graphic and Digital Design minor, or an extended minor paired with one of the following disciplines: Art History, Creative Writing, Fashion, Media and Communication Studies, Theatre, or Visual Arts.

## Entrance requirements

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- B.C. secondary school graduation or equivalent or minimum age of 19 years of age before the first day of classes.
- The prerequisite to CMNS 155 or ENGL 105 (Please contact the BFA Educational Advisor for information on meeting this requirement.)
- Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#) in the Admissions section of the calendar.
- Attend ance at the program orientation session.

— Portfolio of current works with accompanying documentation. See the Graphic and Digital Design website for specific guidelines.

- ~~Submit a 250 word essay on Graphic Design as a career.~~
- ~~Submit a portfolio at the time of interview. Please prepare your portfolio to include 10 to 15 original pieces. Work should be recent and varied in nature. The work may be general or specialized; however, it is important to demonstrate both drawing and design ability. Sketchbooks are useful inclusions. Applicants will be evaluated on the following point system:~~

|                            |                          |
|----------------------------|--------------------------|
| • <del>Written essay</del> | <del>10<br/>points</del> |
| • <del>Interview</del>     | <del>10<br/>points</del> |
| • <del>Portfolio</del>     | <del>30<br/>points</del> |

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~~All complete applications received by January 31 will be reviewed. Applications received after this date will be reviewed if space permits. Personal suitability of applicants will be assessed using the point system indicated above. Applicants with the highest number of points will be given priority for program seats. Every effort will be made to give an admissions decision within two months of the application deadline.~~

If the program is full, qualified students will be placed on a temporary waitlist. If you meet the entrance requirements and a space becomes available ~~before September 1~~, you will be contacted. After September 1, the waitlist is void. In cases where interim transcripts are submitted, an admissions decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August.

~~Applicants must score a minimum of 35 points out of 45 in order to be considered for the program.~~

Students who do not meet these requirements might consider the Arts Studies program path—.

## How to apply

1. Submit the application fee along with your UFV application for admission form to the Admissions and Records office. Application forms are available from any A&R or Student Services office. You can also print an application form or apply online at [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply).

Additional documents required for a complete application:

- proof of B.C. secondary school graduation or equivalent, if not 19 years of age or older on the first day of classes

2. After application, the Admissions and Records office will inform you of an interview or orientation that you must attend. You must bring to the interview a portfolio of recently completed drawing and design works and a 250-word essay on Graphic Design as a career. When your application has been processed by the Admissions and Records office, you will receive information on program orientation and portfolio submission dates, and a copy of the portfolio guidelines. Applicants must submit a portfolio of recently created art works and accompanying documentation, as directed in the portfolio guidelines. Portfolio guidelines are also available from the Graphic Design department offices or on the Graphic Design website. The portfolio is not due at the time of application, but will be submitted and reviewed in April for the fall intake. Applicants must attend the program orientation. Applicants who reside outside the Lower Mainland area should contact the BFA Educational Advisor for alternate arrangements

3. Upon admission to the program you will be provided with course registration information. A deposit is required when you register (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due by the end of the second week of classes. Applicants who do not register by the end of June may be replaced by a waitlisted applicant.

If this program is full, or you are waiting to find out about your admission to the program, you will be given an opportunity to register as an Arts Studies student. It is not necessary to submit a separate application form. If you meet the entrance requirements and a space becomes available later, you will be contacted.

For students under 19 years of age, fall admission is conditional upon proof of B.C. secondary school graduation. Proof of completion of entrance requirements is due the beginning of August.

### Part-time and non-program students

Students who attend UFV part-time, or who are enrolled in other programs, may take any available courses for which they have the prerequisites. Those who later decide to complete the Graphic and Digital Design diploma should consult the calendar or the BFA educational advisor to ensure that they have the appropriate courses. The Graphic Design diploma is designed as a full-time cohort program, and it is not recommended that students take it on a part-time basis.

In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August.

#### Basis for admission decision

~~Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted. Admission will be on a competitive basis. Meeting the minimal requirements does not guarantee admission. Complete applications will be evaluated based on portfolio review. Portfolios will be assessed for creativity, proficiency in design, professionalism, and innovation.~~

#### Fees and additional costs

~~See For general information on tuition and ancillary fees, see the [Fees and Other Costs](#) section and for information on financial assistance, students are encouraged to visit the Financial Aid and Awards office.~~

~~There are other related costs which must be considered by In addition to general costs, Graphic Design students ~~over in~~ the two-year program should also consider the following:~~

- ~~• Books and additional supplies cost approximately \$100 per course~~
- ~~• Students entering the program may be asked to provide their own computer and appropriate software and are advised to budget approximately \$4000. Upon acceptance into the program, computer specifications and software requirements will be provided.~~

|                                     |                    |
|-------------------------------------|--------------------|
| <del>Materials (see Note)</del>     | <del>\$1,000</del> |
| <del>Study tour</del>               | <del>\$100</del>   |
| <del>Computer Design software</del> | <del>\$200</del>   |

~~Note: Approximate cost of materials over two years. Certain materials may be requested by individual instructors as the need arises.~~

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#### Program requirements

~~A cumulative grade point average of 2.0 is required in order to receive a diploma.~~

~~Graphic design is a two-year full time program. A cumulative grade point average (CGPA) of 2.0 is required in order to receive a diploma.~~

## Continuance and Academic Warning

Graphic and Digital Design diploma students must maintain a 2.0 cumulative grade point average (CGPA).

~~Graphic Design diploma students must maintain a 2.0 cumulative grade point average (CGPA). Students whose grades fall below a 2.0 CGPA will be placed on Academic Warning for the next semester. A student on Academic Warning may not register in a course overload. Students who achieve a semester grade point average of 2.0 will continue on Academic Warning until the CGPA equals or exceeds 2.0. Students who do not achieve a minimum semester grade point average of 2.0 while on Academic Warning will be withdrawn from the Graphic Design program. A student who has been required to withdraw may continue to take courses as an Arts Studies student.~~

## Course repetitions

A student may not register in a course more than twice, for credit or for audit, without permission of the appropriate Dean or designate.

## Academic warning

Students whose grades fall below a 2.0 CGPA will be placed on Academic Warning for the next semester. A student on Academic Warning may not register in a course overload. Students who achieve a semester grade point average of 2.0 will continue on Academic Warning until the CGPA equals or exceeds 2.0.

## Required to withdraw

Students who do not achieve a minimum semester grade point average of 2.0 while on Academic Warning will be withdrawn from the Graphic and Digital Design diploma program. A student who has been required to withdraw may continue to take courses as an Arts Studies student

~~Students may not repeat Graphic Design courses without permission of the department head.~~

## Readmission to the program

To be readmitted to the Graphic Design diploma program, the student must complete nine university-level courses (can be duplicate courses), with a minimum 2.0 CGPA. Once these criteria are met, the student may apply for readmission at the Admissions and Records office. When readmitted, the student will remain on Academic Warning until their overall CGPA is 2.0.

## Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with the BFA educational advisor.

Diploma candidates who qualify to receive a UFV Graphic and Digital Design diploma must be approved by the UFV Arts division and the University Board.

Students must apply for graduation by completing a Request to Graduate Form available at the Admissions and Records office. The form should be submitted in the final semester of study or the first month of the graduating semester, whichever comes first. The final deadline for submissions is April 1, with all program requirements completed by April 30 for students wishing to attend the June convocation ceremony.

~~Students must apply for graduation by completing a Request to Graduate form available at the Admissions and Records office. We recommend this be done in the first month of the graduating semester. The final deadline for submissions is April 1, with all program requirements completed by April 30 for students wishing to attend the June convocation ceremony.~~

### **Workload and studio expectations**

The program is intense and demands a student's full commitment. Team-based projects and extensive studio hours required may not be compatible with full-time employment. While in class, students are expected to follow a studio etiquette which is developed for professional training. Students are expected to participate in critiques, seminars, open house activities and the ~~graduate show~~graduation exhibition, and to meet project deadlines.

### **Program outline**

#### **Semester I**

| Course                       | Title                                                                                   | Credits               |
|------------------------------|-----------------------------------------------------------------------------------------|-----------------------|
| GD 101                       | <del>Introduction to the Graphic Design Environment</del> <u>Fundamentals of Design</u> | <u>3</u>              |
| <del>GD 157 or CIS 104</del> | <u>Digital Design Media I</u> <del>Elements of Computer Information Systems</del>       | <u>3</u> <del>3</del> |
| <del>GD 102</del>            | <del>History of Graphic Design</del>                                                    | -                     |
| <del>or AH 203</del>         | <del>History of Posters—the Art of Persuasion</del>                                     | <u>3</u>              |
| GD 161                       | Graphic <u>and Digital</u> Design I                                                     | 3                     |
| VA 113                       | Introduction to Drawing                                                                 | 3                     |
| VA 115                       | Introduction to Studio I: Material Practices                                            | 3                     |

## Semester II

| Course                       | Title                                                           | Credits |
|------------------------------|-----------------------------------------------------------------|---------|
| GD 154                       | Typography I                                                    | 3       |
| GD 156                       | Digital <del>Publication</del> Design <u>Media II</u>           | 3       |
| GD <del>157</del> <u>202</u> | <del>Primary Digital Graphics</del> <u>Interactive Design I</u> | 3       |
| VA 180                       | Digital Photography I                                           | 3       |
| One of:                      | CMNS <del>125</del> <u>155</u> or ENGL 105 or higher            | 3       |

## Semester III

| Course                       | Title                                                                                              | Credits |
|------------------------------|----------------------------------------------------------------------------------------------------|---------|
| <del>GD-AH</del> 203         | <del>Interactive Motion Design</del> <u>History of Posters – The Art of Persuasion</u>             | 3       |
| GD 204                       | Interactive <del>Page</del> Design <u>II</u>                                                       | 3       |
| GD <del>216</del> <u>317</u> | <del>Graphic and Digital Design</del> <u>Drawing and Illustration II</u>                           | 3       |
| GD <del>203</del> <u>341</u> | <del>Dynamic Media I: Motion Gr</del> <u>Character Modeling and Animation</u><br><del>aphics</del> | 3       |
| GD <del>258</del> <u>369</u> | <del>Professional Practices</del> <u>Graphic Design for the Web</u>                                | 3       |

## Semester IV

| Course                       | Title                                                                                                 | Credits |
|------------------------------|-------------------------------------------------------------------------------------------------------|---------|
| GD <del>317</del> <u>216</u> | <del>Advanced Publication Design</del> <u>Drawing and Illustration II</u>                             | 3       |
| GD <del>231</del> <u>332</u> | <del>Dynamic</del> <u>Virtual Space Design</u> <u>Media II: Animation and Character Modelling</u>     | 3       |
| GD <del>369</del> <u>358</u> | <del>Interactive Business Essentials for Graphic Designers</del> <u>Design for Portfolio</u>          | 3       |
| GD 374                       | <del>Concepts and Systems in Communication Design</del> <u>Brand Identity</u>                         | 3       |
| GD <del>361</del> <u>378</u> | <del>Portfolio Development</del> <u>Advanced Digital Imaging</u><br><u>Graphic and Digital Design</u> | 3       |

### Course listings

For complete details on courses see the [course descriptions](#) section.

## ***Math Entrance Requirements for All CIS Programs (CIS certificate, CIS diploma, BCIS degree)*** ***Calendar Copy***

### Entrance requirements for all CIS programs

#### **Option 1: High school (for students with high school graduation only)**

- B.C. secondary school graduation or equivalent
- ~~B.C. Principles of Math 11 or MATH 085 with a minimum grade of C~~
- *C or better in one of Precalculus 11, Foundations of Mathematics 11, Principles of Math 11 or MATH 085; or one of Principles of Math 12, Foundations of Mathematics 12 or Precalculus 12 or MATH 094.*
- The prerequisite to CMNS 125 or CMNS 175

#### **Option 2: University entrance (for students who have attended some post-secondary school)**

- ~~B.C. Principles of Math 11 or MATH 085 with a minimum grade of C~~
- *C or better in one of Precalculus 11, Foundations of Mathematics 11, Principles of Math 11 or MATH 085; or one of Principles of Math 12, Foundations of Mathematics 12 or Precalculus 12 or MATH 094.*
- The prerequisite to CMNS 125 or CMNS 175

And one of the following:

- Completion of a minimum of 15 university-level credits with a cumulative GPA of 2.0 on all credits attempted
- or
- Completion of a minimum of nine university-level credits with a GPA of 3.0 or better on all credits attempted
- or
- Completion of a minimum of nine CIS/COMP university-level credits (excluding CIS 100 and CIS 110) with a GPA of 2.33 or better on all credits attempted

#### **Option 3: Mature Students (for students 19 years of age or older)**

- ~~B.C. Principles of Math 11 or MATH 085 with a minimum grade of C~~
- *C or better in one of Precalculus 11, Foundations of Mathematics 11, Principles of Math 11 or MATH 085; or one of Principles of Math 12, Foundations of Mathematics 12 or Precalculus 12 or MATH 094.*
- The prerequisite to CMNS 125 or CMNS 175
- Those students 19 years or older may be considered if they can demonstrate a reasonable chance of success. Applicants will be required to submit a portfolio and be interviewed.

Note 1: All students entering the CIS programs are expected to be computer literate. This includes knowing how to run programs and manage files in a Windows environment and having basic Internet, word processing, and spreadsheet skills. Students should consult the CIS website for specific prerequisite skills needed for beginning courses.

Note 2: Requests for transfer of computing-intensive courses will be checked for currency relative to the current CIS program.

To: FSCC

From: Dr. Michelle Rhodes, Chair Geography Department

Date: November 14, 2011

Re: Addition of GEOG 116 to BSc Physical Geography honours, major and minor requirements

1. Program change – BSc Physical Geography Honours

We are proposing the addition of GEOG 116 to the lower level requirements for the BSc Physical Geography Honours; students may take GEOG 102 **or** GEOG 116 to meet program requirements. The rationale for this change is that the Learning Outcomes for GEOG 116 are similar to those of GEOG 102 and therefore this course will adequately prepare students for future courses.

**Lower-level requirements: 45 credits**

| Course              | Title                                              | Credits |
|---------------------|----------------------------------------------------|---------|
| GEOG 101            | Weather and Climate                                | 4       |
| GEOG 102            | Evolution of the Earth's Surface <b>or</b>         | 4       |
| <b>or GEOG 116</b>  | <b>Introduction to Geology</b>                     |         |
| GEOG 140            | Introduction to Human Geography                    | 3       |
| GEOG 201            | Introduction to Climatology                        | 4       |
| GEOG 202            | Introduction to Geomorphology                      | 4       |
| GEOG 211            | Environmental Science                              | 3       |
| GEOG 253            | Introduction to Geographic Information Systems     | 4       |
| MATH 270            | Introduction to Probability and Statistics         | 4       |
| PHYS 101            | Introductory General Physics: Mechanics and Fluids |         |
| <b>or PHYS 111</b>  | <b>Mechanics</b>                                   | 5       |
| <b>One pair of:</b> |                                                    | 10      |
| BIO 111             | Introductory Biology I                             |         |
| <b>and BIO 112</b>  | <b>Introductory Biology II</b>                     |         |
| <b>or CHEM 113</b>  | <b>Principles of Chemistry I</b>                   |         |
| <b>and CHEM 114</b> | <b>Principles of Chemistry II</b>                  |         |

## Upper-level requirements: 55-56 credits in Geography

| Course             | Title                                                                                                                                                | Credits |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| GEOG 302           | Fluvial Geomorphology                                                                                                                                | 4       |
| <b>or</b> GEOG 304 | Coastal Geomorphology                                                                                                                                |         |
| <b>One of:</b>     |                                                                                                                                                      | 4       |
| GEOG 303           | Principles of Hydrology                                                                                                                              |         |
| GEOG 307           | Urban Climatology                                                                                                                                    |         |
| GEOG 308           | Climate Change and Variability                                                                                                                       |         |
| GEOG 315           | Soil Process or Function                                                                                                                             | 4       |
| <b>or</b> GEOG 317 | Biogeography                                                                                                                                         |         |
| GEOG 352           | Explanation in Geography: Quantitative Methods                                                                                                       | 4       |
| GEOG 353           | GIS Applications                                                                                                                                     | 4       |
| GEOG 354           | Approaches in Human Geography                                                                                                                        | 4       |
| <b>One of:</b>     |                                                                                                                                                      | 4       |
| GEOG 402           | Quaternary Geology and Geomorphology                                                                                                                 |         |
| GEOG 410           | Plant Ecology                                                                                                                                        |         |
| GEOG 417           | Wetland Biogeography                                                                                                                                 |         |
| GEOG 453           | Remote Sensing                                                                                                                                       |         |
| GEOG 433           | Geography of Selected Regions                                                                                                                        | 4       |
| GEOG 452           | Field Methods and Techniques                                                                                                                         | 4-5     |
| <b>or</b> GEOG 470 | Field Studies in Geography                                                                                                                           |         |
| GEOG 492           | Honours Research Project                                                                                                                             | 4       |
| MATH 315           | Applied Regression Analysis                                                                                                                          | 3       |
| <b>Plus:</b>       |                                                                                                                                                      |         |
| Electives          | 12 upper-level science credits to be completed in a single discipline (i.e. biology, chemistry, mathematics, computer science, physics) (see Note 1) |         |

### 2. Program change – BSc Physical Geography Major

We are proposing the addition of GEOG 116 to the lower level requirements for the BSc Physical Geography Major; students may take GEOG 102 **or** GEOG 116 to meet program requirements. The rationale for this change is that the Learning Outcomes for GEOG 116 are similar to those of GEOG 102 and therefore this course will adequately prepare students for future courses.

**Lower-level requirements: 45 credits**

| Course              | Title                                                                                    | Credits |
|---------------------|------------------------------------------------------------------------------------------|---------|
| GEOG 101            | Weather and Climate                                                                      | 4       |
| GEOG 102            | Evolution of the Earth's Surface <b>or</b><br><b>or GEOG 116 Introduction to Geology</b> | 4       |
| GEOG 140            | Human Geography                                                                          | 3       |
| GEOG 201            | Introduction to Climatology                                                              | 4       |
| GEOG 202            | Introduction to Geomorphology                                                            | 4       |
| GEOG 211            | Environmental Science                                                                    | 3       |
| GEOG 253            | Introduction to Geographic Information Systems                                           | 4       |
| <b>One pair of:</b> |                                                                                          | 10      |
| BIO 111             | Introductory Biology I                                                                   |         |
| and BIO 112         | Introductory Biology II                                                                  |         |
| <b>or:</b>          |                                                                                          |         |
| CHEM 113            | Principles of Chemistry I                                                                |         |
| and CHEM 114        | Principles of Chemistry II                                                               |         |
| <b>One of:</b>      |                                                                                          | 5       |
| PHYS 101            | Introductory General Physics: Mechanics and Fluids                                       |         |
| PHYS 111            | Mechanics                                                                                |         |
| <b>One of:</b>      |                                                                                          | 4       |
| MATH 106            | Statistics I                                                                             |         |
| MATH 270            | Introduction to Probability and Statistics                                               |         |

Students must also complete all the general Bachelor of Science requirements to satisfy the degree.

**Upper-level requirements: 32-33 credits**

| Course         | Title                          | Credits |
|----------------|--------------------------------|---------|
| <b>One of:</b> |                                |         |
| GEOG 302       | Fluvial Geomorphology          | 4       |
| GEOG 304       | Coastal Geomorphology          |         |
| <b>One of:</b> |                                |         |
| GEOG 303       | Principles of Hydrology        | 4       |
| GEOG 307       | Urban Climatology              |         |
| GEOG 308       | Climate Change and Variability |         |
| <b>One of:</b> |                                | 4       |
| GEOG 315       | Soil Process and Function      |         |

|                  |                                                |     |
|------------------|------------------------------------------------|-----|
| GEOG 317         | Biogeography                                   |     |
| <b>Required:</b> |                                                |     |
| GEOG 352         | Explanation in Geography: Quantitative Methods | 4   |
| GEOG 353         | GIS Applications                               | 4   |
| GEOG 433         | Geography of Selected Regions                  | 4   |
| <b>One of:</b>   |                                                |     |
| GEOG 402         | Quaternary Geology and Geomorphology           | 4   |
| GEOG 410         | Plant Ecology                                  |     |
| GEOG 417         | Wetland Biogeography                           |     |
| GEOG 453         | Remote Sensing                                 |     |
| <b>One of:</b>   |                                                |     |
| GEOG 452         | Field Methods and Techniques                   | 4-5 |
| GEOG 470         | Field Studies in Geography                     |     |

Note: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

### 3. Program change – BSc Physical Geography Minor

We are proposing the addition of GEOG 116 to the lower level requirements for the BSc Physical Geography Minor; students may take GEOG 102 **or** GEOG 116 to meet program requirements. The rationale for this change is that the Learning Outcomes for GEOG 116 are similar to those of GEOG 102 and therefore this course will adequately prepare students for future courses.

#### **Lower-level requirements: 20 credits**

| Course   | Title                                             | Credits |
|----------|---------------------------------------------------|---------|
| GEOG 101 | Weather and Climate                               | 4       |
| GEOG 102 | Evolution of the Earth's Surface <b><u>or</u></b> | 4       |
|          | <b><u>or GEOG 116 Introduction to Geology</u></b> |         |
| GEOG 201 | Introduction to Climatology                       | 4       |
| GEOG 202 | Introduction to Geomorphology                     | 4       |
| GEOG 253 | Introduction to Geographic Information Systems    | 4       |

Students must also complete all the general Bachelor of Science requirements to satisfy the degree.

