Vancouver Community College Education Council
Meeting Agenda
June 9, 2020
3:30–5:30 p.m. Videoconference
Meeting Link: https://vcc.zoom.us/j/66322535700

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**			1 min		
2.	**ACKNOWLEDGEMENT**		E. Ting	1 min		
3.	**ADOPT AGENDA**	Approval	E. Ting	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	E. Ting	1 min	✓	**3-7**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	E. Ting	1 min		
6.	**BUSINESS ARISING**					
	a. Contract Training Update	Info	T. Sawkins	10 min	✓	**8-9**
	b. Concept Paper: Jewellery Art & Design	Info	K. Jones, B. Griffiths	10 min	✓	**10-18**
	c. COVID-19 Update	Info	D. Wells	15 min		
	d. Elections:	Decision	D. McMullen	10 min		
	i. EdCo Vice Chair					
	ii. Education Policy Comm. Chair					
	e. Planning Day Discussion	Info	E. Ting	10 min		
7.	**COMMITTEE REPORTS**					
	a. **Curriculum Committee**		T. Rowlatt			
	i. Program Update: Associate of Arts	Approval	A. Sellwood	5 min	✓	**19-26**
	ii. Program Update: Associate of Science	Approval	J. Kelly	5 min	✓	**27-38**
	iii. First–Year UT Course Updates: CMPT 1010 & CMPT 1020 PHYS 1100 & 1170 & 1200 SCIE 1100 & 1110 & 1151	Approval	J. Kelly	5 min	✓	**39-73**
	iv. New Program: Teaching Online Certificate	Approval	J. Harrison	5 min	✓	**74-91**
	v. New Program: Network Technology Administration and Security Post-Degree Diploma	Approval	S. Khullar	5 min	✓	**92-195**
	vi. New Program: IT Operations Professional Certificate	Approval	S. Khullar	5 min	✓	**92, 196-202**

vii.	New Program: Network Security Advanced Certificate	Approval	S. Khullar	5 min	✓	**92, 203-212**
viii.	Program Updates: Bachelor of Science in Nursing (First Year Entry & Advanced Entry)	Approval	D. Duncan, R. Klann	5 min	✓	**213-463**
ix.	Minor Changes Report: Jan-May 2020	Info	T. Rowlatt	2 min	✓	**464**
x.	Provisional Approval of New Programs Ad Hoc Committee	Info	T. Rowlatt	2 min		
b.	**Policy Committee**	Info	A. Candela	2 min		
c.	**Appeals Oversight Committee**	Info	L. Griffith	2 min		
d.	**Education Quality Committee**					
i.	CD Funds	Info	T. Rowlatt	5 min	✓	**465-466**
8.	**RESEARCH REPORT**	Info	E. Ting	2 min		
9.	**CHAIR REPORT**	Info	E. Ting	5 min		
a.	EdCo Annual Report				✓	**467-480**
10.	**STUDENT REPORT**	Info	P. Patigdas	2 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	E. Ting	1 min		

Next meeting: September 8, 2020
3:30-5:30 p.m.

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
May 12, 2020
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members	Regrets
Elle Ting (Chair)	Lisa Hunter
Andrew Candela (Vice Chair)	Lucy Griffith
Ali Oliver	**Guests**
Brett Griffiths	Anne Emberline
Dave McMullen	Bonnie Chan
David Wells	Claire Sauvé
Denise Beerwald	Clayton Munro
Heidi Parisotto	Dennis Innes
Jessica Yeung	Garth Manning
Jo-Ellen Zakoor	Jane Shin
John Demeulemeester	Jennifer Gossen
Julie Gilbert	Melinda Schram
Marcus Ng	Nicole Degagne
Natasha Mandryk	Pervin Fahim
Nona Coles	Phoebe Patigdas
Shane McGowan	Shantel Ivits
Sukhman Jot Singh	Sid Khullar
Todd Rowlatt	Taryn Thomson
	Recording Secretary
	Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:31 p.m.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