**Upper-level requirements: 16 credits**

| <b>Course</b>      | <b>Title</b>                                   | <b>Credits</b> |
|--------------------|------------------------------------------------|----------------|
| <b>Two of:</b>     |                                                | 8              |
| GEOG 302           | Fluvial Geomorphology                          |                |
| GEOG 303           | Principles of Hydrology                        |                |
| GEOG 304           | Coastal Geomorphology                          |                |
| GEOG 307           | Urban Climatology                              |                |
| GEOG 308           | Climate Change and Variability                 |                |
| GEOG 315           | Soil Process and Function                      |                |
| GEOG 317           | Biogeography                                   |                |
| <b>One of:</b>     |                                                | 4              |
| GEOG 352           | Explanation in Geography: Quantitative Methods |                |
| <b>or</b> GEOG 353 | GIS Applications                               |                |
| <b>One of:</b>     |                                                | 4              |
| GEOG 402           | Quaternary Geology and Geomorphology           |                |
| GEOG 410           | Plant Ecology                                  |                |
| GEOG 417           | Wetland Biogeography                           |                |
| GEOG 453           | Remote Sensing                                 |                |

Note: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

To: pre-UEC/ FSCC

From: Dr. Michelle Rhodes, Chair Geography Department

Date: 30/01/2012

Re: Proposal: BSc, Honours Geography revisions

- Add new Honours research course GEOG 493
- Remove GEOG 492: Honours Research Project
- Change breadth requirement from 12 credits to three courses

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**1. Proposal:**

- Add GEOG 493: Honours Research Project in Physical Geography/ GIS
- Removal: GEOG 492 Honours Research Project
- Change breadth requirement from 12 credits to three courses

**2. Rationale:**

**GEOG 493: (for information at AFCC; course moving through FSCC for approval)**

GEOG 493 is designed as a BSc specific course within the Geography Honours program, and is designed to replace GEOG 492 as a requirement for the Geography Honours Physical Geography requirements. GEOG 493 has a list of pre-requisites that are different than those proposed in the revision of GEOG 492. The learning outcomes for GEOG 493 also reflect specific aims associated with BSc research projects in Physical Geography.

GEOG 492 will remain as an Honours requirement for students completing a BA, major in Geography.

**BREADTH Credit**

This small change is being made to reflect the credit variation among courses outside Geography, as multiple disciplines offer 3-credit 300/400 level courses. Math and Statistics in particular offers courses that are 3 credits at the upper-level. Students choosing to pursue Math as an option for their breadth requirement would therefore have to complete one course more than students completing other Science fields. (MATH 315 is not counted towards breadth).

## Program Change:

- The addition of GEOG 493 in the BSc honours program
- The removal of GEO 492 in the BSc honours program

### Upper-level requirements: 55-56 credits in Geography

| Course             | Title                                                                                                                                                | Credits |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| GEOG 302           | Fluvial Geomorphology                                                                                                                                | 4       |
| <b>or</b> GEOG 304 | Coastal Geomorphology                                                                                                                                |         |
| <b>One of:</b>     |                                                                                                                                                      | 4       |
| GEOG 303           | Principles of Hydrology                                                                                                                              |         |
| GEOG 307           | Urban Climatology                                                                                                                                    |         |
| GEOG 308           | Climate Change and Variability                                                                                                                       |         |
| GEOG 315           | Soil Process or Function                                                                                                                             | 4       |
| <b>or</b> GEOG 317 | Biogeography                                                                                                                                         |         |
| GEOG 352           | Explanation in Geography: Quantitative Methods                                                                                                       | 4       |
| GEOG 353           | GIS Applications                                                                                                                                     | 4       |
| GEOG 354           | Approaches in Human Geography                                                                                                                        | 4       |
| <b>One of:</b>     |                                                                                                                                                      | 4       |
| GEOG 402           | Quaternary Geology and Geomorphology                                                                                                                 |         |
| GEOG 410           | Plant Ecology                                                                                                                                        |         |
| GEOG 417           | Wetland Biogeography                                                                                                                                 |         |
| GEOG 453           | Remote Sensing                                                                                                                                       |         |
| GEOG 433           | Geography of Selected Regions                                                                                                                        | 4       |
| GEOG 452           | Field Methods and Techniques                                                                                                                         | 4-5     |
| <b>or</b> GEOG 470 | Field Studies in Geography                                                                                                                           |         |
| <b>GEOG 493</b>    | <b>Honours Research Project in Physical Geography / GIS</b>                                                                                          | 4       |
| MATH 315           | Applied Regression Analysis                                                                                                                          | 3       |
| <b>Plus:</b>       |                                                                                                                                                      |         |
| Electives          | 12 upper-level science credits to be completed in a single discipline (i.e. biology, chemistry, mathematics, computer science, physics) (see Note 1) | 12      |

To: pre-UEC/ AFCC

From: Dr. Michelle Rhodes, Chair, Geography Department

Date: 30/01/2012

Re: Proposal: BSc, major in Physical Geography revisions

- Add MATH 104 as an option to program requirements
- 

### **1. Proposal:**

The Department of Geography is proposing the addition of MATH 104 as an option to program requirements. Students currently have the option of taking either MATH 106 or MATH 270 only. This change would allow students to take one of the following: MATH 104, MATH 106, or MATH 270.

### **2. Rationale:**

The addition of Math 104 to the potential requirements in statistics for the degree meetings two ends:

1. It provides greater flexibility for students, in terms of course scheduling;
2. It accommodates those students that complete a degree in Biology and a minor or second major Physical Geography, as well as students that switch programs from Biology to Physical Geography.

Biology currently requires accepts MATH 104 as one of four options for their statistics requirement.

## Proposed Change: Major

| Course                  | Title                                                          | Credits |
|-------------------------|----------------------------------------------------------------|---------|
| GEOG 101                | Weather and Climate                                            | 4       |
| GEOG 102 or<br>GEOG 116 | Evolution of the Earth's Surface or Introduction to<br>Geology | 4       |
| GEOG 140                | Human Geography                                                | 3       |
| GEOG 201                | Introduction to Climatology                                    | 4       |
| GEOG 202                | Introduction to Geomorphology                                  | 4       |
| GEOG 211                | Environmental Science                                          | 3       |
| GEOG 252                | Explanation in Geography: Quantitative Methods                 | 4       |
| GEOG 253                | Introduction to Geographic Information Systems                 | 4       |
| <b>One pair of:</b>     |                                                                | 10      |
| BIO 111                 | Introductory Biology I                                         |         |
| and BIO 112             | Introductory Biology II                                        |         |
| <b>or:</b>              |                                                                |         |
| CHEM 113                | Principles of Chemistry I                                      |         |
| and CHEM 114            | Principles of Chemistry II                                     |         |
| <b>One of:</b>          |                                                                | 5       |
| PHYS 101                | Introductory General Physics: Mechanics and Fluids             |         |
| PHYS 111                | Mechanics                                                      |         |
| <b>One of:</b>          |                                                                | 4       |
| <u>MATH 104</u>         | <u>Introductory Statistics</u>                                 |         |
| MATH 106                | Statistics I                                                   |         |
| MATH 270                | Introduction to Probability and Statistics                     |         |

**For CALENDAR COPY: Changes to BSC, Major in Physical Geography (lower level only)**

**Physical Geography major  
(for Bachelor of Science degree students)**

This section specifies the major discipline requirements for the Bachelor of Science with Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 45 credits**

| Course                   | Title                                                                 | Credits |
|--------------------------|-----------------------------------------------------------------------|---------|
| GEOG 101                 | Weather and Climate                                                   | 4       |
| GEOG 102 or<br>GEOG 116  | Evolution of the Earth's Surface <b>or</b> Introduction to<br>Geology | 4       |
| GEOG 140                 | Human Geography                                                       | 3       |
| GEOG 201                 | Introduction to Climatology                                           | 4       |
| GEOG 202                 | Introduction to Geomorphology                                         | 4       |
| GEOG 211                 | Environmental Science                                                 | 3       |
| GEOG 252                 | Explanation in Geography: Quantitative Methods                        | 4       |
| GEOG 253                 | Introduction to Geographic Information Systems                        | 4       |
| <b>One pair of:</b>      |                                                                       | 10      |
| BIO 111<br>and BIO 112   | Introductory Biology I<br>Introductory Biology II                     |         |
| <b>or:</b>               |                                                                       |         |
| CHEM 113<br>and CHEM 114 | Principles of Chemistry I<br>Principles of Chemistry II               |         |
| <b>One of:</b>           |                                                                       | 5       |
| PHYS 101                 | Introductory General Physics: Mechanics and Fluids                    |         |
| PHYS 111                 | Mechanics                                                             |         |
| <b>One of:</b>           |                                                                       | 4       |
| <a href="#">MATH 104</a> | <a href="#">Introductory Statistics</a>                               |         |
| MATH 106                 | Statistics I                                                          |         |
| MATH 270                 | Introduction to Probability and Statistics                            |         |

Students must also complete all the general Bachelor of Science requirements to satisfy the degree.

January 25, 2012

To: UEC

Re: New Program Proposal for a Diploma in Practical Nursing

As a result of the feedback received from pre-UEC, the following changes were made to the New Program Proposal for a Diploma in Practical Nursing:

- The English language proficiency requirement was reworded to conform to the accepted standard at UFV.
- The residency requirement for the program was reworded in keeping with the 25% residency requirement at UFV but also to ensure program graduates are safe to practice.
- The subject code and course numbers were changed as suggested by Elaine Harris. The subject code is the same as the code for the courses in the current certificate program but the numbers have been changed with 140s and 150s designating first year courses and 240s and 250s designating second year courses.
- To improve clarity, the prerequisite for all courses was changed from “admitted to the PN program” to read “enrolled in the Practical Nursing diploma program”.
- All prerequisite and corequisite courses were listed by both subject code and course number.
- Practical Nursing Human Anatomy and Physiology, as a program prerequisite, was clarified. The course will be offered on a one-time basis for the Fall 2012 intake. Subsequent students will have to take the course as a prerequisite. The course will be available from a number of other post-secondary institutions.
- Credits were recalculated using a consistent formula of 1 credit per 15 class hours, 1 credit per 30 lab hours, or 1 credit per 40 clinical hours.
- Evaluation criteria were reworked to conform to the Provincial Practical Nurse Student Guides and percentages were added.
- Errors in formatting, punctuation and grammar were corrected.

Respectfully submitted

Sandi McGladdery for Diane Reed

To UEC,

This is the list of approved and not approved motions presented at Health Sciences Faculty Council January 27<sup>th</sup>, 2012 in reference to the Program Proposal Rationale.

1. MOTION: To approve the English language proficiency requirement was reworded to conform to the accepted standard at UFV.

*16 in favour*  
*1 abstention*  
*Carried*

2. MOTION: To approve the rewording in keeping with the 25% residency requirement at UFV but also to ensure program graduates are safe to practice.

*0 in favour*  
*13 not in favour*  
*4 abstentions*  
*NOT Carried*

3. MOTION: To approve the subject code and course numbers were changed as suggested by Elaine Harris. The subject code is the same as the code for the courses in the current certificate program but the numbers have been changed with 140s and 150s designating first year courses and 240s and 250s designating second year courses.

*Carried unanimously*

4. MOTION: To approve to improve clarity, the prerequisite for all courses was changed from “admitted to the PN program” to read “enrolled in the Practical Nursing diploma program”.

*Carried unanimously*

5. Motion: To approve all prerequisite and co-requisite courses were listed by both subject code and course number **subject** to the note that we don’t want to see redundancies.

*16 in favour*  
*1 opposed*  
*Carried*

6. Practical Nursing Human Anatomy and Physiology, as a program prerequisite, was clarified. The course will be offered on a one-time basis for the Fall 2012 intake. Subsequent students will have to take the course as a prerequisite. The course will be available from a number of other post-secondary institutions.

*(No motion presented, no vote was taken)*

7. MOTION: To approve credits were recalculated using a consistent formula of 1 credit per 15 class hours, 1 credit per 30 lab hours, or 1 credit per 40 clinical hours.

*14 in favour  
0 opposed  
3 abstentions  
Carried*

8. MOTION: Evaluation criteria were reworked to conform to the Provincial Practical Nurse Student Guides and percentages **subject** to the understanding that evaluation methods are examples only.

*16 in favour  
1 abstentions  
Carried*

9. Errors in formatting, punctuation and grammar were corrected.  
(Accepted by all)

**MOTION:**

The wording on page 32 of the proposal needs to be consistent with the credit allocation.

*All in favour  
Carried unanimously*

**UNIVERSITY OF THE FRASER VALLEY**

**NEW PROGRAM PROPOSAL**

for a

**DIPLOMA IN PRACTICAL NURSING**

**Reviewed by the Practical Nursing Curriculum Committee:**

Debbie Jobb, Practical Nursing Program

Janine Brown, Practical Nursing Program

Nancy Goad, Bachelor of Science in Nursing Program

Cindy Schultz, Bachelor of Science in Nursing Program

Dawna Williams, Bachelor of Science in Nursing Program

**January 16, 2012**

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## Acronyms

|        |                                                          |
|--------|----------------------------------------------------------|
| ABE    | Adult Basic Education                                    |
| B.C.   | British Columbia                                         |
| BSN    | Bachelor of Science in Nursing                           |
| CEP    | Canada Education Park                                    |
| CLPNBC | College of Licensed Practical Nurses of British Columbia |
| CPNRE  | Canadian Practical Nurse Registration Examination        |
| FHA    | Fraser Health Authority                                  |
| GED    | General Educational Development                          |
| HCA    | Health Care Assistant                                    |
| LPN    | Licensed Practical Nurse                                 |
| PCTIA  | Private Career Training Institutions Agency              |
| PN     | Practical Nursing                                        |
| PNEP   | Practical Nursing Education Project                      |
| PSIPS  | Post-Secondary Institutions Proposal System              |
| RN     | Registered Nurse                                         |
| UFV    | University of the Fraser Valley                          |
| VCC    | Vancouver Community College                              |

## **Introduction**

The University of the Fraser Valley (UFV) has offered a certificate program in Practical Nursing (PN) since September 2003. This certificate program is based on a provincial curriculum which was last revised in 1998. The provincial curriculum was made available by the provincial government for use by public and private post-secondary educational institutions throughout British Columbia.

In the intervening years, government, educational institutions, and health care agencies recognized a need for changes to the provincial curriculum. These organizations made observations about the ongoing changes in the health care system which have led to significant changes and increased complexity in the roles and responsibilities of Licensed Practical Nurses.

In 2009, the College of Licensed Practical Nurses of British Columbia (CLPNBC), the regulatory organization charged with licensing practical nurses in the interest of public safety, revised the competencies expected of Licensed Practical Nurses. In addition, a new set of national competencies which provides the basis for the Canadian Practical Nurse Registration Exam (CPNRE), the pre-licensing examination for all graduates of practical nursing programs in Canada, had been developed (CPNRE 2012-2016 Competencies) and was in use. Practical Nursing programs in all provinces except British Columbia had implemented curriculum changes in response to the changing national competencies. In those other provinces, Practical Nursing programs were now at the diploma or advanced certificate level. Changes to the provincial curriculum for Practical Nursing programs in British Columbia were identified as being required to ensure that program graduates could meet all competencies.

Late in the fall of 2010, the British Columbia Ministry of Advanced Education funded a project, the Practical Nursing Education Project (PNEP), to revise/replace the provincial curriculum. By the summer of 2011, the core work of revising the program was complete and on August 2, 2011, the curriculum was approved by the Steering Committee (Appendix A) that was overseeing the project.

In July 2011, the thirteen public post-secondary institutions which currently offer the Practical Nursing certificate, including UFV, made a joint proposal to the Ministry seeking recognition that the substantial changes made in the new provincial curriculum have created the need for a new educational program as defined in the Ministry's Tuition Limit Policy (British Columbia Ministry of Advanced Education, 2005). The institutions requested that the program be considered a diploma. Ministry approval, received in October 2011, has given the public institutions a one-time opportunity to implement new/increased tuition and/or mandatory fee rates for the diploma program the first time it is offered.

On November 4<sup>th</sup>, 2011, the thirteen public post-secondary institutions which currently offer the Practical Nursing certificate, including UFV, submitted a joint proposal to the Ministry's Post-Secondary Institutions Proposal System (PSIPS) electronic location/system. This system is used to allow all public post-secondary institutions to review new program proposals of other public institutions. Institutions have 30 days to respond to proposals in PSIPS.

## Criterion

### Criterion 1. Academic Merit

#### 1.1. Quality in terms of accepted criteria of academic, professional and/or occupational merit.

##### 1.1.1. *Degree Level Standard*

This proposal is for a diploma program in Practical Nursing at the University of the Fraser Valley. This program will replace the existing certificate program in Practical Nursing. The proposed start date for the diploma program is August 2012. The existing UFV certificate program will be discontinued after its last offering which will conclude in August 2012\*.

##### 1.1.2. *Credential Recognition and Nomenclature*

The proposed diploma program will be based on the new provincial curriculum for Practical Nursing programs in British Columbia. The new curriculum was created in 2011 through Ministry of Advanced Education funding for a provincial project, the Practical Nursing Education Project. The project involved both public and private post-secondary institutions. The previously-existing certificate program is based on a provincial curriculum which was last revised in 1998.

The new provincial curriculum for Practical Nursing programs has been accepted by the College of Licensed Practical Nurses of British Columbia (CLPNBC), the licensing body for practical nurses. CLPNBC has ruled that only programs using the new curriculum may be started after January 1, 2012 and that all such programs must be recognized/approved before they are offered. Therefore, just as it currently does for its certificate program, UFV will be required to submit information about its diploma program to CLPNBC for the purpose of obtaining approval/recognition for ongoing program operation. UFV has made a request to undergo the approval/recognition process for the new diploma program starting in April 2012. CLPNBC estimates that it will take two to three months to complete the process.

The CLPNBC has updated its educational program approval/recognition standards and processes. It established its Standards of Education Committee in April of 2011 for this purpose. Reporting requirements will be more substantial and the process will include preparation and submission of materials and a site visit.

##### 1.1.3. *Curriculum/Program Content*

The curriculum and program content for the diploma program is prescribed by the 2011 provincial curriculum. The provincial curriculum specifies the philosophy for the

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\* Note: Educational institutions in all other provinces in Canada have been offering either a diploma or advanced certificate in practical nursing for some time. Although graduates of practical nursing programs in British Columbia write the same Canadian Practical Nurse Registration Exam (CPNRE) for licensing purposes, not all exam questions have been "counted" for British Columbia graduates as the curriculum had not been changed. This practice will end as of the CPNRE scheduled for January 2013.

curriculum, program purpose and learning outcomes, the curriculum framework, threads and concepts, the program standards (admission requirements and faculty qualifications) the competencies to be met by program graduates, the program structure including the number of hours in courses which address theory, nursing lab, consolidated practice experiences, and clinical experiences, and the specific content of the program to the level of course outlines. Appendix B provides information about the 2011 provincial curriculum.

Central to the curriculum for the proposed diploma program in Practical Nursing is a spiral curriculum approach with four levels. Key concepts are examined during succeeding courses in each level, moving from simple to more complex ideas.

The existing certificate program offered by UFV, as reported to the Ministry of Advanced Education in July 2011 (Committee of Deans & Directors of Health Sciences Programs Committee, 2011), has 18 courses with a total of 41 credits and 1,286 hours in three semesters over an elapsed time of 12 months (Appendix D). The proposed diploma program in Practical Nursing to be offered by UFV will have 29 courses (including theory, lab, consolidated practice experiences, and a preceptorship) with a total of 74.5 credits and 1,955 hours in four semesters (Appendix D) with 76 weeks (19 months) of programming over an elapsed time of 21.5 months (Appendix E).

The course outlines for all courses in the provincial curriculum as they are intended to be offered at UFV are provided in Appendix J.

#### *1.1.4. Learning Methodologies/Program Delivery*

##### *(a) Learning Methodologies*

The primary learning methodologies for the diploma program offered at UFV will be face-to-face instruction in classroom and nursing/simulation labs, and instructor-supervised clinical experiences in selected acute care clinical agencies, residential care facilities, and community health agencies.

Students will also have opportunities for self-directed learning, group work with student colleagues, and preceptorships working with Licensed Practical Nurses in clinical settings. A new dimension of the program is the requirement for students to participate in simulated clinical activities in nursing simulation labs. This approach to learning will be integrated into courses at all four levels of the program.

As in the existing program, didactic instruction will include lectures by instructors and guest speakers, both supported by a variety of educational media. Other classroom-based learning activities will include small and large group discussion, including those based on case studies to address selected topics, role-playing, concept-mapping, and student presentations. Students will be responsible for reading and searching literature, completing written assignments, practicing skills in a nursing lab setting, professional portfolio development, self-reflection, and journaling about their learning experiences.

Clinical experiences, and the more independent clinical practice experience available in a preceptorship, will take place in a variety of clinical settings as noted above.

Evaluation of student learning will take the form of review of written assignments, assessment of skills and integration of learning in labs, written exams, self-evaluation of clinical experiences, and evaluation by clinical instructors based on personal observation of student performance and feedback from clinical agency personnel.

*(b) Program Delivery*

The existing certificate program is offered to 24 students starting in September each year and has a 12-month full-time format with limited breaks for students.