> **MOTION:** THAT Education Council adopt the May 12, 2020 agenda as amended. An update on the aegrotat grade by D. McMullen was added as item 6f).
>
> **Moved by A. Candela, Seconded & CARRIED (Unanimously)**

4. APPROVE PAST MINUTES

> **MOTION:** THAT Education Council approve the April 14, 2020 minutes as presented.
>
> **Moved by A. Candela, Seconded & CARRIED (Unanimously)**

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Concept Paper: Information Technology Operations, Administration, and Security

- S. Khullar and C. Sauvé presented the concept paper arising from the renewal of the longstanding Networking Technology Certificate (NETT) program and a new partnership agreement with the Centre for Arts and Technology (CAT). Four new credentials are proposed in the field of Information Technology (IT): the IT Operations Professional Certificate program, with a short certificate exit option; the Network Technology Administration and Security Post-Degree Diploma geared towards international students; and the Network Security Advanced Certificate. These programs help prepare students for industry certifications and in-demand careers in the IT sector in B.C.

- There was a discussion about the delivery mode, in view of the move to online delivery due to COVID-19. S. Khullar explained that, while the programs include hands-on components, most of the content can be delivered online. C. Sauvé added that the launch is planned for September 2021, with the hope that some components can take place on campus; lab space is available and being upgraded. In addition, VCC is planning on expanding its cloud-computing capacity next year, which will allow students to easily access specialized software from home.

- There was a discussion about the fact that the Network Technology Administration and Security Post-Degree Diploma is currently only open to international students, as well as the possible impact of travel restrictions due to COVID-19 on enrolment and financial calculations.

- A question was raised about resources to support the needs of international students in the full-time, daytime post-degree diploma program, in view of the fact that instructors in Continuing Studies are not full-time and do not have Professional Development (PD) time.

b) Continuing Studies Non-Credit Course Outlines

- C. Sauvé presented the summary of 2019 non-credit courses. Twenty-seven new courses were launched in seven program areas; 70% of the launched non-credit courses ran. A 10% alumni discount was introduced.

c) Concept Paper: Accounting and Marketing Diplomas

- D. Innes presented the concept paper for two new diplomas, expanding VCC's business offerings for both domestic and international students. The two programs are built on common core courses, with students selecting the accounting or marketing stream; demand in these two areas was identified through external research and consultations with International Education and Marketing. VCC is seeking articulation with other post-secondary institutions to allow for laddering into a degree.

- Graduates of the Accounting Diploma will qualify for in-demand accounting technician positions, and VCC is working towards accreditation by the Chartered Professional Accountants (CPA) so its courses are recognized as prerequisites for CPA programs. The possibility of including a Salesforce certification at the end of the Marketing Technology Diploma is being explored. The planned launch date was moved to September 2021.

- Responding to questions, D. Innes explained that a new department, separate from the Business Management department, is required to manage department head workload. He also clarified that the discontinuation of the CPA's Canada Advanced Certificate in Accounting and Finance (ACAF) does not impact VCC's planned offering. The CPA accreditation process is expected to take about four months; even without accreditation, graduates of the program will be able to work as accounting technicians. A typo was noted on p.31 of the meeting package (international tuition at VCC should read $33,500). The availability of base funding for these program still needs to be confirmed.

d) Curriculum Changes during COVID-19 Pandemic

> **MOTION:** THAT Education Council approve the provisional process for curriculum changes necessitated by the COVID-19 pandemic outlined in the decision note.
>
> **Moved by A. Candela, Seconded & CARRIED (Unanimously)**

- E. Ting presented the updated decision note, which was previously discussed at Education Council in April. A working group was formed to revise the note and address concerns regarding the date and level of detail required for reporting. The process now focuses on different types of curriculum changes and outlines two pathways; the first pathway addresses changes driven by the need to transition to alternative delivery, while the second pathway focuses on learning outcomes and substantial completion.

e) Annual Update/Report: Deans and Directors

- Deans and Directors presented their departments' accomplishments from 2019/20 and priorities for 2020/21. Presentations were made by C. Munro, Dean of Indigenous Initiatives, and J. Shin, Associate Vice President Student Success.

- C. Munro expressed gratitude for the opportunity to work on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples, and acknowledged his Métis ancestors, before providing an overview of Indigenous Education and Community Engagement. Responding to questions, he noted that the College has increased the number of Elders to four in order to provide more support to students at the Downtown and Broadway campuses. Currently, Elders are available remotely via Zoom. There was a discussion of specific barriers for Indigenous students during the COVID-19 pandemic, such as access to technology, and available financial and other supports.

- J. Shin provided information on resources for students available during the COVID-19 pandemic. Student Success is planning on offering another workshop in collaboration with JIBC on supporting students with disabilities in the future; the companion website (https://sswd.jibc.ca/) provides valuable information.

f) Aegrotat Grade

- D. McMullen provided an update on the implementation of the aegrotat grade, which was recently added to policy C.1.1. Grading, Progression and Withdrawal (approved by Education Council on March 30, 2020). An information note was distributed to Education Council members before the meeting.

- After testing in Banner, it was deemed not feasible to display both a grade and an aegrotat notation, so the transcript will show "AEG" in place of a letter grade. Credit will still be earned, and the "AEG" grade notation will still have no effect on the student's GPA. D. McMullen clarified that the "AEG" grade notation will only be available for letter-graded courses, not for courses graded Satisfactory/ Unsatisfactory, apprenticeship courses or PLAR courses. (The information note will be revised to reflect this).

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Course: Math 0300 Topics in Fundamental Math

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the new course MATH 0300 Topics in Fundamental Mathematics.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- S. Ivits presented the proposal for this new self-paced Basic Education mathematics review course. The current assessment process at intake often results in students being placed too low in one of the six Basic Education math levels, since students may have gaps in a few areas, but are ready for a higher level in other skills. This new course addresses this issue by allowing students to create a self-directed path to identify and address their unique learning gaps before placement in a math level. CD Funds were received to move some components online.

- T. Rowlatt added that Curriculum Committee praised the approach taken to support student success. One minor change was requested and completed.

ii) Graphic Design Diploma Program: Second Year Curriculum

> **MOTION:** THAT Education Council approve, with the approval of the students in the cohort, the use of the new second year program for the Graphic Design Diploma program cohort that began in September 2019.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- A. Emberline presented the proposal to deliver the new second-year curriculum (approved in March 2020) to the currently enrolled cohort of Graphic Design Diploma students. The revised curriculum includes updates to web design components and soft skills based on industry feedback, and will better prepare students for their careers. F. Barillaro from the CTLR was consulted, and no gaps were identified for students moving from the "old" first-year to the new second-year curriculum.

- The process to implement this proposal was discussed with T. Rowlatt and E. Ting; students were anonymously surveyed and indicated support for this idea, although not all students responded. All affected students need to sign an approval form for the new curriculum to be taught; if there is no unanimous approval, the entire cohort will move forward with the previous curriculum. Curriculum Committee had no concerns.

b) Policy Committee

- A. Candela reported that the April meeting was cancelled, but the committee is meeting tomorrow to work on policies D.4.5 Student Educational Conduct and D.4.3 Student Code of Conduct (Non-Educational Matters). The next step is to bring D.4.5 to Education Council for information and community feedback; D.4.3 was already posted for community feedback.

c) Appeals Oversight Committee

- No report. L. Griffith sent regrets.

d) Education Quality Committee

i) CD Funds Update

- T. Rowlatt reported that CD Funds were paused in March due to the COVID-19 pandemic. At a recent committee meeting, deans provided updates on their original project proposals, most of which can move ahead. About $70,000 in funds, allocated to projects that are now paused, were reallocated to other projects at a meeting last week.

ii) Updated Education Services Renewal Schedule

- T. Rowlatt presented the slightly revised schedule; the Student Conduct Office renewal was moved to 2020/21, and the Advising & Assessment Centre renewal postponed to 2021/22.

iii) Program and Education Services Renewal Reports: Building Manager Certificate & Counselling

- T. Rowlatt presented the two renewal reports for information.