More than one possibility exists for the configuration of the program to be offered using the new provincial curriculum. Options which have been examined include an intensive 16-month program with short breaks for students, a program of two academic years offered in 19 months with an elapsed time of 21.5 months with an intake of students in August every other year, and a program offered in 19 months with an elapsed time of 21.5 months (Appendix E) with an intake of students in August every year.

Factors which have been considered in examining alternative configurations for the program include the impact on students and faculty, budget, availability and scheduling of clinical experiences, dates for program graduate participation in the CPNRE, and current labour market conditions. More than one model of delivery has been considered.

UFV is proposing to offer the diploma program using the new curriculum over an elapsed time period of 21.5 months with an intake every second year. In this arrangement, the diploma program will be configured in a more traditional academic diploma format. It will offer students a total of 945 hours over 10.5 months in the first year, followed by 1,010 hours over 8.5 months in the second year for a program total of 1,955 hours. A program organized this way would start in August of the first year (e.g., August 2012) and end in May of the second year (e.g., May 2014) (Appendix E). The distribution of courses and hours of instruction across the elapsed time of 21.5 months in which the program would operate is provided in Appendix D. Students and faculty would have a summer break between the two academic years of the program. Clinical placements would not be required in the summer. PN Advisory Committee members (Appendix C) indicate that summer is a time during which clinical agencies are less able to offer placements due to staff vacations. There would be graduates every second year. This would reduce the number of program graduates overall. This seems to be a good match with current labour market conditions (See *Item 2.9*). The timing of program completion would be such that program graduates could write the CPNRE immediately following the second academic year.

One unknown is whether a program extended over this longer period of time will be attractive to students. The fact that there would be a significant summer break in the program may be seen by students as an opportunity to rest, undertake gainful employment, or to look after children during their vacation time. It is anticipated that students who have completed the first two semesters of the program will be able to be employed as Health Care Assistants. If so, any work they could do

during the summer would be paid. The practice experience would be of some assistance in consolidating patient care skills.

#### 1.1.5. Admission and Transfer/Residency

##### (a) Admission

The 2011 Practical Nursing Education Project provided minimum specific academic standards for program admission. These are:

- Grade 12 graduation or equivalent (ABE, GED)
  - English 12 with a grade of C+ OR Technical Communications 12\* with a grade of B+
  - Math 11 Principles with a grade of C (current BC curriculum)  
Math 11 Applied\*\* with a grade of C (commencing 2012)
  - Biology 12 (Human Biology) with a grade of C
- (B.C. Ministry of Advanced Education, 2011, p. 17)

The academic admission requirements of the proposed UFV diploma program meet or exceed the provincial requirements noted above. The existing admission requirements work well for the program and do not present a barrier to admission. There is no need to lower the standards for admission. The admission requirements are included in the proposed UFV calendar entry for the program which is provided in Appendix I. UFV's admission requirements are not changing from the existing certificate program.

In addition to the minimum admission requirements above, the new curriculum specifies that the course PNUR 147 *Human Anatomy and Physiology\*\*\** or equivalent, must be completed with a minimum grade of C+ by the start of specified nursing courses in the program (B.C. Ministry of Advanced Education, 2011, p. 17). The provincial Committee of Deans & Directors of Health Sciences Programs agreed that this course may be treated as a prerequisite to admission to the new program or may be included as a course within it. UFV will use the latter approach for at least its first offering of the program. The outcomes of that approach will be monitored.

The Practical Nursing Education Project recommended specific program admission requirements for applicants with English as a second language. These requirements are identical to those specified by the CLPNBC\* as of July 1, 2011, and are as follows:

- Applicants with English as a second language must meet the language requirement set by

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\* This course is now obsolete according to Elaine Harris, Admissions & Records, UFV

\*\* The Math 11 Applied designation may be an error in the provincial curriculum. UFV had already made a decision to use Math Foundations as the math course of choice going forward.

\*\*\* The course *Human Anatomy and Physiology* is a required course in the existing provincial curriculum and will be unchanged in hours, learning outcomes, or content, in the new provincial curriculum.

CLPNBC\*\*\*\* and be successful in one of the following:

International English Language Testing Service (IELTS) - Academic Version  
with minimum scores of:

Overall Band Score: 7.5

Speaking: 7.5

Listening: 8.0

Reading: 7.0

Writing: 7.5

Canadian English Language Benchmarks Assessment for Nurses  
(CELBAN) with minimum scores of:

Speaking: 8

Listening: 10

Reading: 8

Writing: 7

Test d'évaluation de français (TEF) with a minimum overall score of 750,  
and the following scores:

Speaking: 5

Listening: 4

Reading: 4

Vocabulary and grammar: 4

(BC Ministry of Advanced Education, 2011, p. 17, 18)

The other, non-academic, admission requirements for the PN diploma program offered by UFV are provided in the Calendar entry for the program provided in Appendix I.

In the future, one variation on admission requirements will be the addition of a personal character reference. This cannot be implemented now as there is insufficient lead time to advise prospective applicants that we intend to do so. Some private sector clinical agencies at which UFV places students are now asking that UFV provide additional documentation about students, including documentation of a personal character reference, before students are permitted to participate in clinical experiences in some clinical agencies. It should be noted that, at this time, private sector clinical agencies are not asking for copies of documentation of specific admission requirements but only asking UFV to verify that such documentation has been collected. Private sector clinical agencies indicate that these requests are made so that they meet the licensing requirements for Continuing Care facilities. For the time being, a student's ability to participate in clinical placements will be contingent on this requirement being met.

*(b) Transfer/Residency*

As twelve other public post-secondary institutions are planning to offer the diploma program based on the new provincial curriculum, there may be circumstances in which students from those institutions wish to transfer to UFV. In such cases, UFV's transfer credit and residency

\*\*\*\* CLPNBC website <http://www.clpnbc.org/index.php?dbq=9#89> Language Proficiency Requirements

policies would be applied. However, given the clinical requirements of the program, UFV would require a student to complete a minimum of 19 credits of fourth semester courses at UFV. The 19 credits must include the lab course PNUR 254 *Consolidated Practice Experience IV*, and the preceptorship experience of the fourth semester (PNUR 257 *Transition to Preceptorship* and PNUR 258 *Preceptorship*).

The 2011 provincial curriculum has been designed for post-secondary institutions to provide advanced standing to applicants who have previously completed a Health Care Assistant or Resident Care Attendant certificate, pass an entrance test, and provide evidence of successful practice in a minimum of 600 to 800 hours of work experience. These individuals could enter the program in a second and unique Access semester before proceeding to levels three and four of the program. This is referred to as an Access program. Whenever an educational program is planning to offer this type of program, the institution must first have applied and received approval from the CLPNBC\*. Given the small number of candidates with this type of credential, UFV would consider offering this option only on a periodic basis when there is a sufficient number of candidates to make the program financially viable. The actual number of candidates who might be interested in this option is not known.

Graduates of the existing certificate program may apply to enter UFV's Bachelor of Science in Nursing (BSN) program at Semester 3. Graduates who are admitted enter the Fast Track option of the BSN via the LPN Access program. The curriculum for the proposed diploma program must be examined by representatives of the BSN program to determine at what point graduates might be eligible to enter the BSN program in the future.

#### *(c) Program Continuance Requirements*

Program continuance requirements for the diploma program are unchanged from the existing certificate program. These are listed in the calendar entry (Appendix I).

##### *1.1.6. Faculty*

The certificate program has 2.7 FTE permanent faculty positions including the Program Coordinator. There are also hourly faculty who are typically assigned on a limited basis as instructors to groups of students participating in clinical experiences. There are currently two full-time (2 FTE) permanent faculty vacancies in the Practical Nursing program.

Faculty hours in the proposed 19-month configuration of the UFV diploma program (over an elapsed time of 21.5 months) with an intake every second year are provided in Appendix G. Should UFV decide, based on labour market conditions, to allow an intake into the program every year, the number of faculty required would increase.

##### *1.1.7. Program Resources*

The proposed UFV program requires 955 clinical hours (Appendix D) spread over the 19 months

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\* CLPNBC recently announced its intention to change its policy so that institutions which are approved/recognized to offer a "generic" PN program may also offer an Access program without being required to complete an additional approval/recognition process.

of instructional time. UFV has added 60 clinical hours to the minimum hours required by the provincial curriculum for the course PNUR 156 in Semester II. It is the view of faculty that these extra clinical hours are important in a longer program in which there are fewer clinical hours in each year of study than in the existing certificate program. Student and preceptor feedback regarding the existing program was frequently that the preceptorship should be longer in order to provide sufficient exposure to the LPN role and allow consolidation of skills. However, the diploma has more consolidated practice hours. Consequently, faculty have left the preceptorship at its current length. The PN Program Advisory Committee has been consulted and agrees with this approach.

Appendix H provides a comparison of the types of clinical placements required in the existing certificate program and those required in the diploma program. The curriculum for the diploma program requires clinical placements in residential care, medical-surgical, psychiatry/mental health, maternity, home health, and community health settings. (Note: In Year One, clinical placements are predominately in residential care settings; in Year Two, clinical placements are in acute care settings.)

The one exception is placements in public health. Contrary to the direction provided in the provincial curriculum, UFV's PN Program Advisory Committee has recommended that students do not need experience in public health as LPN's will not be employed in those settings. Nevertheless, UFV must adhere to the requirements of the provincial curriculum. UFV will monitor how other public post-secondary institutions are managing their programs. Alternative clinical placements in community settings will be explored as a means of ensuring that students have relevant experiences.

Clinical placements will be requested centrally in the province through the provincial HSP-Net system, as they are now. Advisory Committee members representing the Fraser Health Authority (FHA) have informed us that the FHA will soon have two staff members to manage requests for clinical placements centrally. This is expected to be particularly helpful with the assignment of preceptors (LPNs in clinical areas who are assigned to work with individual students) for students in the PN program.

The configuration for the new PN program requires some clinical placements at different times of year than have been the case in the past. Long term/residential care facilities have the ability to accommodate the revised dates for clinical experiences in the first year of the program. The availability of placements in acute care, and particularly medical-surgical units, will require careful planning and consultation with clinical agencies as these clinical areas have students from multiple nursing programs, including UFV's own BSN program.

Based on Advisory Committee feedback received from individual members representing clinical agencies as well as the Committee as a whole, the availability of sufficient clinical placements to provide the type of clinical/practicum experiences required is not anticipated to pose significant difficulties. The clinical agencies indicate that students from public institutions are given priority in clinical placements. In addition, a new element in CLPNBC's program approval/recognition process is that, as each institution offering a PN program comes forward for

approval/recognition, CLPNBC will contact the Health Authority to determine if the Health Authority has the capacity to provide clinical placements for the program.

The existing program has 133 hours of nursing lab time. The diploma program requires 362 lab hours (Appendix D) spread over the 19 months of instructional time. The addition of 19 hours of simulation experiences (Appendix D) in the diploma program will require specific resources. (Note: This number of hours could vary as the number of hours requested is not prescribed by the provincial curriculum.). Consultation with the BSN program and nursing lab staff has indicated that the addition of simulation in the PN program starting in September 2012 is not expected to pose a logistical problem when the program is located at the facilities provided by UFV's new Canada Education Park (CEP).

The move to UFV's CEP campus in June 2012 will update and expand the available resources for the program. This includes access to classroom space and educational technologies, nursing lab facilities and equipment, simulation lab facilities and equipment, faculty and staff offices, meeting space, on-site computer and library resources for students.

After the startup years, there are currently financial resources to fund faculty to deliver the diploma program to 24 students in the 21.5 months of elapsed time assuming an intake every other year. Although the longer program requires more total instructional time (19 months of instructional time) to assist any group of students to program completion, each year of the program has a similar requirement for permanent faculty to the existing program.

However, early in 2012, there will be an additional one-time cost related to releasing a faculty member or contracting with a consultant to prepare a report for the CLPNBC to review in order to obtain approval/recognition for the program.

Additional one-time funding is required to provide time for faculty to prepare to offer the new courses in the diploma program in both years one and two. The fact that UFV's existing program offers fewer hours of instruction than the provincial guidelines recommend for the certificate adds to this need for preparation time.

The cost of preparing for additional instructional hours will be significantly mitigated by the substantial work that has been completed through a collaborative project among the public post-secondary institutions which offer practical nursing programs. The project has resulted in the development of detailed *Student Guides* for all of the courses in the diploma program. This accomplishment will be a significant support in reducing the work of UFV instructors in preparing to offer the new courses. Nevertheless, instructors will need time to develop lesson plans, some course materials for student use, and exams. Of course, to some extent, these items can be based on existing materials. (See also item 3.1.1.)

The addition of simulation activities (see previous page) will also have a cost. Simulation requires advance planning and the development of scenarios for students to participate in. Faculty must also be oriented to aiding learning by offering simulation activities. Preparation time is required.

The emphasis on aboriginal health and culture will require support for faculty during implementation. This support could be in the form of consultation with post-secondary aboriginal educators, aboriginal health care workers, UFV's Aboriginal Access Services, and/or UFV-based elders.

The existing program has experienced challenges in finding qualified permanent and hourly faculty. From a labour market perspective, these positions would be considered "difficult to fill". In particular, it has been challenging to hire faculty members who have sufficient and appropriate experience in the clinical settings required for the program and are also interested in working with practical nursing students. The new provincial curriculum requires that faculty have "three to five years (equivalent to full-time hours per year) of recent and relevant practice experience" (British Columbia Ministry of Advanced Education, August 12, 2011, p. 18).

The new provincial curriculum adds a new challenge in requiring that faculty have "a credential in adult education/equivalent or in progress from an accredited post-secondary institution" (British Columbia Ministry of Advanced Education, August 12, 2011, p. 18). Through discussions with the CLPNBC, educational institutions have been advised that the expectation is that, for those faculty who do not yet meet that requirement, a transition plan, including a timeline, during which faculty will meet that requirement, must be developed. Release time may be required for some faculty members.

Overall, the diploma program at UFV requires additional hours of classroom and lab instruction and additional clinical practice experience hours (See also item 3.1.1.). The new provincial curriculum, with its additional courses, increased number of hours of instruction, and increased length, increases the total cost of graduating a student from the program. This is expected be offset by the increased cost to students in terms of tuition for the increased number of credits in the diploma program and an increase in funding per FTE for students in a diploma program approved by the Ministry. However, the program will be less efficient in terms of numbers of graduates (because there will be only one intake every second year) and total cost per graduate.

#### *1.1.8. Program Consultation*

The provincial Committee of Deans & Directors of Health Sciences Programs initiated the effort to update the PN curriculum. This took place after years of discussion at various meetings, including by educators responsible for managing Practical Nursing programs who participated in the provincial Articulation Committee for Practical Nursing.

The provincial curriculum for the diploma program in Practical Nursing was developed in a consultative and collaborative manner, with direct and continuous involvement of representative public and private post-secondary institutions, health care agencies, and the CLPNBC (Appendix A). The British Columbia Academic Health Council (BCAHC) managed the project on behalf of the post-secondary institutions. A Project Coordinator was contracted by BCAHC to undertake day-to-day project activities and to ensure completion of the project. Two committees were established to oversee various aspects of the project. Members were chosen from a variety of stakeholders, including regional Health Authorities, public and private post-secondary institutions, and the CLPNBC. The project was governed by a Project Steering Committee and a Curriculum Advisory Group. The membership of these committees is listed in Appendix A.

In the process of considering what program configuration should be used for the diploma program, UFV contacted Program Heads and/or Deans at a number of the other public post-secondary institutions in the province about their intended program structure using the new curriculum. The institutions contacted are listed in Appendix F. At least one institution intends to offer a 16-month program. Two institutions confirmed that they would use a 22-month format. The other institutions that replied were undecided about how they would offer the program and how often. At least two institutions will offer the PN and Health Care Assistant (HCA) programs on alternate years.

UFV consulted its Program Advisory Committee members about possible configurations for the program using the new curriculum. After discussing various options, the Advisory Committee agreed that the proposed format is optimal in terms of demands on students, availability of clinical placements, and production of graduates in the current and future labor market. In a separate consultation, a Professional Practice Leader in the Fraser Health Authority, with responsibilities for LPN staffing, advised that given the limited labor market for LPNs currently and into future years, the program with an elapsed time of 21.5 months with an intake every second year would be most appropriate. Should the demand for LPNs increase, this format would allow UFV to rapidly increase graduate numbers by admitting students every year, assuming funding for the program can be secured.

#### *1.1.9. Program Review and Assessment*

The existing certificate program has been offered since September 2003. The program has not been scheduled for the internal UFV program review process during the intervening time. External review processes of this nature are now considered by UFV to be a substitute for internal program review processes.

Annual reports about the existing program have been submitted to the CLPNBC. This is a requirement of all institutions offering Practical Nursing education programs.

The CLPNBC has reviewed and updated its standards and processes for approving/recognizing educational programs and scheduling more detailed reviews of programs. UFV will be expected to submit a detailed report demonstrating how its program meets the standards. The first such report will be due in April 2012. The CLPNBC review process will include an on-site visit by CLPNBC appointees.

CLPNBC's plans for program review were discussed at a meeting in September, 2011, held for the 40 post-secondary institutions offering the Practical Nursing programs. The CLPNBC has indicated that all institutions will be required to implement the new provincial curriculum and that all programs must be reviewed and "recognized" with regard to that curriculum before they may offer a Practical Nursing program with the new curriculum. Given the large volume of institutions that will be wanting to offer the program in 2012, and the requirement for review before doing so, CLPNBC has asked all institutions to submit information about their anticipated program start date.

## **1.2 Originality, particularly in relationship to academic programs offered by other universities in British Columbia.**

### **1.2.1. *Verify that there is no unnecessary duplication with existing programs at UFV or other institutions***

This program does not duplicate other existing programs at UFV.

Programs in practical nursing in B.C. are offered at 12 other public post-secondary institutions and a large number of private for-profit institutions, some with multiple sites. Since 1998, the number of practical nursing programs in the province has increased from four to more than 40, primarily through growth in the number of private post-secondary institutions and in the number of sites at which they offer programs.

There are no other Practical Nursing programs in public institutions in the Fraser Valley region. Among the other public institutions in the larger Lower Mainland region, including the University of British Columbia, Simon Fraser University, the Justice Institute, Kwantlen Polytechnic University, Capilano University, Douglas College, Langara College and Vancouver Community College (VCC), only VCC offers a Practical Nursing program at this time.

In the Fraser Valley region, there are a number of Practical Nursing programs offered through private for-profit post-secondary institutions. In 2010/11, these included Sprott Shaw Community College and Vancouver Career College, both of which offered a program in Abbotsford. CDI (Computer Data Institute) College, Stenberg College and Sprott-Shaw Community College both also offered programs in Surrey. The number of seats in these programs is unknown and is not readily available. The success rate of graduates on the CPNRE is somewhat lower among graduates from the private institutions (CLPNBC, 2011).

The numbers of graduates from Practical Nursing programs in private for-profit institutions is not available from the Private Career Training Institutions Agency. However, statistics provided by UFV's PN Program Advisory Committee members in May, 2011, indicate that there were over 200 graduates from the private programs in the Fraser Valley in 2010/11. This compares with 23 graduates from the UFV program in the same academic year.

## **1.3. Fit with faculty, school, and/or departmental priorities and stated goals in teaching and research.**

Curriculum revisions to the Practical Nursing program were included as a goal in the most recent Education Plan of the Faculty of Professional Studies\*.

The Practical Nursing program is one of three nursing-related programs in the Faculty of Health Sciences and is in the middle of what is, in effect, a "ladder" of nursing programs. The Practical Nursing program provides an alternative to the 4-year BSN program which allows students to become care givers in many of the same settings.

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\* As of September 1, 2011, health sciences programs reside in UFV's newly-established Faculty of Health Sciences.

It is important that the curriculum in all programs is current.

#### **1.4 Alignment with existing academic strengths.**

The Faculty of Health Sciences has significant expertise in offering nursing-related programs to a range of students. UFV's BSN program has recently received recognition from the College of Registered Nurses of British Columbia with approval to continue to offer its program without recommendations for a period of five years.

UFV's Health Sciences programs, and in particular, the BSN program, are developing expertise in supporting learning using simulation. The Practical Nursing program will benefit from that expertise.

#### **1.5 Potential to foster and facilitate interdisciplinary and inter-institutional connections.**

Graduates of the certificate program in Practical Nursing are able to enter the third semester of UFV's Bachelor of Science in Nursing (BSN) program through the LPN Access option if they have full-scope practicing registration with the CLPNBC, have been employed in a health care setting as an LPN, meet the prerequisites for the LPN Access to BSN program, and obtain a sufficiently high score in the BSN competitive admission process. Currently, they are able to complete the BSN program in an elapsed time of two years under the Fast-Track option of the BSN program. An analysis of the new provincial curriculum for PN education will determine the location in which graduates of the PN diploma program may be able to enter the BSN program and, conversely, where individuals who drop-out of the BSN program at different stages may be able to enter the Practical Nursing program.

It is conceivable, although anticipated to be rare, that a student in a PN program in a private institution could seek to transfer into UFV's PN program. The fact that all institutions will be using the new provincial curriculum would make such a transfer easier to facilitate. However, such a decision would depend on whether UFV was prepared to recognize a transfer credit from the private institution.

#### **1.6 Potential to stimulate the development of centres of excellence in teaching and research.**

With the planned implementation of simulation learning in the Practical Nursing program and the new simulation facilities at the CEP campus, there is certainly potential for collaboration with faculty in the BSN program to research approaches to, and study the effectiveness of, using that educational methodology in preparing different types of health care workers. This would be an important contribution in nursing education and a potential focus for a Centre of Excellence.