8. RESEARCH REPORT

- E. Ting reported that VCC will not host Research Day this year, but there are conversations with the Library about including more student projects the next time the event is held.

9. CHAIR REPORT

- E. Ting announced that A. Candela is taking an educational leave in early September; elections for a new Education Policy Committee Chair will take place at the next Education Council meeting.

- The Education Council Planning Day is usually held in June; E. Ting will provide an update shortly.

10. STUDENT REPORT

- P. Patigdas reported that SUVCC is appealing to the federal government to extend the Canada Emergency Response Benefit (CERB) to students, since the Canada Emergency Student Benefit (CESB) does not provide the same level of financial support.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on June 9, 2020, 3:30-5:30 p.m.

> **MOTION:** THAT Education Council adjourn the May 12, 2020 meeting.
>
> **Moved by J.-E. Zakoor, Seconded & CARRIED (Unanimously)**

- The meeting was adjourned at 5:35 p.m.

Elle Ting
Chair, VCC Education Council

Contract Training Activity, Fiscal 2019-2020

Org Code	Contract/Funding Name	Funder	Contract Description	START	END	Managing Dept.	Student Population	Number of Learners
A226	1617 - 1920 INTRO TO CULINARY SKILLS	Industry Training Authority	**Intro to Culinary Skills Training**. Designed to train participants for entry level employment opportunities as prep cooks, production cooks, kitchen helpers etc. 24 weeks with 3 week practicum, VCC delivered 6 cohorts in total. Credential - Award of Achievement.	1-Oct-19	30-Sep-20	Partnership Development Office	unemployed or precariously employed	1 cohort of 16 in 2019/20, in total 96 participatns in 6 cohorts since 2016)
A260	1920 MUSQUEAM ECCE	Advanced Education & Skills Training	**ECCE Certificate Training (44 weeks)** Partnership project between MIB and VCC. CS ECCE Certificate program delivered by PDO at the Musqueam Reserve. Unique features - Elder support, one-on-one tutoring support, financial support, living allowance, child care support, nutritional support.	29-Apr-19	31-Mar-20	Partnership Development Office	Indigenous focus, preference given to Musqueam community members	9 (1 cohort)
A265	1920 BC Orff	BC Orff Society	Orff teaching courses Level 1, 2, 3 and Intro to Orff	12-Aug-19	23-Aug-19	School of Arts and Sciences		
A266	1920 BC HYDRO	BC Hydro	PIDP Program, PIDP 3220 Delivery of Instruction	1-Apr-19	5-Apr-19	School of Instructor Education	BC Hydro Employees	cohort of 12
A267	1920 ACCESS SPA HAIR	VCC Foundation	**Access to Spa and Salon-** an introduction into the world of hairstyling-bridging program (non-credit, 100hrs). Goal - Expand the Job Readiness Program (JRP) at VCC ,open up new career streams with higher earning and career development potential for the Deaf and hard of hearing.	1-Jan-20		Hair Design and Skin & Body Therapy	deaf and hard of hearing(?)	
A268	1920 RIVERSIDE ESTHETICS	School District #75 Mission	VCC provides the Esthetics Certificate program at Riverside College location in Mission	1-Sep-19	31-Aug-22	Hair Design and Skin & Body Therapy		
A269	1920 EMILY CARR PATHWAY	Emily Carr University of Art & Design	Special English upgrading program for Emily Carr's international students. **Creative Art Pathway course CAPA 0100** a customized non-credit course (120 hrs) that focuses on development of core oral and written communication skills needed for success at ECUAD. **English for Acedemic Purposes** non-credit (ELSK 0715 or ELSK 0815) (120 hrs).			Partnership Development Office	International Students	1 cohort, up to 20 students
A270	1920 ASE CAREER ACCESS PROGRAM	MAEST	Additional student and work placement supports for Adult Special Education	1-Apr-19	31-Mar-20	Community and Career Education (CACE)	students with disabilities	
A 271	1920 ACCT SOURCES COMMUNITY	Contract Training	**Admin Accounting Skills Training for Older Workers** (4 weeks) Training covers 4 courses (Word& Excel, Intro to Bookkeeping, Payroll Fundamentals, Quickbooks L1) for SOURCES'Empowered for Employment Program. PDO will deliver 9 cohorts. Credential - Statement of Completion	01-Oct-19	31-Mar-21	Partnership Development Office	55 years plus	26 (3 cohorts completed), 6 more cohorts pending
A272	1920 BC HYDRO	BC Hydro	PIDP 3230: Evaluation of Learining	04-Nov-19	8-Nov-19	SIE	BC Hydro Employees	cohort of 12
A273	1920 BC FERRIES	BC Ferries	**PIDP Training,** VCC provided two 2-- day sessions and customized version of of PIDP 3220: Delivery of Instruction course at BC Ferries location.	18-Nov-19	11-Feb-20	SIE	BC Ferries employees	5 cohorts of min 12 participants
A274	1920 Dental Access	Aboriginal Community Career Employment Services Society (ACCESS)	**Dental Reception Coordinator program (Certificate)** PDO provided Essential Skills Training	13-Jan-19	31-Jul-19	School of Health Sciences	Indigenous focus	cohort of 12
A275	1920 WORK INTERGRATED LEARNING	Advanced Education & Skills Training	**VCC Will** implement the Stepping up WIL @ VCC project	11-Jan-19	31-Mar-21	Partnership Development Office	n/a	n/a
A276 pending funding	2021 MOAS	Ministry of Social Development and Poverty Reduction	**Medical Office Assitant Training (PBLMT)** (36 weeks). This cohort based project is designed to enhance employability skills of 15 EI eligible participants as Medical Office Assistants (MOAs) through a combination of classroom training and industry experience. Classroom training consists of Essential Skills, Job Search Skills and Occupation Specific Skills (theory and practice) training. This project has 26 weeks of occupation specific classroom training and 10 weeks of industry experience in supportive and collaborative environment with access to one to coaching, counselling and tutoring support. Credential- Certificate	2020-04-01 postponed due to Covid-19	5-Mar-21	Partnership Development Office	EI, referred by WorkBC, with multiple barriers	15 (pending)