## **Criterion 2. Importance to the University**

### **2.1. Relationship to the university's strategic directions and stated mission in teaching and research.**

#### *2.1.1 Fit with institution mandate and education plan*

A Diploma Program in Practical Nursing is consistent with many dimensions of UFV's strategic plan. The new diploma credential will be offered in a program that provides "accessible and challenging learning experiences" and will "engage students actively in their education through a high level of interaction with faculty members and opportunities for practical experience", and which promotes "opportunities for dialogue and intellectual development" (UFV, 2010, p. 1). Clearly, producing competent practical nurses is a "benefit [to] the citizens of the Fraser Valley" (UFV, 2010, p. 2).

### **2.2. Relevance to external communities (regional, provincial, national and international) strategic needs and aspirations.**

UFV's Practical Nursing program is an important provider of graduates who can become licensed with the CLPNBC and can be employed by local, provincial, and federal health care agencies. In all these settings, LPNs are actively engaged in providing safe, competent and ethical health care services within their scope of practice to a variety of clients. By providing high quality health care, graduates serve the Fraser Valley region and other communities at large in which they are employed. LPNs are prepared to provide care to specific populations. LPNs can work in acute care, residential care, and home health care. (UFV Advisory Committee members have advised that the LPNs who had recently been employed for the first time recently in public health settings have been removed.) The number of LPNs has grown and LPNs are an important category of provider of health care services within the health services plan of the Province of British Columbia. Nationally, reciprocity in licensure processes under the Free Trade Agreement allows LPNs to be employed in provinces across Canada. Unfortunately, the 1998 B.C. provincial curriculum does not address all of the competencies addressed in the CPNRE. Therefore, graduates of B.C. PN programs are required to upgrade their education in order to be employed in other provinces. The new curriculum for the diploma program will rectify this.

### **2.3. Potential to attract new students and faculty to the university.**

The majority of applicants to the certificate program in Practical Nursing have not been UFV students previously. This will also be the case for applicants to the diploma program. For many applicants, admission into the program will be their first experience in post-secondary education. The laddering potential offered by the LPN Access option in the BSN program makes the Practical Nursing program even more attractive.

### **2.4. Effects on current student patterns of enrollment within the university.**

#### *2.4.1 Student Demand*

In recent years, the numbers of complete applications to the Practical Nursing program have been as follows:

Fall 2009 - 57

Fall 2010 - 41

Fall 2011 - 71

The program has consistently filled its seats.

**2.5. Potential to interest students not previously attracted to the university or underrepresented in the university.**

There is some evidence that the Practical Nursing program provides entry to a health care profession at a level which is of interest to aboriginal learners. This is the experience of the Seabird Island Band (Agassiz, B.C.), which recently offered a Practical Nursing program in partnership with VCC. In considering a second offering of their program, the Band has received expressions of interest from a number of individuals who have completed a Health Care Assistant program. This may be related to the more limited academic prerequisites and admission requirements of a PN program relative to a BSN program, the more limited time commitment required in a shorter program, perceptions about how the roles and scope of practice of LPNs differ from those of RNs, and beliefs about employment opportunities for LPNs, particularly in small communities.

The Practical Nursing program currently draws students from a variety of cultural and age groups.

**2.6. Potential to interest faculty and staff not previously attracted to the university or underrepresented in the university.**

With the prospect, at some future date, of a partnership with a First Nations band to offer the program on reserves in the Fraser Valley region, the potential for hiring one or more aboriginal faculty members, either on an hourly faculty basis or into a permanent position, could be considered. This could contribute to the indigenization of the program itself and/or UFV as an institution. The new provincial curriculum provides substantial resources regarding aboriginal health and culture.

The configuration of the diploma program in the more traditional academic format with summers off may be attractive to potential faculty.

**2.7. Potential to offer research opportunities for students in the program.**

The curriculum of the Practical Nursing program addresses theory-based and evidence-informed practice. To achieve related competencies, students will participate in scholarly activities such as literature searches and case studies.

## **2.8. Potential to generate research opportunities for faculty.**

The implementation of simulation learning presents considerable potential for faculty to participate in research about this type of learning in nursing education in general or in the Practical Nursing program or jointly with faculty in the Bachelor of Science in Nursing program.

## **2.9. Prospective employment and post-graduate opportunities for students in the program.**

The draft joint submission to the PSIPS process, regarding plans of the thirteen public post-secondary institutions which currently offer Practical Nursing programs to implement the new provincial curriculum, presents a positive picture of the future labour market demand for LPNs. It makes the following statements:

The Canadian Nurses Association reports that there will be a shortage of 60,000 FTE RNs [Registered Nurses] by 2022 if the health needs of Canadians continue to change according to past trends (CNA, 2009). The shortage of RNs in the past has led to an increase in LPN usage.

There has also been a trend across Canada of increasing numbers of LPNs in the workplace. In 2009, registered nurses represented 76% of the nursing workforce however, their share of the total [nursing] workforce had decreased since 2005 when it was 78% of the nursing workforce (CIHI, 2010). Conversely, the proportion of licensed practical nurses has been increasing. In 2009, there were 228 LPNs for every 100,000 Canadians, up from 201 in 2005. Over the past five years, LPNs experienced the highest growth rate - more than 18%, or double the growth of the overall nursing workforce (CIHI, 2010). ... Although there has been a steady increase in LPNs in the last few years in BC, other provinces in Canada have a ratio of 1 LPN to 1RN [sic]. In 2001, BC had a ratio of 1 LPN to 6RNs [sic] and in 2010, CIHI reported that BC [the ratio is now] 1 LPN to 3.5 RNs. As skill mix continues and LPNs have the competencies to fill a needed role in BC's health care system, the demand will continue.

Another factor affecting demand is the average age of LPNs in BC which was 41.4 years in 2009 (CIHI, 2010). As the LPN workforce ages, the demand will continue to rise.

(Committee of Deans & Directors of Health Sciences Programs, November 2011)

There are, however, other sources of information about the labour market for LPNs in B.C., and, in particular, the Fraser Valley region of the province, which present a less positive picture.

The CLPNBC provides two such sources: the CLPNBC newsletter, *CollegeConnection*, reported that one of the main topic of enquiry from CLPNBC registrants is "inability to find employment"

(CLPNBC, Summer 2011, p. 1); For the last few months, the CLPNBC has implemented a “Moratorium on Education” (CLPNBC, 2011, p. 1). Under this moratorium, CLPNBC has not entertained any proposals for new or expanded (to additional sites) programs which prepare practical nurses. The CLPNBC cites “current limited job opportunities for licensed practical nursing graduates” (2011, page 1) as being one of five reasons for the moratorium.

The websites of organizations which employ LPNs are another source of information about the labour market that presents a gloomy outlook. On August 3, 2011, the website of the FHA, the largest employer of LPNs in the Fraser Valley, had 372 job postings for RNs and Registered Psychiatric Nurses (RPNs) and one posting for an LPN. On the same date, the websites of several of the residential care facilities which students in UFV’s PN program attend for clinical placements (Tabor Home Inc, Maplewood Seniors Care Society, Cascade Lodge) had no job postings for LPNs.

It should be noted that the information about job opportunities on the websites cited above reflects only the job opportunities which are available for external candidates. Recent graduates of Practical Nursing programs can, and do, gain employment in the FHA by applying for casual work and, thereby, becoming eligible to apply for internal positions. However, a source\* within the Health Authority indicated that, in August, 2011, there were 15 internal positions available and that there were 800 LPNs on the casual list.

Both UFV’s PN and HCA Program Advisory Committees have confirmed much of the information portrayed above about the job market for LPNs in the Fraser Valley. A representative of one clinical agency reported that, recently, they had received a management directive to correct the balance of RNs and LPNs in their institution and, consequently, had to layoff LPNs. The institutions represented on the PN Program Advisory Committee anticipate few vacancies for LPNs in the next several years. On the basis of the information above, the PN Advisory Committee supports the configuration of the UFV diploma program over two academic years as in this way the first graduates will not exit the program until 2014.

Although the labor market for LPNs in B.C. and, specifically, in the Fraser Valley seems to be “tight” at the moment, and into the foreseeable future, PN Program Advisory Committee members have indicated that UFV graduates are consistently given first priority when jobs become available. UFV’s PN program is seen as being of high quality and its graduates continue to be highly valued in the workplace.

A contributing factor for the reported labour market conditions for LPNs is almost certainly the number of graduates from private for-profit educational institutions. Some educators in the public system predict that the requirement for a longer and more costly program may cause a reduction in the number of private sector programs.

On the other hand, a Government of Canada report, *Working in Canada* (2011), indicates that:

Although the labour supply and demand in this occupation were recently

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\* Conversation with A. Dickson, Clinical Practice Consultant, Fraser Health Authority, August 3, 2011.

balanced, projections indicate the number of job seekers in this occupation will not be sufficient to fill all the job openings over the 2009-2018 period. The two sources of job openings will be expansion and replacement demand. As with most occupations in the health sector, the aging population will put pressure on the demand for health care workers. In addition, the rate of retirement in this occupation will be high; workers in this occupation tend to retire at an earlier age than the average for other occupations.

(p. 8)

Overall, there is conflicting information about the labour market for LPNs in B.C. Probably the best summary of the current situation is provided by a study of the need for health care workers, including LPNs, in relation to care for seniors in British Columbia (Howe Group, 2011). This study tried to:

... balance forecasts from the Provincial Labour Market Profiles of Licensed Practical Nurses, Resident Care Aides & Home Care Aides with the opinions of experts from sector employers as well as post-secondary and private training institutions ... Stakeholders indicated a sufficient supply of next generation LPNs to meet current demand of the sector overall. The majority report no or low problems with recruitment. New LPNs, especially in some of BC's urban areas, are actually having difficulty securing regular employment.

(p. 2)

As the number of responses to UFV's most recent PN Graduate Follow-up Survey was small, it is inconclusive in providing labour market data.

PN Program Advisory Committee members have advised that several recent graduates of the PN program offered by the Seabird Island Band in collaboration with VCC are successfully obtaining employment with the FHA. UFV's PN Program Coordinator is receiving requests for employment references for our graduates.

### **Criterion 3. Implementation**

#### **3.1. Affordability in terms of the existing finances of the home academic unit (faculty, school, department)**

##### *3.1.1. Program Resources (See also 1.1.7)*

Financial resources are required to address the following program-related costs:

- Instruction by faculty and related program delivery costs
- Faculty preparation to offer the new courses in the diploma program
- Faculty consultation regarding aboriginal health and culture

- Preparation of simulation scenarios and preparation of faculty for managing simulation learning activities
- Preparation of a program report to meet CLPNBC approval/recognition requirements.
- Faculty completion of an appropriate credential in teaching and learning.

Resources to respond to these requirements are being requested in the current budget planning cycle.

### **3.2. Ability of current faculty and staff to implement the new program within existing resources and facilities.**

The Practical Nursing program is experiencing a challenge related to recruiting faculty. This is described below in Item 3.3.1. (See also 1.1.6 and 1.1.7)

Appropriate numbers of nursing lab staff are available to prepare for and assist instructors and students with activities in nursing and simulation labs.

Faculty will need some time to prepare to offer the new courses in the diploma program. This is accentuated by the fact that UFV's existing certificate program (Appendix D) offers fewer hours of instruction than recommended in the provincial guidelines for the certificate recommend. The proposed UFV configuration of the diploma program requires 553 additional hours of classroom instruction/lab, 19 hours of additional activities in the nursing simulation lab facilities; and 215 additional clinical practice experience hours (Appendix D).

However, a collaborative project among the public post-secondary institutions that offer practical nursing programs to develop *Student Guides* for all of the courses in the diploma program is a significant support in reducing the work of UFV instructors in preparing to offer the new courses. Nevertheless, instructors will need time to develop lesson plans, some course materials for student use, and exams. To a significant extent, these items can be based on materials in the existing program.

### **3.3. Estimates for both start-up and predicted on-going costs during the initial five years of implementation.**

#### *3.3.1. New faculty and/or staff and strategies for their recruitment and retention*

The program is currently funded for a total of 3.3 FTE faculty annually. The program currently has vacancies in two full-time (2 FTE) permanent faculty positions. In the fall of 2011, the program is relying heavily on hourly faculty for both program coordination and teaching.

Two issues related to recruitment and retention may be the faculty workload of 850 student contact hours each year and the current scheduling of vacation and professional development time for faculty at non-traditional times.

### *3.3.2. New and/or redeveloped space/facilities*

Assuming a program which is two academic years in length and an intake of 24 students once every other year, the program will be dealing with the same number of students at any one time as it does now.

The additional nursing lab and simulation facilities planned for the CEP campus will be needed and will be available at about the time of the increased need for them. The provincial curriculum for the diploma requires much more consistent use of simulation learning than has been the case to date.

### *3.3.3. New and/or redeveloped infrastructure facilities, such as equipment and furnishings*

Assuming that UFV is able to fund the existing list of capital requirements (equipment and furnishings) for nursing programs which has been created for the CEP campus, the Practical Nursing program will not require additional resources of that type.

### *3.3.4. Additional library acquisitions and information resources*

Based on a report of holdings for nursing programs from UFV Library Services, the current library resources for UFV's nursing programs are expected to be adequate for the diploma program, although there is an increasing need to ensure that the PN collection is up-to-date. There is considerable cross-over of resources required for the PN program and those required for the BSN program. This is to the benefit of the PN program as the BSN program is much larger.

There may need to be an emphasis on resources related to aboriginal health as decisions about the collection are made, as there is much more emphasis on this in the new provincial curriculum.

### *3.3.5. Additional instructional technology and software*

The move to "smart" classrooms at the CEP campus will assist instructors who must currently move computers and LCD projectors from classroom to classroom on the Chilliwack North campus.

Assuming that funding is available for the completion of suites with simulation technology as planned for the CEP campus, no further instructional technology or software will be required for the diploma program.

### *3.3.6. Specialized training programs*

There are no specialized training programs required for the diploma program.

### *3.3.7. Advertising and recruitment*

To date, the Practical Nursing program has not found it necessary to actively recruit students in order to fill its seats beyond the baseline advertising that UFV's Marketing & Communications department does each year. In 2011 the program has experienced the largest number of applicants it has ever had. Of course, it is not known if this trend will continue.

The impact on student recruitment of offering a program every second year is not known. The website for the program must clearly indicate the next entry date.

**3.4. Potential for new or off-setting revenue sources, such as full-cost tuition and fees; overhead costs or levies; government strategic funding envelopes; external funding agencies and organizations.**

In July 2011, thirteen public post-secondary institutions which currently offer the Practical Nursing certificate, including UFV, made a joint proposal to the Ministry seeking recognition that the substantial changes made in the new provincial curriculum have created a new educational program as defined in the Ministry's Tuition Limit Policy (BC Ministry of Advanced Education, 2005) and that program should be considered a diploma. Ministry approval means that the public institutions will have an opportunity to set new tuition and/or mandatory fee rates for the diploma program the first time it is offered.

There seems to be a demand for UFV to offer continuing education courses for employed LPNs whose education in practical nursing was not as advanced as the new program will be. This should be explored as a service to the health care community and a potential revenue source.

**3.5. Comparison of proposed program costs relative to similar programs delivered through comparable and/or alternative means. (For example only: on-site compared with online delivery, or on-site compared with cooperative education.)**

Not applicable.

**3.6 Identified strategies for student recruitment and projected student numbers in the first five years of implementation. These may include specialized access programs, and projected associated costs.**

The proposed 19-month configuration for the program will make the program less arduous for students. Over time, that information will become known to prospective students.

The completion of the new facilities for programs in the Faculty of Health Sciences at UFV's new Canada Education Park (CEP) campus will make the program more attractive to prospective students and will provide a marketing opportunity.

**3.7. Identified strategies for the provision of financial assistance to students. This may include awards and/or bursaries or work-study types of programs.**

No such strategies have been identified to date.

**3.8. Identified strategies for student retention and projected rates of retention, during the initial five years of implementation.**

The 19-month configuration of the diploma program over an elapsed time of 21.5 months was developed with student retention in mind. The certificate program is offered in a 12-month format. The format presented challenges for students in its intensity and because there were only

minimal breaks for students and faculty during the program. The configuration of the diploma program provides a more reasonable load.

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## **Appendix A. Membership of Committees for the Practical Nursing Education Project**

### **Steering Committee Membership**

P. Bawtenheimer, Vancouver Community College  
G. Harwood, CNO Fraser Health Authority  
K. Bailey-Romanko, First Nations Education Steering Committee  
E. Baxter, College of Licensed Practical Nurses of British Columbia  
K. Haggith, Vancouver Island University  
L. Mackenzie, British Columbia Ministry of Advanced Education  
M. Heaps, Vancouver Community College  
M. Lust, Private Career and Training Institutions Agency  
M. Kowal, Sprott-Shaw Community College  
S. Corsi, Stenberg College  
B. Lail, Vancouver Coastal Health Authority  
J. Carruthers, Vancouver Island Health Authority  
J. Matheson-Parkhill, Vancouver Island Health Authority  
L. Styles British Columbia Academic Health Council  
S. Johansen, British Columbia Academic Health Council  
S. McNeill, Good Samaritan Society

### **Curriculum Advisory Group Membership**

M. Heaps, Vancouver Community College  
S. Corsi, Stenberg College  
F. Forteza, Enimata Group  
C. Hall, Camosun College  
J. Scobie, College of New Caledonia  
S. Roth, Providence Health  
T. Patenaude, College of Licensed Practical Nurses of British Columbia  
S. MacCormac, Vancouver Island Health Authority  
S. Johansen, British Columbia Academic Health Council (Curriculum Coordinator for the project)

## **Appendix B. 2011 Provincial Practical Nursing Curricula**

See attached document in file of same name.

## **Appendix C. UFV Practical Nursing Program Advisory Committee Membership**

### **External Members**

#### **Chilliwack General Hospital**

Deb McGimpsey

LPN

Surgical

Jodene Loewen

Clinical Nurse Educator

Surgical

Candace Chapman

Clinical Nurse Educator

Surgical

#### **Tabor Court**

Sarah Wilson

#### **Abbotsford Regional Hospital & Cancer Centre**

Trena Canning

Clinical Nurse Educator, Medicine

ACE and PATH

Stephanie Mosa

Clinical Nurse Educator, Medicine

Cheam 3, Baker 2

#### **Menno Hospital**

Cyndy Gabriel

Resident Community Developer

#### **Menno Home**

Shelley Gallent

LPN

#### **Physician's Office**

Jacqueline Morrison

LPN

#### **Fraser Health Authority**

Anita Dickson

Clinical Practice Consultant

Professional Practice

**Appendix D. Existing and Proposed UFV Practical Nursing Program: Course Names/Numbers, Class/Lab/Simulation Hours, and Credit Values with Semester/Year/Program Totals**

**Existing UFV Certificate Program\***  
(based on 1998 curriculum)

| <b>Semester/<br/>Program</b> | <b>Course Name</b>           | <b>Course<br/>Number</b> | <b>Class/Lab<br/>Hours</b> | <b>Clinical<br/>Hours</b> | <b>Simulation<br/>Hours</b> | <b>Total<br/>Hours</b> | <b>Credit<br/>Value</b> |
|------------------------------|------------------------------|--------------------------|----------------------------|---------------------------|-----------------------------|------------------------|-------------------------|
| <b>Semester I</b>            | Human Anatomy & Physiology   | PNUR 106                 | 46                         |                           |                             | 46                     | 1.5                     |
|                              | Health I                     | PNUR 100                 | 71                         |                           |                             | 71                     | 2.0                     |
|                              | Healing I                    | PNUR 101                 | 47                         |                           |                             | 47                     | 1.5                     |
|                              | Human Relationships I        | PNUR 102                 | 29                         |                           |                             | 29                     | 1.0                     |
|                              | Professional Growth          | PNUR 103                 | 23                         |                           |                             | 23                     | 0.5                     |
|                              | Nursing Arts I               | PNUR 104                 | 93                         |                           |                             | 93                     | 3.5                     |
|                              | <b>Clinical Practice I</b>   | <b>PNUR 105</b>          |                            | <b>90</b>                 |                             | 90                     | 2.5                     |
| <b>Total</b>                 |                              |                          | 309                        | <b>90</b>                 | <b>0</b>                    | <b>399</b>             | <b>12.5</b>             |
| <b>Semester II</b>           | Health II                    | PNUR 110                 | 28                         |                           |                             | 28                     | 1.5                     |
|                              | Healing II                   | PNUR 111                 | 73                         |                           |                             | 73                     | 1.5                     |
|                              | Human Relationships II       | PNUR 112                 | 25                         |                           |                             | 25                     | 1.0                     |
|                              | Nursing Arts II              | PNUR 114                 | 12                         | <b>60</b>                 |                             | 72                     | 3.0                     |
|                              | <b>Clinical Practice II</b>  | <b>PNUR 115</b>          |                            | <b>180</b>                |                             | 180                    | 5.0                     |
| <b>Total</b>                 |                              |                          | 138                        | <b>240</b>                | <b>0</b>                    | <b>378</b>             | <b>12.0</b>             |
| <b>Semester III</b>          | Health III                   | PNUR 120                 | 25                         |                           |                             | 25                     | 1.0                     |
|                              | Healing III                  | PNUR 121                 | 55                         |                           |                             | 55                     | 2.0                     |
|                              | Professional Issues          | PNUR 123                 | 19                         |                           |                             | 19                     | 0.5                     |
|                              | Nursing Arts III             | PNUR 124                 | 0                          | <b>80</b>                 |                             | 80                     | 4.0                     |
|                              | <b>Clinical Practice III</b> | <b>PNUR 125</b>          |                            | <b>150</b>                |                             | 150                    | 4.0                     |
|                              | <b>Preceptorship</b>         | <b>PNUR 135</b>          |                            | <b>150-180</b>            |                             | 150-180                | 5.0                     |
| <b>Total</b>                 |                              |                          | 99                         | <b>382-412</b>            | <b>0</b>                    | <b>479- 509</b>        | <b>16.5</b>             |
| <b>Program Total</b>         |                              |                          | <b>428</b>                 | <b>710 - 740</b>          | <b>0</b>                    | <b>1,256 - 1,286*</b>  | <b>41.0</b>             |

\* The 1998 provincial curriculum specified a total of 1,407 hours. Therefore, UFV's current program offers fewer hours than specified as reported to the Ministry of Advanced Education (Committee of Deans & Directors of Health Sciences Programs (November 2011)).

## Appendix D. (continued)

### Proposed UFV Practical Nursing Diploma Program (based on 2011 provincial curriculum)

| Semester/<br>Year One     | Course Name                                        | Course<br>Number* | Class/Lab<br>Hours           | Clinical<br>Hours | Simu-<br>lation<br>Hours | Total<br>Hours | Credit<br>Value |
|---------------------------|----------------------------------------------------|-------------------|------------------------------|-------------------|--------------------------|----------------|-----------------|
| <b>Semester<br/>I</b>     | Human Anatomy<br>and Physiology                    | PNUR 147          | 45                           |                   |                          | 45             | 3.0             |
|                           | Health Promotion I                                 | PNUR 140          | 30                           |                   |                          | 30             | 2.0             |
|                           | Variations in Health<br>I                          | PNUR 141          | 40                           |                   |                          | 40             | 2.5             |
|                           | Professional<br>Communication I                    | PNUR 142          | 35                           |                   |                          | 35             | 2.0             |
|                           | Professional Practice<br>I                         | PNUR 143          | 25                           |                   |                          | 25             | 1.5             |
|                           | Pharmacology I                                     | PNUR 145          | 30<br>(3 lab^)               |                   |                          | 30             | 2.0             |
|                           | <b>Integrated Nursing<br/>Practice I</b>           | <b>PNUR 144*</b>  | <b>102 lab</b>               | <b>30</b>         | 3                        | 135            | 4.5             |
|                           | <b>Consolidated<br/>Practice Experience<br/>I</b>  | <b>PNUR 146*</b>  |                              | <b>90</b>         |                          | 90             | 2.0             |
| <b>Total</b>              |                                                    |                   | <b>205 class<br/>102 lab</b> | <b>120</b>        | 3                        | <b>430</b>     | <b>19.5</b>     |
|                           |                                                    |                   |                              |                   |                          |                |                 |
| <b>Semester<br/>II</b>    | Health Promotion II                                | PNUR 150          | 30                           |                   |                          | 30             | 2.0             |
|                           | Variations in Health<br>II                         | PNUR 151          | 45                           |                   |                          | 45             | 3.0             |
|                           | Professional<br>Communication II                   | PNUR 152          | 30                           |                   |                          | 30             | 2.0             |
|                           | Professional Practice<br>II                        | PNUR 153          | 20                           |                   |                          | 20             | 1.0             |
|                           | Pharmacology II                                    | PNUR 155          | 30                           |                   |                          | 30             | 2.0             |
|                           | <b>Integrated Nursing<br/>Practice II</b>          | <b>PNUR 154*</b>  | <b>87 lab</b>                | <b>90</b>         | 3                        | 180            | 5.0             |
|                           | <b>Consolidated<br/>Practice Experience<br/>II</b> | <b>PNUR 156*</b>  |                              | <b>180**</b>      |                          | 180**          | 4.5 **          |
| <b>Total</b>              |                                                    |                   | <b>155 class<br/>87 lab</b>  | <b>270**</b>      | 3                        | <b>515**</b>   | <b>19.5**</b>   |
| <b>Year One<br/>Total</b> |                                                    |                   | <b>360 class<br/>189 lab</b> | <b>390**</b>      | <b>6</b>                 | <b>945**</b>   | <b>39</b>       |

## Appendix D. (continued)

### Proposed Program (based on 2011 Curriculum)

(Based on 15:1 hours/credit for theory and 40:1 hours/credit for clinical/ lab courses)

| Semester/<br>Year Two     | Course Name                                         | Course<br>Number* | Class/Lab<br>Hours           | Clinical<br>Hours | Simu-<br>lation<br>Hours | Total<br>Hours      | Credit<br>Value |
|---------------------------|-----------------------------------------------------|-------------------|------------------------------|-------------------|--------------------------|---------------------|-----------------|
| <b>Semester<br/>III</b>   | Health Promotion III                                | PNUR 240          | 36 class                     |                   |                          | 36                  | 2.0             |
|                           | Variations in Health<br>III                         | PNUR 241          | 45 class                     |                   |                          | 45                  | 3.0             |
|                           | Professional<br>Communication III                   | PNUR 242          | 20 class                     |                   |                          | 20                  | 1.0             |
|                           | Professional Practice<br>III                        | PNUR 243          | 20 class                     |                   |                          | 20                  | 1.0             |
|                           | <b>Integrated Nursing<br/>Practice III</b>          | <b>PNUR 244*</b>  | <b>86 lab</b>                | <b>30</b>         | <b>4</b>                 | <b>120</b>          | <b>4.0</b>      |
|                           | <b>Consolidated<br/>Practice Experience<br/>III</b> | <b>PNUR 246*</b>  |                              | <b>65</b>         |                          | <b>65</b>           | <b>1.5</b>      |
| <b>Total</b>              |                                                     |                   | <b>121 class<br/>86 lab</b>  | <b>95</b>         | <b>4</b>                 | <b>306</b>          | <b>12.5</b>     |
|                           |                                                     |                   |                              |                   |                          |                     |                 |
| <b>Semester<br/>IV</b>    | Health Promotion IV                                 | PNUR 250          | 24 class                     |                   |                          | 24                  | 1.5             |
|                           | Variations in Health<br>IV                          | PNUR 251          | 50 class                     |                   |                          | 50                  | 3.0             |
|                           | Professional<br>Communication IV                    | PNUR 252          | 20 class                     |                   |                          | 20                  | 1.0             |
|                           | Professional Practice<br>IV                         | PNUR 253          | 20 class                     |                   |                          | 20                  | 1.0             |
|                           | <b>Integrated Nursing<br/>Practice IV</b>           | <b>PNUR 254*</b>  | <b>87 lab</b>                | <b>90</b>         | <b>3</b>                 | <b>180</b>          | <b>5.0</b>      |
|                           | <b>Consolidated<br/>Practice Experience<br/>IV</b>  | <b>PNUR 256*</b>  |                              | <b>200</b>        |                          | <b>200</b>          | <b>5.0</b>      |
|                           | Transition to<br>Preceptorship                      | PNUR 257          | 24 class                     |                   | 6                        | 30                  | 2.0             |
|                           | <b>Preceptorship</b>                                | <b>PNUR 258*</b>  |                              | <b>180</b>        |                          | <b>180</b>          | <b>4.5</b>      |
| <b>Total</b>              |                                                     |                   | <b>138 class<br/>87 lab</b>  | <b>470</b>        | <b>9</b>                 | <b>704</b>          | <b>23.0</b>     |
| <b>Year Two<br/>Total</b> |                                                     |                   | <b>259 class<br/>173 lab</b> | <b>565</b>        | <b>13</b>                | <b>1,010</b>        | <b>35.5</b>     |
|                           |                                                     |                   |                              |                   |                          |                     |                 |
| <b>Program<br/>Total</b>  |                                                     |                   | <b>619 class<br/>362 lab</b> | <b>955**</b>      | <b>19</b>                | <b>1,955<br/>**</b> | <b>74.5</b>     |

\* PN course numbers ending with the number "4" (e.g., PNUR 144) denote courses with both clinical and lab hours. PN course numbers ending with the number "6" (e.g., PNUR 246) and "8" (e.g., PNUR 258) denote courses with clinical hours only.

\*\* UFV has chosen to add 60 hours to the course PNUR 256.

\*\*\*. The *Integrated Nursing Practice* courses consist primarily of lab hours. Credit value is assigned for lab and simulation hours as one credit for 30 hours, for class hours as one credit for 15 hours, and for clinical hours as one credit for 40 hours.

**Appendix E. Proposed UFV Practical Nursing Program Configuration**  
(Configuration over two academic years; 2012-2014 cohort)

**Year One**

| <b>Dates &amp; Content</b>                            | <b>Weeks Required</b> | <b>Hours Required</b> | <b>Hours/Week</b> |
|-------------------------------------------------------|-----------------------|-----------------------|-------------------|
| <b>Semester I</b>                                     |                       |                       |                   |
| August 7-31, 2012*<br>Human Anatomy and Physiology    | 2                     | 45                    | 22.5              |
| September 3- November 30, 2012<br>Theory and Clinical | 13                    | 295                   | 22.5              |
| December 3- December 21, 2012<br>Consolidation        | 3                     | 90                    | 30                |
| <b>Total</b>                                          | <b>18</b>             | <b>430</b>            | N/A               |

|                                                  |           |              |       |
|--------------------------------------------------|-----------|--------------|-------|
| <b>Semester II</b>                               |           |              |       |
| January 7- April 19, 2013<br>Theory and Clinical | 15        | 335          | 22-24 |
| Spring Break                                     |           |              |       |
| May 6- June 21, 2013<br>Consolidation            | 7         | 180**        | 26    |
| <b>Total</b>                                     | <b>22</b> | <b>515**</b> | N/A   |
|                                                  |           |              |       |
| <b>Year One Total</b>                            | <b>40</b> | <b>945**</b> | N/A   |

\* It is expected that the Human Anatomy and Physiology course will be included in Semester I of the program only for the first offering of the diploma program in 2012 as there is insufficient time to notify prospective applicants that the course is a prerequisite. Following the 2012 intake, applicants will be asked to take the Human Anatomy and Physiology course as a prerequisite to the program. Students will be able to access the course through more than one institution as it will be offered in a distance format.

\*\* Total clinical hours exceed the provincial guidelines by 60 hours.

## Appendix E. (continued)

### Year Two

| Dates & Content                                  | Total Weeks | Total Hours | Hours/Week |
|--------------------------------------------------|-------------|-------------|------------|
| <b>Semester III</b>                              |             |             |            |
| August 26- October 31, 2013<br>Theory & Clinical | 10          | 241         | 24         |
| November 4-November 22, 2013<br>Consolidation    | 3           | 65          | 22         |
| <b>Total</b>                                     | <b>13</b>   | <b>306</b>  | N/A        |

|                                                         |           |               |     |
|---------------------------------------------------------|-----------|---------------|-----|
| <b>Semester IV</b>                                      |           |               |     |
| November 25 - December 19, 2013<br>Theory               | 4         | 96            | 24  |
| Christmas Break                                         |           |               |     |
| January 6 - February 14, 2014<br>Theory and Clinical    | 6         | 198           | 33  |
| February 17 - March 28, 2014<br>Consolidation           | 6         | 200           | 33  |
| March 31 - April 4, 2014<br>Transition to Preceptorship | 1         | 30            | 30  |
| April 7 - May 16, 2012                                  | 6         | 180           | 30  |
| <b>Total</b>                                            | <b>23</b> | <b>704</b>    | N/A |
|                                                         |           |               |     |
| <b>Year Two Total</b>                                   | <b>36</b> | <b>1,010*</b> | N/A |
|                                                         |           |               |     |
| <b>Program Total</b>                                    | <b>76</b> | <b>1,955*</b> |     |

\* Total clinical hours exceed provincial guidelines by 60 hours.

**Appendix F. Contacts at Public Post-Secondary Education Institutions:  
Configuration of Proposed Practical Nursing Diploma Programs  
(August 2011)**

Camosun College  
Carly Hall

*Undecided; Intakes planned for May 2012 and September 2012; After that may have intakes every second year.*

College of New Caledonia  
Jacquie Scobie  
*Probably 18-month model; Not decided.*  
Pat Covington  
*Undecided.*

College of the Rockies  
Cheryl Mackie  
Marilyn Petersen  
*Twenty-two-month model; Intake every year.*

Northern Lights College  
Laurie Bird, Steve Roe  
*May not use provincial curriculum; Have developed a unique curriculum.*

Northwest Community College  
Gerry Gauthier  
*Twenty-two-month model; Intake alternate years with Health Care Assistant program.*

Thompson Rivers University  
Rhonda McCreight  
*Possibly 22-month model; Intake alternate years.*

Vancouver Community College  
Marilyn Heaps  
Pat Bawtenheimer  
*Sixteen-month model; Many intakes annually.*

Vancouver Island University  
Lynne MacFadgen  
Kathleen Haggith  
*Undecided.*

## Appendix G. Faculty Hours\*: Years One and Two

(\*Assumptions: Student instructor ratio for lab skills testing and clinical is 1:8; for classroom teaching is 1:24)

### Year One

| Course Name,<br>Number by<br>Semester              | Student<br>Course<br>Hours | Coor-<br>dinator<br>Hours | Faculty<br>A = 0.7<br>FTE | Faculty<br>B = 1.0<br>FTE | Faculty<br>C =<br>FTE | Sessional<br>Faculty<br>Hours | Total<br>Faculty<br>Hours |
|----------------------------------------------------|----------------------------|---------------------------|---------------------------|---------------------------|-----------------------|-------------------------------|---------------------------|
| <b>Semester I</b>                                  |                            |                           |                           |                           |                       |                               |                           |
| PNUR 147;<br>Human Anatomy &<br>Physiology I*      | 45                         |                           | 45                        |                           |                       |                               | 45                        |
| PNUR 140<br>Health Promotion I                     | 30                         |                           |                           | 30                        |                       |                               | 30                        |
| PNUR 141<br>Variations in Health I                 | 40                         |                           |                           | 40                        |                       |                               | 40                        |
| PNUR 142<br>Professional<br>Communication I        | 35                         |                           |                           | 35                        |                       |                               | 35                        |
| PNUR 143<br>Professional Practice I                | 25                         |                           | 25                        |                           |                       |                               | 25                        |
| PNUR 144 Integrated<br>Nursing Practice I          | 135                        |                           | 85                        | 135                       | 33                    | 9                             | 262                       |
| PNUR 145<br>Pharmacology I                         | 30                         |                           |                           | 30                        |                       |                               | 30                        |
| PNUR 146<br>Consolidated Practice<br>Experience I  | 90                         |                           | 60                        | 90                        | 60                    |                               | 210                       |
| Program Coordination                               |                            | 250                       |                           |                           |                       |                               | 250                       |
|                                                    | <b>430</b>                 |                           |                           |                           |                       |                               |                           |
| <b>Semester Total</b>                              |                            | <b>250</b>                | <b>215</b>                | <b>360</b>                | <b>93</b>             | <b>9</b>                      | <b>927</b>                |
| <b>Semester II</b>                                 |                            |                           |                           |                           |                       |                               |                           |
| PNUR 150<br>Health Promotion II                    | 30                         |                           | 30                        |                           |                       |                               | 30                        |
| PNUR 151<br>Variations in Health II                | 45                         |                           |                           | 45                        |                       |                               | 45                        |
| PNUR 152<br>Professional<br>Communication II       | 30                         |                           |                           | 30                        |                       |                               | 30                        |
| PNUR 153<br>Professional Practice II               | 20                         |                           | 20                        |                           |                       |                               | 20                        |
| PNUR 154<br>Integrated Nursing<br>Practice II      | 180                        |                           | 150                       | 180                       | 120                   | 9                             | 459                       |
| PNUR 155<br>Pharmacology II                        | 30                         |                           |                           | 30                        |                       |                               | 30                        |
| PNUR 156<br>Consolidated Practice<br>Experience II | 180                        |                           | 180                       | 180                       | 140                   | 40                            | 540                       |
| Program Coordination                               |                            | 250                       |                           |                           |                       |                               | 250                       |
|                                                    | <b>515</b>                 |                           |                           |                           |                       |                               |                           |
| <b>Semester Totals</b>                             |                            | <b>250</b>                | <b>380</b>                | <b>465</b>                | <b>260</b>            | <b>49</b>                     | <b>1,404</b>              |
|                                                    | <b>945</b>                 |                           |                           |                           |                       |                               |                           |
| <b>Year One Totals</b>                             |                            | <b>500</b>                | <b>595</b>                | <b>825</b>                | <b>353</b>            | <b>58</b>                     | <b>2,331</b>              |

## Appendix G. (continued)

### Year Two

| Course Name,<br>Number by<br>Semester               | Student<br>Course<br>Hours | Coor-<br>dinator<br>Hours | Faculty<br>A = 0.7<br>FTE | Faculty B<br>= 1 FTE | Faculty C =<br>FTE | Sessional<br>Faculty<br>Hours | Total<br>Faculty<br>Hours |
|-----------------------------------------------------|----------------------------|---------------------------|---------------------------|----------------------|--------------------|-------------------------------|---------------------------|
| <b>Semester III</b>                                 |                            |                           |                           |                      |                    |                               |                           |
| PNUR 240<br>Health Promotion III                    | 36                         |                           | 36                        |                      |                    |                               | 36                        |
| PNUR 241<br>Variations in Health III                | 45                         |                           |                           | 45                   |                    |                               | 45                        |
| PNUR 242<br>Professional<br>Communication III       | 20                         |                           |                           | 20                   |                    |                               | 20                        |
| PNUR 243<br>Professional Practice<br>III            | 20                         |                           |                           | 20                   |                    |                               | 20                        |
| PNUR 244 Integrated<br>Nursing Practice III         | 120                        |                           | 120                       | 75                   |                    | 67                            | 262                       |
| PNUR 246<br>Consolidated Practice<br>Experience III | 65                         |                           | 65                        | 65                   | 65                 |                               | 195                       |
| Program Coordination                                |                            | 250                       |                           |                      |                    |                               | 250                       |
|                                                     | <b>306</b>                 |                           |                           |                      |                    |                               |                           |
| <b>Semester Totals</b>                              |                            | <b>250</b>                | <b>221</b>                | <b>225</b>           | <b>65</b>          | <b>67</b>                     | <b>828</b>                |
|                                                     |                            |                           |                           |                      |                    |                               |                           |
| <b>Semester IV</b>                                  |                            |                           |                           |                      |                    |                               |                           |
| PNUR 250<br>Health Promotion IV                     | 24                         |                           | 24                        |                      |                    |                               | 24                        |
| PNUR 251<br>Variations in Health IV                 | 50                         |                           |                           | 50                   |                    |                               | 50                        |
| PNUR 252 Professional<br>Communication IV           | 20                         |                           |                           | 20                   |                    |                               | 20                        |
| PNUR 253<br>Professional Practice<br>IV             | 20                         |                           | 20                        |                      |                    |                               | 20                        |
| PNUR 254 Integrated<br>Nursing Practice IV          | 180                        |                           | 130                       | 180                  | 50                 | 9                             | 369                       |
| PNUR 256<br>Consolidated Practice<br>Experience IV  | 200                        |                           | 200                       | 200                  | 200                |                               | 600                       |
| PNUR 257 Transition<br>to Preceptorship             | 30                         |                           |                           |                      | 30                 | 18                            | 48                        |
| PNUR 258<br>Preceptorship                           | 180                        |                           |                           | 180                  |                    |                               | 180                       |
| Program Coordination                                |                            | 250                       |                           |                      |                    |                               | 250                       |
|                                                     | <b>704</b>                 |                           |                           |                      |                    |                               |                           |
| <b>Totals</b>                                       |                            | <b>250</b>                | <b>374</b>                | <b>630</b>           | <b>280</b>         | <b>27</b>                     | <b>1,561</b>              |
|                                                     | <b>1,010</b>               |                           |                           |                      |                    |                               |                           |
| <b>Year Two Totals</b>                              |                            | <b>500</b>                | <b>595</b>                | <b>855</b>           | <b>345</b>         | <b>94</b>                     | <b>2,389</b>              |
|                                                     |                            |                           |                           |                      |                    |                               |                           |
|                                                     | <b>1,955</b>               |                           |                           |                      |                    |                               |                           |
| <b>Program Total</b>                                |                            | <b>1000</b>               | <b>1,190</b>              | <b>1,680</b>         | <b>698</b>         | <b>152</b>                    | <b>4,720</b>              |
|                                                     |                            |                           |                           |                      |                    |                               |                           |
| <b>Existing<br/>Program Total</b>                   |                            | <b>425</b>                | <b>595</b>                | <b>850</b>           | <b>357</b>         | <b>857</b>                    | <b>3,084</b>              |

**Appendix H. Comparison of Clinical Placements in the Existing (Certificate) and Proposed (Diploma) Practical Nursing Program at UFV**

**Placements Used for the Existing UFV Practical Nursing Certificate Program**

| <b>Course</b>       | <b>Hours</b> | <b>Type of Placement</b>       | <b>Specific Sites Used</b>                                                                                                                                                                                                           |
|---------------------|--------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Semester I</b>   |              |                                |                                                                                                                                                                                                                                      |
| PNUR 105            | 30           | Community                      | On Site                                                                                                                                                                                                                              |
|                     | 60           | Residential                    | Heritage Village, Chilliwack<br>Bradley Center, Chilliwack<br>Menno Hospital, Abbotsford<br>Eden, Chilliwack                                                                                                                         |
| <b>Semester II</b>  |              |                                |                                                                                                                                                                                                                                      |
| PNUR 114            | 60           | Residential Care               | Heritage Village, Chilliwack<br>Eden, Chilliwack<br>Menno Hospital, Abbotsford                                                                                                                                                       |
| PNUR 115            | 180          | Intermediate Care<br>(90 hrs)  | Cascades, Chilliwack<br>Tabor Home, Abbotsford<br>Menno Home, Abbotsford                                                                                                                                                             |
|                     |              | Extended Care<br>(90 hrs)      | Heritage Village, Chilliwack<br>Bradley Center, Chilliwack<br>Menno Hospital, Abbotsford<br>Eden, Chilliwack                                                                                                                         |
| <b>Semester III</b> |              |                                |                                                                                                                                                                                                                                      |
| PNUR 124            | 82.5         | Acute Care<br>Medical/Surgical | Baker 2 (medical), ARH<br>Baker 3 (surgical), ARH<br>NU3 (medical), CGH                                                                                                                                                              |
| PNUR 125            | 150          | Acute Care<br>Medical/Surgical | Baker 2 (medical), ARH<br>Baker 3 (surgical), ARH<br>NU4 (surgical), CGH                                                                                                                                                             |
| PNUR 135            | 150-<br>180  | Preceptorship<br>Acute Care    | Baker 2 (medical), ARH<br>Baker 3 (surgical), ARH<br>Cheam 2 (medical), ARH<br>Cheam 3 (medical), ARH<br>NU3 (medical), CGH<br>NU4 (surgical), CGH<br>Heritage Village, Chilliwack<br>Cascades, Chilliwack<br>Tabor Home, Chilliwack |

## Appendix H. (continued)

### Anticipated Clinical Placements for Proposed UFV Practical Nursing Diploma Program

Note: The proposed clinical placements are tentative. Although positive feedback was received from contacts in the Fraser Health Authority about placements for students in the diploma program, it is recognized that placements will require additional consultation. The presence of other students in the same clinical areas, the current functional health of the clinical area, and the clinical areas that are employing LPNs at the time, are all factors that will be considered. Future clinical placements may not be traditional experiences and will require a creative approach to planning for our students.

| <b>Year One</b>                                                    |              |                                  |                                                                                                                                                                                          |
|--------------------------------------------------------------------|--------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course</b>                                                      | <b>Hours</b> | <b>Type of Placement</b>         | <b>Specific Sites</b>                                                                                                                                                                    |
| <b>Semester I</b>                                                  |              |                                  |                                                                                                                                                                                          |
| PNUR 144 Integrated Nursing Practice I                             | 30           | Community                        | On-Site                                                                                                                                                                                  |
| PNUR 146 Consolidated Practice Experience I (healthy client focus) | 90           | Residential Care                 | Heritage Village, Chilliwack<br>Bradley Center, Chilliwack<br>Menno Hospital, Abbotsford<br>Eden, Chilliwack<br>Cascades, Chilliwack<br>Tabor Home, Abbotsford<br>Menno Home, Abbotsford |
| <b>Semester II</b>                                                 |              |                                  |                                                                                                                                                                                          |
| PNUR 154 Integrated Nursing Practice II                            | 90           | Residential Care                 | As above &<br>Cascades Hospice, Chilliwack                                                                                                                                               |
| PNUR 156 Consolidated Practice Experience II (ageing adult focus)  | 180          | Residential Care<br>Complex Care | As above &<br>Cascades Hospice, Chilliwack                                                                                                                                               |

| <b>Year Two</b>                                                 |              |                                           |                                                                                                                                                    |
|-----------------------------------------------------------------|--------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course</b>                                                   | <b>Hours</b> | <b>Type of Placement</b>                  | <b>Specific Sites</b>                                                                                                                              |
| <b>Semester III</b>                                             |              |                                           |                                                                                                                                                    |
| PNUR 244 Integrated Nursing Practice III                        | 30           | Acute Care                                | Baker 2 (medical), ARH<br>Baker 3 (surgical), ARH<br>Cheam 2 (medical), ARH<br>Cheam 3 (medical), ARH<br>NU3 (medical), CGH<br>NU4 (surgical), CGH |
| PNUR 246 Consolidated Practice Experience III (community focus) | 65           | Acute Care<br>Shadowing<br>Community Care | As above<br>Public Health (shadow)<br>Home Health Rehabilitation Sites<br>Community Living Sites<br>Psychiatry, ARH<br>Psychiatry, CGH             |

|                                                                 |     |                            |          |
|-----------------------------------------------------------------|-----|----------------------------|----------|
| <b>Semester IV</b>                                              |     |                            |          |
| PNUR 254 Integrated Nursing Practice IV                         | 90  | Acute Care                 | As above |
| PNUR 256 Consolidated Practice Experience IV (acute care focus) | 200 | Acute Care                 | As above |
| PNUR 257 Transition to Preceptorship                            | 30  | Class/Simulation           | On-site  |
| PNUR 258 Preceptorship                                          | 180 | Acute Care<br>Complex Care | As above |

## **Appendix I. Calendar Entry for Proposed UFV Practical Nursing Diploma Program**

### **Health Sciences**

[www.ufv.ca/health](http://www.ufv.ca/health)

### **Practical Nursing certificate**

[http://www.ufv.ca/calendar/2011\\_12/ProgramsF-L/HEALTH\\_PN.htm](http://www.ufv.ca/calendar/2011_12/ProgramsF-L/HEALTH_PN.htm)

The UFV Practical Nursing program is designed to provide students with the knowledge, skills and professional values necessary to function within the scope of practice of a Licensed Practical Nurse. The program will prepare graduates for employment in selected health care settings within hospitals, long-term care facilities, and the community.

This diploma program has been approved by the College of Licensed Practical Nurses of B.C. (CLPNBC). Graduates will be eligible to write the Canadian Practical Nurse Registration Exam (CPNRE). The UFV Practical Nursing program is based on the provincial Practical Nursing (PN) curriculum. The PN curriculum provides students with experiences that promote the development of holistic nursing care with a particular focus on the care of individuals with disabilities, the elderly, and adults experiencing acute and chronic illness.

The UFV Practical Nursing program is a 19-month full-time program. The program is comprised of four semesters followed by a preceptorship experience. Program courses are delivered in a variety of formats such as group work, multi-media approaches, lecture, lab simulation, and skill mastery. Clinical experiences include placements in hospitals, long-term care facilities, and selected community agencies. The clinical experiences encompass supervised practice, preceptorship, and observational experiences.

Classroom experiences may include evening scheduling. Clinical experiences may include extended work days, evening and night shifts, and weekends.

The Practical Nursing program is demanding. Students will not have time to work either full-time or part-time. Effective time-management skills, computer skills, computer access, and study skills are critical to success.

Note: The Practical Nursing Access option of the BSN program provides an opportunity for Licensed Practical Nurses to bridge into the BSN program.

### **Location**

All Practical Nursing classes are located on the Chilliwack campus. Clinical experiences occur at a variety of agencies throughout the Fraser Health Authority.

### **Dates**

The program start date will be August 2012 and every second year thereafter.

## Entrance requirements

1. B.C. secondary school graduation or equivalent (GED or ABE provincial diploma) with:
  - a. Completion of Biology 12 or equivalent (BIO 093) or UFV BIO 111 with a minimum of C+ grade within five years prior to enrolment.
  - b. One of the following with a minimum C grade: Principles of Mathematics 11, Foundations of Mathematics 11, Pre-calculus 11, or MATH 085.
  - c. English 12, ENGL 081, or ENGL 091, with a minimum of C+ grade; or ENGL 099 or CMNS 099 with a C; or completion of any other course or test score with grades that meet the prerequisites for ENGL 105 (see UFV calendar).
- d. The Practical Nursing Human Anatomy and Physiology course is available from other public post-secondary institutions. Okanagan College currently offers a pre-PN Biology certificate, PNUR 113, by distance education. Thompson River University offers Biology 1593 and 1693. Other institutions may offer comparative courses in the future. *Students enrolled in the Practical Nursing program at UFV in the Fall of 2012 will complete PN Human Anatomy and Physiology during the program..*

**Note:** Please view CLPNBC current English requirements at the following site:

[http://www.clpnbc.org/content\\_images/documents/Language%20Proficiency%20Requirements%20for%20Registration\\_July%201.2011.pdf](http://www.clpnbc.org/content_images/documents/Language%20Proficiency%20Requirements%20for%20Registration_July%201.2011.pdf)

Successful completion of ESL Advanced Speaking/Listening, and Writing course sequence may be required for applicants for whom English is not a first language.

3. Volunteer experience in a health care setting or employment in a health care field. Volunteer experience will consist of a minimum of 30 hours of volunteer work with adults or children in an acute care, long-term care, or community health care agency. You will be asked to submit a written reference that reflects the length and nature of the volunteer experience or employment in a health care field.
4. Current Standard First Aid certificate (16 hrs. minimum) at time of application.
5. Basic Rescuer — Level C certificate. Currency must be maintained throughout the program.
6. Identification documents — birth certificate, marriage certificate, verification of change of name, landed immigrant status.
7. Successful completion of a security clearance check. Criminal record check forms will be provided on acceptance to the program.
8. A health assessment indicating physical fitness and emotional stability. The assessment must be completed within 12 months prior to enrolment. Health questionnaire forms will be provided at the information session and should be completed by the applicant and returned at the time of your interview.

9. Completion of an immunization program prior to the program start date. Immunization forms will be provided at the information session and must be received by the date specified. Hepatitis B immunization will be provided upon entry into the program. Applicants who have completed the Hepatitis B immunization prior to entry to the program must submit proof of immunization. As well, they must submit proof of a non-reactive TB test completed within 6 months of the start of the program.

10. Attendance at an information session in preparation for entry into the program. The application essay will be written at this time.

11. Interview with a faculty member to assess the following:

- Basic knowledge of the field;
- Time management skills;
- Communication skills: ability to listen and articulate ideas;
- Financial resources and support systems;
- Personal and work commitments in relation to assuming the demands of an applied academic program of studies.

12. Valid driver's licence: You are responsible for providing your own transportation to class, labs, and clinical agencies throughout the Fraser Health Authority.

Students who do not meet these requirements might consider the Nursing Studies [program path](#).

## **When to apply**

Applications are accepted on a continuous basis throughout the year. Applications completed by February 15 are considered for the next intake in which there is space. See [Continuous application process](#) for more information.

## **How to apply**

1. The following documents must be submitted to the Admissions and Records office by February 15, along with the application fee, in order to process your application:

- UFV application form
- Practical Nursing program application form
- Proof of B.C. secondary school graduation or equivalent (except for high school students, who may apply once they are registered in Grade 12)
- Prerequisite course(s) — submit an official transcript showing final grades in all prerequisite courses (except for Grade 12 students who will be required to submit an official transcript showing final grades in all prerequisite courses and proof of graduation in early August)

Note: Proof of prerequisites must be attached to your application. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

Once all these forms and academic documents have been received by the Admissions & Records office, your application will be forwarded to the Practical Nursing program.

2. Submit all remaining documents to the Health Sciences Centre, Chilliwack campus, by February 15.

**Documents required in order to achieve “complete applicant” status:**

- UFV and Practical Nursing program application forms
- Proof of B.C. secondary school graduation or equivalent
- Official transcript(s) showing completion of academic requirements as per entrance requirements
- Volunteer health care experience reference(s)
- Official identity documents (birth certificate, marriage certificate, proof of change-of-name document, landed immigrant status)
- Valid Standard First Aid certificate
- Basic Rescuer — Level C certificate
- Completion of ESL Advanced Speaking, Listening, and Writing course sequence as necessary
- Proof of valid driver’s licence

3. Attendance at a program information session and interview with the program faculty is required for all applicants with "complete" status. You will be contacted when the dates and time for the information session have been established. You will receive a health assessment form and an immunization record form which must be completed and returned to the School of Health Sciences prior to your interview. Interview applications may be booked at the information session.

4. Applicants will be accepted based on points achieved on the applicant rating form.

5. You will be notified in writing regarding your acceptance. Upon acceptance to the program, you will be provided with registration information. A deposit is required by a specified date in order to reserve a seat in the program. This money will be applied toward your tuition fees. If you do not register for courses and pay the deposit, your seat will no longer be held for you.

6. Applicants who meet the minimum requirements but are not selected for the next class will be considered for the following intake. A letter will be sent indicating where the applicant's rating score was low. If not selected for a second intake, applicants will be required to reapply.

**Basis for admission decision**

“Complete” status does not guarantee acceptance into the program. Students will be rated based on the points achieved on the applicant rating form. Points will be given for elements contained on the Practical Nursing program application form (prerequisite courses, work/volunteer experience, application essay, references) as well as the personal interview.

The highest score that can be achieved by an applicant is 30.

- 1. Academic prerequisites:** up to 8 points. The higher the applicant's GPA on required academic prerequisites, the more points awarded. GPA will be calculated using the UFV grading scale.
- 2. Work/volunteer experience and letter of reference:** up to 6 points. Points will be allocated according to the duration of the experience and the character of the reference given. Recognition will be given to any applicant who has demonstrated a leadership role in a workplace.
- 3. Application essay:** up to 6 points. Applicants will be given points on the basis of meeting the criteria and the writing skill demonstrated.
- 4. Interview:** up to 10 points. Applicants will be given points related to their knowledge of practical nursing, organizational skills, planning for program workload and financial aspects, identified supports, management of commitments, communication skills, knowledge of own learning, and problem-solving skills.

Applicants with the highest number of points will be given priority for program seats. If points achieved are equal, remaining seats will be awarded according to the date of "complete" application status.

### **Fees and expenses**

See the [Fees and Other Costs](#) section for tuition fees for the Practical Nursing program. Program textbooks are estimated at \$1,500. Uniforms, instruments, supplies, and parking will total approximately \$800.

### **Financial assistance**

UFV has a comprehensive financial assistance program including scholarships, loans and bursaries. Details are available from Financial Aid and Awards.

### **Program policies**

- 1. Continuance:** The Practical Nursing courses for each semester are prerequisites for the coursework in the next semester. Due to the integrated nature of the nursing courses, progression from one semester to the next requires concurrent completion of the nursing courses. All students must receive a passing grade of 65% (GPA 2.33) or better in each of the practical nursing courses in order to proceed in the program. Students must receive a Pass (CR) in the practical nursing clinical course experiences as well.
- 2. Course Repetition:** The practical nursing courses in each semester are closely related to each other and are considered co-requisites. Failure of one Practical Nursing course may necessitate the re-taking of all co-requisite courses.
- 3. Re-admission to UFV:** A UFV Application for Admission form must be completed by all students who were not enrolled in Practical Nursing Program courses in the previous academic

year. Students taking General Studies courses during the previous academic year are not exempt from the requirement of completing an Application for Admission form. Application for Admission forms are available through Admissions and Records Department at either Chilliwack or Abbotsford Campus. (Note: A re-admission fee will also be assessed.)

**Re-admission to the Practical Nursing Program:** Students requesting re-admission to the Practical Nursing Program must document their request in writing to the department head. The letter of request must include a description of the circumstances related to their withdrawal from the program, an explanation of previous areas of difficulty and plans for the promotion of their future success. Requests for re-admission must be received at the School of Health Sciences Centre four months prior to the semester for which they are reapplying.

The Student Selections Committee will review all re-admission requests and based on faculty recommendations (from the last semester in which the student was enrolled) will decide on the appropriate placement in the program. Factors influencing the final decision for re-admission include availability of seats, length of absence from the program, previous academic achievement (theory and clinical courses) and potential for success. An interview with the department head is required of all students requesting re-admission. All applicants for re-admission will be informed in writing regarding the decision and conditions for re-entry into the program. The Practical Nursing program reserves the right to stipulate conditions attached to re-admission. Re-admission into the program may necessitate the successful completion of nursing courses previously passed; if in the judgement of faculty, the length of absence from the program and/or the reasons for withdrawal would render the applicant inadequately prepared for the subsequent semester.

**4. Graduation Requirements:** Continuance and graduation requirements for the Practical Nursing program is a minimum of 65% in each course and successful completion of each clinical course.

**5. Residency:** In keeping with UFV Academic Policy #107, a minimum of 19 credits in semester IV of the program must be completed at UFV for transferring students. These 19 credits must include PNUR 254, PNUR 256, PNUR 257 and PNUR 258.

**6. Maximum time to complete:** A maximum time of four years will be permitted from entry to completion of the PN program.

Each student in the program will receive a UFV Practical Nursing Student Guidelines and Policies manual, which further explains requirements of the program.

## **Program outline**

### **Semester I**

| <b>Course</b> | <b>Title</b>           | <b>Credits</b> |
|---------------|------------------------|----------------|
| PNUR 140      | Health Promotion I     | 2.0            |
| PNUR 141      | Variations in Health I | 2.5            |

|          |                                    |     |
|----------|------------------------------------|-----|
| PNUR 142 | Professional Communication I       | 2.0 |
| PNUR 143 | Professional Practice I            | 1.5 |
| PNUR 144 | Integrated Nursing Practice 1      | 4.5 |
| PNUR 155 | Pharmacology I                     | 2.0 |
| PNUR 146 | Consolidated Practice Experience I | 2.0 |
| PNUR 147 | Human Anatomy & Physiology         | 3.0 |

Note: PNUR 147, Human Anatomy & Physiology must be completed prior to beginning other Semester 1 courses. PN 146, Consolidated Practice Experience I, begins after the completion of other Semester I courses.

## **Semester II**

| <b>Course</b> | <b>Title</b>                        | <b>Credits</b> |
|---------------|-------------------------------------|----------------|
| PNUR 150      | Health Promotion II                 | 2.0            |
| PNUR 151      | Variations in Health II             | 3.0            |
| PNUR 152      | Professional Communication II       | 2.0            |
| PNUR 153      | Professional Practice II            | 1.0            |
| PNUR 154      | Integrated Nursing Practice II      | 5.0            |
| PNUR 155      | Pharmacology II                     | 2.0            |
| PNUR 156      | Consolidated Practice Experience II | 4.5            |

Note: PNUR 156 begins after the completion of other Semester II courses.

## **Semester III**

| <b>Course</b> | <b>Title</b>                         | <b>Credits</b> |
|---------------|--------------------------------------|----------------|
| PNUR 240      | Promotion III                        | 2.0            |
| PNUR 241      | Variations in Health III             | 3.0            |
| PNUR 242      | Professional Communication III       | 1.0            |
| PNUR 243      | Practice III                         | 1.0            |
| PNUR 244      | Integrated Nursing Practice III      | 4.0            |
| PNUR 246      | Consolidated Practice Experience III | 1.5            |

Note 1: PNUR 246 begins after the completion of other Semester III courses.

## **Semester IV**

| <b>Course</b> | <b>Title</b>            | <b>Credits</b> |
|---------------|-------------------------|----------------|
| PNUR 250      | Health Promotion IV     | 1.5            |
| PNUR 251      | Variations in Health IV | 3.0            |

|          |                                     |     |
|----------|-------------------------------------|-----|
| PNUR 252 | Professional Communication IV       | 1.0 |
| PNUR 253 | Professional Practice IV            | 1.0 |
| PNUR 254 | Integrated Nursing Practice IV      | 5.0 |
| PNUR 256 | Consolidated Practice Experience IV | 5.0 |
| PNUR 257 | Transition to Preceptorship         | 2.0 |
| PNUR 258 | Preceptorship                       | 4.5 |

Note: PNUR 256 begins only after completion of all other Semester III courses. PNUR 259 and PNUR 258 begin only after successful completion of PNUR 256.

## **COURSE DESCRIPTIONS**

### **PNUR 140            2.0 credits**

#### **Health Promotion I**

Prerequisite(s): Enrolled in the Practical Nursing diploma and successful completion of program, PNUR 147 or equivalent

Corequisite(s): PNUR 141, 142, 143, 144, 145

Health promotion by definition includes: health enhancement, health protection, disease prevention, health restoration/recovery, care, and support. Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions. (WHO, 2010 ). This course introduces the learner to the concepts of health promotion, discusses the determinants of health, health inequities and develops a beginning knowledge of normal growth and development.

### **PNUR 141            2.5 credits**

#### **Variations in Health I**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion of, PNUR 147 or equivalent

Corequisite(s): PNUR 140, PNUR 142, PNUR 143, PNUR 144, PNUR 145

This introductory course provides the learner with the foundations of disease and illness across the lifespan. Learners will gain an understanding of pathophysiological alterations of body systems. Nursing management of disease and illness across the lifespan with an emphasis on interventions and treatment is also discussed. Cultural diversity in healing practices will be explored as well as the incorporation of evidenced informed practice.

### **PNUR 142            2.0 credits**

#### **Professional Communication I**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion of PNUR 147 or equivalent

Corequisite(s): PNUR 140, PNUR 141, PNUR 143, PNUR 144, PNUR 145

This course provides learners with the foundational knowledge for caring and professional communication in nursing. It uses an experiential and self-reflective approach to develop self-awareness and interpersonal communication skills in the context of safe, competent, and collaborative nursing practice. Communication theory, the nurse-client relationship, therapeutic communication, cross-cultural communication, and effective teamwork will be covered.

*Note: This course may be taught as an interprofessional course and/or by faculty other than nursing with the appropriate undergraduate degree and experience in a Human Services field or discipline or counselling Psychology.*

**PNUR 143                      1.5 credits**

**Professional Practice I**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion of PNUR 147 or equivalent

Corequisite(s): PNUR 140, PNUR 141, PNUR 142, PNUR 144, PNUR 145

This theory course provides an introduction to the profession of practical nursing. Legislation that informs PN practice within British Columbia will be introduced. The history of nursing and specifically, the evolution of Practical Nursing within the Canadian health care system will be discussed. The philosophy and foundational concepts of the Provincial Practical Nursing Program are explored.

**PNUR 144                      4.5 credits**

**Integrated Nursing Practice I**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion of PNUR 147 or equivalent

Corequisite(s): PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 145

This course emphasizes the art and science of nursing, focusing on the development of basic nursing care and assessment. Learners will apply nursing knowledge through the practice of clinical decision making, nursing assessment skills, and nursing interventions aimed at the promotion of health, independence, and comfort. Classroom, laboratory, simulation, and other practice experiences will assist learners to integrate theory from other Level One courses.

**PNUR 145                      2.0 credits**

**Pharmacology I**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion of PNUR 147 or equivalent.

Corequisites: PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 144

This introductory course examines the principles of pharmacology required to administer medications in a safe and professional manner. Medication administration requires the application of the nursing process for clinical decision-making. Various routes of medication administration are introduced and complementary, Indigenous, alternative remedies, and polypharmacy across the lifespan are also explored.

**PNUR 146                      2.0 credits**

**Consolidated Practice Experience I**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion of PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 144, PNUR 145, PNUR 147 or equivalent.

Corequisites: None

This first clinical experience provides the learner with an opportunity to integrate theory from level one coursework into practice. Learners will gain experience in various settings with a focus on the healthy client. Learning the role of the Practical Nurse, personal care skills,

organization of care, focused assessment, beginning medication administration and professional communication are emphasized in this course.

**PNUR 147                      3.0 credits**

**Human Anatomy and Physiology**

Prerequisite(s): Enrolled in the Fall 2012 Practical Nursing diploma program. *After the Fall 2012 intake, Human Anatomy and Physiology will be an admission requirement for the Practical Nursing diploma program at UFV.*

Corequisites: None.

This course provides students with a review of each of the body systems. The structure and function of each of the systems will be discussed. Emphasis will be placed on an understanding of the interrelationship amongst the body systems. As each body system is presented, various health promotion strategies will be discussed that support optimal health.

**PNUR 150                      2.0 credits**

**Health Promotion II**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion of PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 144, PNUR 145, PNUR 146, PNUR 147 or equivalent.

Corequisite(s): PNUR 151, PNUR 152, PNUR 153, PNUR 154, PNUR 155

This course focuses on health promotion as it relates to the aging process. Health promotion activities are aimed at supporting clients in maintaining their health. The concepts of health promotion, physical and mental wellness, normal ageing changes and continued independence are examined.

**PNUR 151                      3.0 credits**

**Variations in Health II**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion of PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 144, PNUR 145, PNUR 146, PNUR 147 or equivalent.

Corequisite(s): PNUR 150, PNUR 152, PNUR 153, PNUR 154, PNUR 155

This course will increase the learners understanding of pathophysiology as it relates to the ageing process and selected chronic illness. The main focus of this course is on the care of the older adult experiencing a health challenge. Cultural diversity in healing practices will be explored as well as evidence informed research and practice.

**PNUR 152                      2.0 credits**

**Professional Communication II**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion on PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 144, PNUR 145, PNUR 146, PNUR 147 or equivalent.

Corequisite(s): PNUR 150, PNUR 151, PNUR 153, PNUR 154, PNUR 155

This course provides the learner with an opportunity to develop professional communication skills with the older adult, and clients requiring end of life care. Interprofessional communication is further developed.

**PNUR 153                    1.0 credit**

**Professional Practice II**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion on PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 144, PNUR 145, PNUR 146, PNUR 147 or equivalent.

Corequisite(s): PNUR 150, PNUR 151, PNUR 152, PNUR 154, PNUR 155

This course examines the legislation influencing PN practice with clients experiencing chronic illness and those in residential care settings. Specific professional issues such as responsibility, accountability, ethical practice, and leadership relevant to the PN role in residential care will be explored. Critical thinking and decision making specific to the care of the chronically ill and inter-professional practice will also be addressed.

**PNUR 154                    5.0 credits**

**Integrated Practice II**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion on PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 144, PNUR 145, PNUR 146, PNUR 147 or equivalent.

Corequisite(s): PNUR 150, 151, 152, 153, 155

This practical course builds on the foundation of Level One and emphasizes the development of clinical decision making, nursing assessments, and interventions to promote the health of older adults. Classroom, laboratory, simulation, and other practice experiences will help learners to integrate theory from Level One and Level Two courses to provide safe, competent, and ethical nursing care with older adults.

**PNUR 155                    2.0 credits**

**Pharmacology II**

Prerequisite(s): Enrolled in the Practical Nursing diploma program and successful completion on PNUR 140, PNUR 141, PNUR 142, PNUR 143, PNUR 144, PNUR 145, PNUR 146, PNUR 147 or equivalent.

Corequisite(s): PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154

This course builds on Pharmacology 1 to increase the learners understanding of pharmacotherapeutics prescribed for illness across the lifespan.

This course may offer opportunity for an interprofessional education experience.

**PNUR 156                    4.5 credits**

**Consolidated Practice Experience II**

Prerequisite(s): Enrolled in the Practical Nursing diploma program, and successful completion of PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154, PNUR 155.

Corequisites: None.

This clinical experience provides students with the opportunity to integrate theory from level one and two courses into practice. Students will practice with ageing clients and/or those with chronic illness in residential care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care and introduction to leadership are emphasized in this course.

**PNUR 240                    2.0 credits**

**Health Promotion III**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154, PNUR 155, PNUR 156

Corequisite(s): PNUR 241, PNUR 242, PNUR 243, PNUR 244

This course focuses on health promotion as it relates to the aging process. Health promotion activities are aimed at supporting clients in maintaining their health. The concepts of health promotion, physical and mental wellness, normal ageing changes and continued independence are examined.

**PNUR 241                    3.0 credits**

**Variations in Health III**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154, PNUR 155, PNUR 156

Corequisite(s): PNUR 240, PNUR 242, PNUR 243, PNUR 244

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

**PNUR 242                    1.0 credit**

**Professional Communication III**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154, PNUR 155, PNUR 156

Corequisite(s): PNUR 240, PNUR 241, PNUR 243, PNUR 244

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

**PNUR 243                    1.0 credit**

**Professional Practice III**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154, PNUR 155, PNUR 156

Corequisite(s): PNUR 240, PNUR 241, PNUR 242, PNUR 243

This course integrates the concepts from previous professional practice courses and introduces the learner to practice in the community. The role of the practical nurse as leader is emphasized in interactions with clients, families and other health care providers.

**PNUR 244                    4.0 credits**

**Integrated Nursing Practice III**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154, PNUR 155, PNUR 156

Corequisite(s): PNUR 240, PNUR 241, PNUR 242, PNUR 243

This practical course builds on the theory and practice from Level One and Level Two. Through classroom, laboratory, simulation, and other practice experiences, learners will continue to

develop and practice comprehensive nursing assessment, planning and develop knowledge and interventions for clients experiencing multiple health challenges.

**PNUR 246                      1.5 credits**

**Consolidation III**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 240, PNUR 241, PNUR 242, PNUR 243, PNUR 244

Corequisites: None

This clinical experience will introduce learners to community practice and an opportunity to apply and adapt knowledge gained in level 1, 2, and 3 within a continuum of care for clients across the lifespan. Students may gain experience through simulation and in a variety of community and residential care agencies and settings. These hours may be offered as CPE 3 or integrated into the Integrated Nursing Practice 3 course as practice hours.

**PNUR 250                      1.5 credits**

**Health Promotion IV**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 240, PNUR 241, PNUR 242, PNUR 243, PNUR 244, PNUR 246

Corequisite(s): PNUR 251, PNUR 252, PNUR 253, PNUR 254

This course focuses on health promotion for the client experiencing an acute exacerbation of chronic illness or an acute episode of illness. Relevant health promoting strategies during hospitalization may improve or help maintain their health status after discharge. Learners will focus on preparing clients for discharge, through teaching and learning of health promoting strategies.

**PNUR 251                      3.0 credits**

**Variations in Health IV**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 240, PNUR 241, PNUR 242, PNUR 243, PNUR 244, PNUR 246

Corequisite(s): PNUR 250, PNUR 252, PNUR 253, PNUR 254

This course will increase the learners understanding of pathophysiology as it relates to acute disease and illness for clients across the lifespan. The focus is on the care of the client experiencing acute illness including, nursing interventions and treatment options. Acute disease and illness often occurs in individuals with existing chronic illnesses – the implications of these complexities will be addressed. Cultural diversity in healing practices will be explored as well as evidenced informed research and practice.

**PNUR 252                      1.0 credit**

**Professional Communication IV**

Prerequisite(s):. Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 240, PNUR 241, PNUR 242, PNUR 243, PNUR 244, PNUR 246

Corequisite(s): PNUR 250, PNUR 251, PNUR 253, PNUR 254

The focus of this course will be 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.

**PNUR 253                    1.0 credit**

**Professional Practice IV**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 240, PNUR 241, PNUR 242, PNUR 243, PNUR 244, PNUR 246

Corequisite(s): PNUR 250, PNUR 251, PNUR 252, PNUR 254

This course is intended to prepare the learner for the role of the practical nurse in managing 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 RN's in the acute care setting will be explored.

**PNUR 254                    5.0 credits**

**Integrated Nursing IV**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 240, PNUR 241, PNUR 242, PNUR 243, PNUR 244, PNUR 246.

Corequisite(s): PNUR 250, PNUR 251, PNUR 252, PNUR 253

This practical course emphasizes the development of nursing skills aimed at promoting health and healing with individuals experiencing acute health challenges across the lifespan. Classroom, laboratory, simulation, and integrated practice experiences 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.

**PNUR 256                    5.0 credits**

**Consolidated Practice Experience IV**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 240, PNUR 241, PNUR 242, PNUR 243, PNUR 244, PNUR 246

Corequisite(s): None

This clinical experience provides learners with the opportunity to integrate theory from all levels into the role of the practical nurse in the acute care setting and other clinical areas as appropriate. Learners 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, IV therapy, focused assessment, and clinical decision-making in acute care settings.

**PNUR 257                    2.0 credits**

**Transition to Preceptorship**

Prerequisite(s): Enrolled in the Practical Nursing Diploma program, and successful completion of PNUR 240, PNUR 241, PNUR 242, PNUR 243, PNUR 244, PNUR 246

Corequisite(s): Successful completion of all other courses in the program, including PNUR 256

Transition to Preceptorship will prepare the learner for the final practice experience. A combination of faculty led simulation experiences and self directed learning will provide the learner with increased competence and confidence in their final practice experience.

**PNUR 258                    4.5 credits**

**Preceptorship**

**Prerequisite(s):** Enrolled in the Practical Nursing Diploma program, and successful completion of all other courses in the program, including PNUR 256 and PNUR 257. Completion and sharing of learning plan with preceptor and team before commencing final practice experience.

**Corequisite(s):** None.

This final practice experience provides an opportunity for the learner to demonstrate integration and consolidation of knowledge, skills and abilities within the realities of the workplace, and become practice ready. This faculty monitored 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 or RN or RPN and/or within the context of a collaborative learning environment.

## **Appendix J. Course Outlines for Courses in the Proposed UFV Practical Nursing Diploma Program**

**From:** Elaine Harris  
**Sent:** Wednesday, November 16, 2011 5:19 PM  
**To:** Amanda Grimson  
**Cc:** Samantha Pattridge  
**Subject:** UEC agenda

Special admission requests:

I'd like to request that UEC approve that special admission option A (where the student is going to complete grad requirements before the start of classes, but won't be able to provide proof until after classes start) be approved in admissions, rather than handled by the special admissions subcommittee.

This is the way we always handled this type of request before. UEC originally made the decision to continue this practice until October 31, until the subcommittee had been convened.

These requests are pretty straightforward – they are approved only when we can verify that the student is clearly on track to finish graduation requirements before the semester starts. We don't give these students unconditional admission either – we require that they provide proof by the end of the first month of the semester that they have, indeed, met graduation requirements in order to remain registered. In that sense, these might not be considered true special admission, as they are more in the nature of conditional admissions.

There is little for a committee to discuss as. However, if it seems at all iffy that the student would be able to complete graduation requirements e.g. if they had several courses to complete and/or are working in a self-paced environment and have made little progress, then we would refer them to the full special admission process (option B) instead, and that would be referred to this committee.

All the members of the special admission sub-committee expressed their approval of continuing to do these in admissions.

Elaine Harris  
Associate Registrar, Admissions  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC  
V2S 7M8  
Phone 604-864-4645  
Fax 604-853-0138

To: UEC  
From: Elaine Harris  
Re: Transfer credit policy  
Date: November 18, 2011

Transfer credit policy required that transfer credit for unrecognized institutions, non-educational institutions (e.g. professional bodies, high schools) and non-credit courses be recommended by department heads and approved by ASC. A few exceptions were in place, and ASC occasionally made a decision to handle an institution differently. Now that UEC is responsible for this policy, presumably that responsibility will become UEC's.

Initially transfer credit was placed with APPC, and they recommended to senate, and it was approved, that departments could make non precedent-setting decisions without committee approval, until Dec. 31, 2011. There was no process set up for precedent-setting decisions.

This arrangement will soon end. From years on ASC, it is my view that transfer credit decisions, whether precedent-setting or for one student, are important to the academic integrity of the institution. While the discipline heads are clearly the experts on the appropriateness of content, there are many issues in considering the education when it originates from non-credit courses, or institutions that are not recognized, that may not be apparent to every department head. Having a central body vet the decisions allows more general input into the decisions, having A&R do some research on the institution, the credit system, etc. Without this, a strong potential exists for students to be awarded credit for something that might be from a diploma mill, or to award too many credits and so on. Transfer credit awarded to individual students may be applied toward any degree, and thus could lead to undermining of the academic integrity of UFV degrees.

My suggestion is that UEC adopt the process followed by ASC in approving these transfer credit decisions. However, the responsibility of this might be handled by a sub-committee (perhaps consisting of 3-4 faculty members, perhaps one dean, with either me or the Credential Evaluation coordinator as a resource person).

A form and guidelines for submitting decisions that was used for ASC is attached.

Attached in part 1 is a sample of some of the transfer decisions, from the ASC minutes for the last year (student names have been removed). Part 2 is a discussion on waiving the requirement to take decision for a particular institution to ASC

## Transfer decisions handled at ASC

### Part 1 - examples of the decisions made by ASC

May 14, 2010

#### 5.1 Columbia Bible College – individual student

This student has completed 76 credits from Columbia Bible College with a 3.66 GPA. She requires one credit to graduate from one of UFV's programs. As there is a deadline to graduate, an electronic vote was held on April 30<sup>th</sup>, 2010 to give the student one credit for her 76 credits at CBC.

Non-precedent setting decision

Student's work at Columbia Bible College = UFV GE 1XX (1 credit)

**CARRIED**

#### 5.2 UFV Family Child Care Certificate - Renewal

Les Stagg brought forward a renewal of transfer credit decision for the UFV Family Child Care Certificate through Continuing Studies. A request made by the ASC committee members was to have updated course outlines. It was noted that the updates were already in process.

Precedent-setting decision, effective September 2010 and ending in 2015:

UFV Family Child Care Certificate = ECE 101 and ECE 132(6 credits)

**This decision is precedent setting. CARRIED**

#### 5.3 Tynemouth College – individual student

Student has studied in England, and parts of her studies are equivalent to portions of our ECE diploma in the Speech and Language Assistant program. Les Stagg consulted with D. Epp, who had originally developed the SLA program and wrote the courses and she felt that it was appropriate to allot the 15 credits in this particular case.

Tynemouth College, England SLA Certificate = UFV SLA 2XX (15 credits)

**This decision is non precedent setting. CARRIED**

#### 5.4 Transport Canada Private Pilot Licence – Renewal

This is a renewal of existing ASC transfer credit decision. Students must have the original Transport Canada private pilot licence.

#### **MOTION: E. Campbell / M. Morrison**

Precedent-setting decision, effective September 2010 and ending in 2015:

Transport Canada Private Pilot Licence = UFV AV 161 (2 credits) and AV 162 (2 credits)

**This decision is precedent setting. CARRIED**

#### 5.5 Kwantlen College - individual student

Student is registered in the Bachelor of General Studies at UFV, working towards admission to a teacher training program. She has ASL training from Kwantlen College and would like to receive credit. However, after reviewing her file, it was noted that there are incomplete records—just a record of attending or completing. For the second set of courses, they could only verify registration, not completion or grades. The letter indicated that exams must be passed after each level, and Elaine wondered if the exam results could be obtained, and transfer granted based on those. After some discussion, it was decided that C. Isaac and M. Klepic would look into this matter and see if there is valid documentation available. This item was tabled and will be looked at in September.

#### 5.6 North Tyneside Council Riverside Centre, UK – CACHE Level 3 Certificate – individual student

An official transcript has been received by the registrar's office for this student. The Social Work and Human Services Department considers the course content worthy of some credit.

**MOTION: R. Welch / T. Piper**

::

North Tyneside Council Riverside Centre, United Kingdom

A/100/4221- Working with Children and Young People with Special Needs = UFV HSER 192 (3 credits)

CACHE Level 3 Certificate for Teaching Assistants + Working with Children and Young People with Autistic Spectrum Disorder and Skills for Supporting Pupils with Dyslexia = UFV HSER 1XX (3 credits)

**This decision is non precedent setting.**

Sept. 2010

### **5.1 Social, Cultural and Media Studies— individual student**

At the September 25, 2009 meeting, the ASC made a non-precedent-setting decision approving the transfer credit request for GS 293 to ANTH 102 (3 credits), therefore, Eric Spalding was requesting the same. For the sake of consistency the committee had no objections with passing the motion.

#### **MOTION: A. Bakos / S. Brown**

Non precedent-setting decision.

Columbia Bible College GS 293 Cultural Anthropology = 3 credits ANTH 102

**This Decision is Non precedent setting CARRIED**

The committee felt that this transfer credit request should be precedent-setting as it was the second request for this particular course. The committee advised Eric Spalding that if he trusts the course content and the delivery meets the department's standard then he can make it a precedent setting. Eric Spalding agreed that it should be precedent setting for the time being as he believes it will be the same decision every time. Upon no objections from Eric Spalding or committee members, a second motion was made.

#### **MOTION: T. Piper / S. Brown**

Precedent-setting decision, effective Winter 2010 and ending Winter 2015

Columbia Bible College GS 293 Cultural Anthropology = 3 credits ANTH 102

**CARRIED**

### **5.2 Music – individual student**

J. Pitcher was unable to attend the meeting; however, the committee felt they were able to proceed with a motion. The student has successfully completed Royal Conservatory of Music examinations in Music History grade 3 and 4. The syllabi for the RCM courses suggest that the contents and learning objectives for these courses significantly overlap with UFV Course MUSC 101 and MUSC 150. The committee had some concern that J. Pitcher may have wanted to change his request, as stated in an email from Elaine Harris, that he thinks they may be worthy of 2<sup>nd</sup> year credits and wants to see if he can give it more specific credit. However, in his absence the committee did not address this and noted that J. Pitcher can address the committee at a later time if he so wishes to change his request. In terms of the student's situation, Nancy Goad informed the committee that she can graduate in December 2010 and therefore would like to have this resolved this Fall. The committee requested for the two courses to be given unassigned music credits not general unassigned credits.

#### **MOTION: N Goad / E Campbell**

Royal Conservatory of Music Grade 3 Music History = MUSC 1XX (3 Credits)

Royal Conservatory of Music Grade 4 Music History = MUSC 1XX (3 Credits)

**This Decision is Non precedent setting. CARRIED**

### **Continuing Studies - SDU LIB01 – LIBT 380**

### **Continuing Studies - SDU LIB02 – LIBT 381**

Christina Neigel, Department Head for Library and Information Technology, explained that in the Fall of 2009 and Winter 2010, the Library and Information Technology Program offered SDU LIB01 and SDU LIB02 (now called LIBT 380 and LIBT 381) through continuing studies for library technicians before the courses had been approved as credit courses. However, the two courses offered last year were designed

and delivered in complete alignment with the official outlines that were approved by UPAC and Senate late Winter 2010. The intention is that the courses will be applied to a Post Diploma Certificate for Library Technicians, currently going through the UFV approval process. As several students have requested credit for these courses, Christina Neigel was requesting that credit be granted for those students who have taken them as continuing studies courses before the official course outlines were approved.

**MOTION: T. Piper / N. Sexton**

Precedent-setting decision, effective September 2009 and ending Winter 2011 Continuing Studies SDU

LIB01 = LIBT 380 (2 Credits)

Continuing Studies SDU LIB02 = LIBT 381 (2 Credits)

**CARRIED**

February, 2011

**Philosophy – individual student**

Hamish Telford, Philosophy & Political Science department head, was unable to attend the meeting; however, the committee proceeded with the request. H. Telford was recommending non-precedent setting for GS 232 to PHIL 110 (3 credits). The syllabus indicates the use of standard readings, addresses basic theories for the course, and utilizes conventional assignments for the discipline. T. Helford noted that the department would prefer to look at each transfer credit from this institution on a case by case basis, as the course content tends to vary by instructor. The committee expressed no concerns and moves to approve the transfer credit request.

**MOTION: T. Piper / M. Morrison**

Columbia Bible College GS 232 = PHIL 110 (3 credits)

**This Decision is Non precedent setting CARRIED**

**5.3 BA Adult Education - Northern Alberta Institute of Becoming a Master Instructor Certificate Program – BMI 1 & BMI 2**

Ian Hunt,

Ian Hunt, BA Adult Education department head, was requesting precedent setting transfer credit for the Becoming a Master Instructor Certificate Program (BMI) from the Northern Alberta Institute of Technology (NAIT). The program was developed with the purpose of developing instructional skills for instructors new to NAIT as well as to those with extensive practice experience. The BMI Certificate program meets part of the required instructional design component of the UFV Adult Education BA degree. I. Hunt is recommending a total of 6 lower level ADED academic credits (4 block credits as ADED 1XX and 2 block credits as ADED 2XX).

BMI 1 and 2 are offered directly through the Department of Teaching & Academic Development for full-time instructors at NAIT, for which an official NAIT Certificate is provided; however, they do not receive a transcript. BMI 1 is offered as well through Continuing Education at NAIT, in a trio of courses BMI 100, 200, and 300, for which a transcript is issued. These courses are equivalent to BMI 1. BMI 1 is a required prerequisite for BMI 2.

There was some concern with individuals who only receive a Certificate and not a transcript. Therefore, to receive transfer credit they will need to prove that they have completed the program by providing a letter from NAIT registrar's office to UFV A&R clearly stating that they have complete BMI 1 and 2 from NAIT. For individuals who have completed BMI 100, 200, 300 and BMI 2 through Continuing Education there was no concern as students are issued a transcript.

**MOTION: M. Morrison / T. Piper**

THAT ASC grant ADED 1XX for 4 credits for the completion of BMI 1 or completion of BMI 100, 200, and 300 from NAIT.

**This Decision is precedent setting effective January 2002 and ending January 2016 CARRIED**

**MOTION: M. Morrison / T. Piper**

THAT ASC grants ADED 2XX for 2 credits for completion of BMI 2 from NAIT.

**This Decision is precedent setting effective January 2002 and ending January 2016 CARRIED**

**March, 2011**

## **5.2**

### **Psychology – individual student**

Wayne Podrouzek, Psychology department head, was unable to attend the meeting; however, the committee proceeded with the requests. W. Podrouzek was recommending non-precedent setting transfer credit for this student. All courses used standard text, taught by qualified Psychology professors, and have adequate criteria for completion for the level. W. Podrouzek noted that as private colleges may not always have Psychology Graduates teaching the courses, requests need to be evaluated on a case by case basis. The committee expressed no concerns and moved to approve the transfer credit request.

**MOTION: E. Campbell / M. Morrison**

Columbia Bible College GS 292 = PSYC 2XX (3 credits)

Columbia Bible College GS 295 = PSYC 2XX (3 credits)

Columbia Bible College GS 193 = PSYC 101 (3 credits)

Columbia Bible College GS 194 = PSYC 102 (3 credits)

**This Decision is Non precedent setting CARRIED**

**April, 2011**

### **5.1 English – individual student**

John Carroll, English department head, was requesting non-precedent setting transfer credit.. Course description, required texts, course requirements, evaluations, and course objectives are consistent with first year English Literature courses. Due to concerns of consistency in the delivery of the course, the department would like to review transfer credit on a case-by-case basis. The committee expressed no concerns and moved to approve the transfer credit request.

**MOTION: T. Piper / M. Morrison**

Non precedent-setting decision.

Summit Pacific College ENGL 104 = ENGL 1XX (3 credits)

**CARRIED**

**In favour: 6**

**Opposed: 1**

**Absent: 6**

## **5.3 Transfer credit request for vocational credit for Trades & Technology training**

Rolf Arnold, Director, Trade & Technology Training, was requesting approval for assigned vocational credits for non-UFV trades and technology programs and for the completion of apprenticeship programs and technician and technologist programs. This applies to students who have completed an apprenticeship and obtained a BC Government certificate in the trade, or a Red Seal Interprovincial certification apprenticeship. For other Canadian provinces granting non Red Seal government certificates, R. Arnold stated that the Trades and Technology department would have to review each request on a case by case basis to determine the number of years of the apprenticeship training, and determine the appropriate credits using these decisions as guidelines. Although the submission also included technician and technologist programs, if these carry credits from a recognized institution, these would already be covered under block transfer credit guidelines; if not, they would need to be looked at individually. This part of the submission was therefore not dealt with.

**MOTION: T. Piper/ S. Brown**

THAT ASC approves the transfer request of unassigned vocational credit (GE 1VO) for non-UFV Entry level trades training programs and for Apprenticeship programs that lead to a provincial BC government or Red Seal Interprovincial Trades Qualification certificate:

**Institution: BC or Canadian government**

**Program: Trades qualification certification by BC provincial government or Red Seal Interprovincial certificate.**

**Transfer credit to be given for provincial or interprovincial Trades qualifications as follows:**

**Apprenticeable Programs**

|                                                                                         |                                                                                             |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| ELTT* Training in apprenticeable trades at other recognized post-secondary institutions | 34 unassigned vocational credits (GE 1VO)                                                   |
| Two-year Apprenticeable Trade                                                           | A total of 34 unassigned vocational credits GE 1VO (no additional credit for ELTT if taken) |
| Three-year Apprenticeable Trade                                                         | A total of 47 unassigned vocational credits GE 1VO no additional credit for ELTT if taken)  |
| Four-year Apprenticeable Trade                                                          | A total of 52 unassigned vocational credits GE 1VO (no additional credit for ELTT if taken) |

ELTT Trades programs are also referred to as „Foundation“ programs in other institutes/jurisdictions. THAT ASC grants authority to the faculty of Trades and Technology to review and make a decision on other Canadian provincial Trades Qualification certificates issued for apprenticeship training, and assign vocational credit comparable to the guidelines presented at ASC.

**CARRIED**

## **Part 2 – Discussions about making exceptions for certain institutions**

**Request to allow departments to make decisions, without ASC approval, for Columbia Bible college**

February 18

### **5.2 Recommendation for special consideration for transfer credit for Columbia Bible College**

E. Davis, Provost & Vice-President, Academic, was unable to attend the meeting; however, the committee proceeded to discuss the recommendation. E. Davis is requesting that ASC approve decisions by department heads or delegates for Columbia Bible College (CBC) courses, thus waiving the requirement for ASC approval for transfer credit decisions for CBC. Essentially, CBC would be treated in the same way as institutions with DQAB degree approval, where department heads or delegates are permitted to make transfer decisions without requiring ASC approval. Note, this is not a request for recognition of the institution as a whole, and will not result in the credential evaluation office granting unassigned credit.

Elaine Harris contacted UVIC and UNBC and found that UVIC is selective about the courses coming from CBC and do not transfer courses that have a lot of theological content. UNBC has done only one transfer credit for one student for 6 courses. Normally, UNBC would not recognize courses for transfer from Columbia Bible College as the institution is not a member of the BC transfer system. UNBC would not be able to automatically award transfer credit or publish this information without the CBC becoming a member of the BC transfer system.

Members noted that when a department head brings a transfer credit request from CBC to ASC, they are not comfortable with having the decision precedent setting as they want to be able to evaluate the transfer credit on a case by case basis, as the course content can vary by instructor.

E. Harris noted that when CBC first approached UFV, they submitted several packages of course outlines; however, many instructors did not appear to have PhD or show any credentials at all and she could not find the credentials on the CBC website. Members agreed that there are at times holes in the outlines; requirements of the course and credential of the instructor are unknown.

In addition, members also have questions about the rationale for the request. While they acknowledge that CBC's proximity to UFV leads to a relatively high number of transfer requests, they are not convinced that this alone is sufficient justification for granting the college preferential status. There are many similar private colleges (some faith-based, some not) whose students' transfer requests are routinely brought

before ASC. Why should geographic proximity lead to what could be perceived as preferential treatment for CBC?

Therefore, members are uncomfortable with this type of institution getting president –setting decisions at the department level rather than ASC. Members feel that with a transfer policy in place, students have the ability to receive transfer credit from CBC. After much discussion expressing many concerns, the committee decided to forward E. Davis' request to the next meeting.

**ACTION**

Vicki will prepare a memo to E. Davis outlining the committee's discussion

**5.2 Recommendation for consideration for transfer credit for Columbia Bible College**

This recommendation is a continuation from the February 18 ASC meeting, on the basis of a memo requesting that ASC open the doors to set up some articulation with Columbia Bible College (CBC). Essentially, CBC would be treated in the same way as institutions with DQAB degree approval, where department heads or delegates are permitted to make transfer decisions without requiring ASC approval. Note, this is not a request for recognition of the institution as a whole, and will not result in the credential evaluation office granting unassigned credit.

Doug Berg, Academic Dean, Columbia Bible College met with Elaine Harris in hopes that ASC will reconsider the transfer credit agreement between UFV and CBC. Based on some of the concerns discussed at the February 18 meeting, D. Berg noted that if an agreement is reached, the Academic Dean of Columbia Bible College will ensure that consistency of course content is adhered to.

**MOTION: V. Grieves / E. Campbell**

THAT ASC approves Eric Davis request that ASC allow department heads or delegates to assess and approve transfer credit decisions for Columbia Bible College courses without requiring ASC approval. Effective as of April 15, 2011.

THAT ASC also wants this decision to be reviewed prior to April 2013 by the Senate Standing Committee that will be responsible for such decisions (the name of which is unclear at this time) to ensure that the process is working properly and meets the needs of UFV and its students. To this end ASC recommends that the above agreement will only be in place until April 2013 unless the new committee approves an extension.

**CARRIED**

## Transfer Credit Recommendation for Academic Standards Committee

Please attach program and course outlines. See the guidelines for more details.

|                                                                                                                                                                                                                                                                                                                                                                                           |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>UFV Department or Program:</b>                                                                                                                                                                                                                                                                                                                                                         |               |
| <b>Reviewer's name:</b>                                                                                                                                                                                                                                                                                                                                                                   | <b>Phone:</b> |
| <input type="checkbox"/> <b>Precedent-setting decision:</b><br>Course(s) offered within this range of terms will transfer:<br><br><b>Effective term:</b> <b>End date</b> (if not specified, will be 5 years):<br><br>Or,<br><br><input type="checkbox"/> <b>Non-precedent-setting decision:</b> (provide rationale below.) Transfer credit to be given to: <b>Name:</b><br><br><b>ID:</b> |               |

Transfer credit is recommended as follows:

| Institution Name:<br>Location:        |                                                                | UFV Equivalent                              |         |
|---------------------------------------|----------------------------------------------------------------|---------------------------------------------|---------|
| Course Name/Number or<br>Program Name | Qualifiers<br>(e.g. min. grade or GPA,<br>certification, etc.) | Subject<br>Code & Number<br>(e.g. CRIM 1XX) | Credits |
|                                       |                                                                |                                             |         |
|                                       |                                                                |                                             |         |
|                                       |                                                                |                                             |         |
|                                       |                                                                |                                             |         |
|                                       |                                                                |                                             |         |

Recommendation:

If not precedent-setting, please indicate why:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Submission of requests for transfer credit to ASC

ASC approves transfer credit for courses/programs from unrecognized post-secondary institutions, for non-credit programming, or courses or programs from institutions that are not post-secondary educational institutions (e.g. schools, professional organizations).

Recommendations should come from the UFV department most closely related to the discipline. If another department is seeking the credit on behalf of one of their students, the department most closely related to the discipline must express explicit support for the recommendation (usually by signing the recommendation form).

To support your request, please provide for the ASC agenda:

1. Documentation of the course(s) or programs – usually an overview of the program, list of required courses, course outlines.
2. The completed ASC transfer recommendation form.
  - Consider the effective term. The material being evaluated should be from the time period that the student took the course(s) so that the effective term incorporates when the student took it. If it is a well-established course, you may choose to backdate it slightly.
  - Consider an end date. Precedent-setting decisions expire after five years but can be earlier, if you are not confident about the course remaining consistent over that long.
  - Clearly list the exact institution name, under which the courses will be transcribed, and the exact program name, or exact course names and numbers, on the left.
  - Clearly list what kind of credit you are recommending, eg. Specific UFV courses, discipline unassigned, general unassigned, etc, and the number of credits.
3. A rationale for your recommendation, including addressing how much and what type of credit you recommend.
  - **Credit:** The academic model is based on 2-3 hours outside of class time for every hour in class, with about 39 contact hours equal to 3 credits. For courses that are primarily practical with little outside work, we usually use the vocational model where 30 class hours = 1 credit. Some courses are a hybrid (such as lab courses) so there are more contact hours per credit than in the academic model.
  - **Type of credit:** does credit clearly fall within your discipline. If not, GE credit may be given.
  - If you are recommending upper level, a case should be made for that.
  - If you are aware of other recognized institutions that accept the credit, indicate which institution and what credit they grant.

In all cases, students must supply the official documentation (usually official transcripts) required to evaluate transfer credit. We recommend that you check that students can provide an official transcript before taking the decision to ASC.

For transfer credit from non-educational institutions, a copy of the official documentation that will be available should be included with the request.

## **RE: HONOURS FRAMEWORK**

I am writing to request that UEC look at the issue of the Honours Framework one more time. I know we have already considered this issue three times on our agenda, but I have significant reasons for soliciting your feedback one more time.

At Academic Planning and Priorities last week, the Honours Framework was presented on the agenda as an item for discussion. The intention was for Eric Davis to listen to the discussion on the framework and report the conversation to Senate when the framework comes up for approval. I explained UEC's views on its decision to require extra credits for any honours degree. However, the prevailing opinion in the room was that an honours degree should fit within 120 credits. A few of the reasons expressed were the following:

- An honours degree of more than 120 credits comes at a cost to the institution (for ensuring the extra courses run) and to the students
- There is no academic justification for requiring extra credit when most institutions complete the degree in 120 credits (see attached spreadsheets, which are more complete than the documents presented at our last UEC meeting).
- It is not necessary to limit an honours degree proposal to 120 credits, but requiring a concentration of courses rather than extra credits should be an option for programs that desire it.

The opinion that the framework has not been adequately discussed at all levels was also expressed at this meeting – not as a criticism for UEC, since I made everyone aware that we had solicited feedback from all Faculty Councils and considered this framework several times already, but as a general comment that perhaps Senate did not realize the complexity of this issue when it assigned us with a timeline for making the revisions.

Arts Faculty Council intends to put this item back on its agenda for this month, and the Provost also intends to add to the discussion at Senate with a summary of APPC's feelings on the issue. I think it wise for us to discuss the framework one last time, with the goal do one of the following:

- a) stand by our original decision to require extra credits for any honours degree, providing a detailed rationale for our decision based on academic integrity and student preparedness for graduate programs, or
- b) revise our recommendation to allow honours degrees to fit within 120 credits if desired by the program area, but specify what would constitute an acceptable "concentration" within the discipline for a degree to be considered honours.

While personally I can see benefits to both decisions, I want to ensure that I accurately represent the views of UEC at Senate. I also see that it would make sense for us to define what a concentration of courses should look like in a 120-credit degree so that we have some input on the academic rigour of honours degrees should Senate decide to revise the framework.

To: UEC

Re: Honours Framework revision

AFCC has held some discussion about the revisions to the honours framework and the impasse encountered at the last Senate meeting to pass these changes. AFCC does support the changes being presented by UEC, and we do feel that it will serve well for the honours programs that will be developed here, as well as for those programs that are already existing and running successfully.

Our major point of contention with the first draft of the framework was the 132 credit cap. We felt that it was not compatible with the additional 9-12 credit range suggested for honours programs, because it did not take into consideration degree programs that may have been over 120 credits. The 9-12 credit range seems to be an acceptable norm across honours programs in other Canadian institutions as well, though the range can be varied. At times, some honours programs may be below this range, perhaps even existing without any additional credits, though in other instances, there are honours programs that exceed 12 credits.

The most important aspect of this is that we ought to retain honours programs that will allow our students to be competitive as they seek placement in graduate programs, as well as in the workforce. There was even some discussion at AFCC that perhaps this honours framework was not rigorous enough because some cases were cited where UFV honours graduates were not accepted into grad schools because other applicants from other schools had fulfilled much more rigorous honours programs. However, keeping in mind some of the comments at Senate that honours programs here should not consist of too many additional credits of work beyond a regular degree load, we do need to strike some balance between these two sides.

What I will enclose here is the auditing exercise for honours programs across other post secondary institutions, which was compiled by the office of UFV's Program Development Co-ordinator. I think it will show that the 9-12 credit range does represent an acceptable range for honours programs, which seems to also be followed by at least one of our neighbouring universities. On the whole, the proposed UEC revisions for the honours framework is supported by AFCC, and we believe that it should pass Senate with only minor clarifications to wording, and without otherwise significant changes to its structure.

Tetsuomi Anzai  
Chair, Arts Faculty Curriculum Committee  
Ext 4053

### Honours Programs-BA, English

| Institution | Major Requirements                              | Additional Honours Requirements   | Notes                                              |
|-------------|-------------------------------------------------|-----------------------------------|----------------------------------------------------|
| UFV         | <i>120 credits total</i>                        | <i>132 credits total</i>          |                                                    |
|             | Lower level: 18 credits                         | Upper level: 44 credits           |                                                    |
|             | Upper level: 32 credits                         | maintain 3.5 GPA                  |                                                    |
|             |                                                 | Language requirement: six credits |                                                    |
| UBC         | <i>120 credits total</i>                        | <i>120 credits total</i>          |                                                    |
|             | Upper level: 30 credits                         | Upper level: 48 credits           |                                                    |
|             |                                                 | 42 credits outside English        |                                                    |
| SFU         | <i>120 units total</i>                          | <i>132 units total</i>            | 1 SFU unit=1 credit                                |
|             | Lower level: 18 units                           | 3.0 GPA overall                   |                                                    |
|             | Upper level: 32 units                           | Upper level: 52 units             |                                                    |
|             | maintain 2.0 GPA                                |                                   |                                                    |
| UVic        | <i>60 units total</i>                           | <i>60 units total</i>             | 1.5 Uvic units=3 credits                           |
|             | Lower level: 3-4.5 units                        | Upper Level: 24 units             |                                                    |
|             | Upper level: 15 units                           | Language Requirement: 3-6 units   |                                                    |
|             | Second Language (reading knowledge) recommended |                                   |                                                    |
| Dalhousie   | <i>20 credits total</i>                         | <i>20 credits total</i>           | 1 credit=6 credit hours                            |
|             | 6-9 credits above the 1000-level                | 9-11 credits above the 1000-level |                                                    |
|             |                                                 | 3.3 average GPA                   |                                                    |
| U of T      | <i>20 FCE credits total</i>                     | <i>20 FCE credits total</i>       | 1 FCE (full course equivalent) or credit=6 credits |
|             | 7 FCE                                           | 10 FCE                            |                                                    |
| Queen's     | <i>114 units total</i>                          | <i>114 units total</i>            | 1 unit=1 credit                                    |
|             | 42 units                                        | 60 units                          |                                                    |
| Waterloo    | <i>20 course units total</i>                    | <i>20 course units total</i>      | 1 course unit=2 courses or 6 credits               |
|             | 16 courses                                      | 20 courses                        |                                                    |
|             | 70% average in English, 60% overall             | GPA: 75% in English, 60% overall  |                                                    |

### Honours Programs-BSc, Biology

| Institution | Major Requirements                                        | Additional Honours Requirements                           | Notes                                              |
|-------------|-----------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------|
| UFV         | <i>120 credits total</i>                                  | <i>123-131 credits total</i>                              |                                                    |
|             | Lower level: 66-74 credits                                | Lower level: 66-74 credits                                |                                                    |
|             | Upper level: 44 credits                                   | Upper level: 57 credits                                   |                                                    |
|             |                                                           | Research Project                                          |                                                    |
| UBC         | <i>120-128 credits total, depending on specialization</i> | <i>138-140 credits total, depending on specialization</i> |                                                    |
| SFU         | <i>120 units total</i>                                    | <i>132 units total</i>                                    | 1 SFU unit=1 credit                                |
|             | Lower level: 60 units                                     | Lower level: 60 units                                     |                                                    |
|             | Upper level: 60 units                                     | Upper level: 60 units                                     |                                                    |
|             |                                                           | Thesis courses required                                   |                                                    |
| UVic        | <i>60 units total</i>                                     | <i>61 units total</i>                                     | 1.5 Uvic units=3 credits                           |
|             | Lower level: 30 units                                     | Lower level: 30 units                                     |                                                    |
|             | Upper level: 30 units                                     | Upper level: 31 units                                     |                                                    |
| Dalhousie   | <i>20 credits total</i>                                   | <i>20 credits total</i>                                   | 1 credit=6 credit hours                            |
|             | 6 required credits                                        | 8.5 required credits                                      |                                                    |
|             |                                                           | Includes an Honours Qualifying Exam                       |                                                    |
|             |                                                           | GPA: 3.0 for specified Biology courses                    |                                                    |
| U of T      | <i>20 FCE total</i>                                       | <i>20 FCE total</i>                                       | 1 FCE (full course equivalent) or credit=6 credits |
|             | 8 FCE                                                     | 12 FCE                                                    |                                                    |
| Queen's     | *                                                         | <i>120 units total</i>                                    | 1 unit=1 credit                                    |
|             |                                                           | 72 required units                                         |                                                    |
| Waterloo    | *                                                         | <i>21.5 required units total</i>                          | 1 course unit=2 courses or 6 credits               |

\*Queens and Waterloo Universities offer Bachelor of Science Honours degrees, with specified majors, only.