A277	1920 TRADES SAMPLER	Industry Training Authority (ITA)	**Trade Sampler- Hair, Baking, Culinary (13 weeks)** Offered in collaboration between Progressive Intercultural Community Services and VCC.The program is designed to offer 4 weeks of hands-on exploratory training to immigrant women in each of the three occupations; hair design, culinary and baking. In addition, participants will received customized essential skills and job search skills training, learned about apprenticeship pathways and worked with an employment counsellor from PICS for individualized job search and follow up support. Credential- Statement of Completion	2019-03-02	29-May-20	Partnership Development Office	immigrant women, recruited by PICS	10 (1 cohort)
A278	1920 ECCE TRAINING	Contract Training	**ECCE Training - Squamish Nation** VCC provides ECCE Assistant Training (ECCE 1107 Guiding and Caring course) to a cohort of Squamish Nation participants. Credential - Satement of Completion	7-Feb-20	31-Mar-20	Partnership Development Office	Indigenous	11 (1 cohort)
A280 pending	1920 TRANSPORTATION TRADES SAMPLER	Industry Training Authority (ITA)	**Transportation Trades Sampler (**12 weeks). Offered in collaboration between Progressive Intercultural Community Services and VCC. The program is designed to offer hands-on exploratory training to immigrant participants in each of the following occupations: Automotive Service Technician, Motor Vehicle Body Repairs, Heavy Duty Equipment Technician, Automotive Painter and Automotive Refinishing Prep Technician. In addition, participants will receive customized essential skills training, learn about apprenticeship pathways and work with an employment counsellor from PICS for individualized and group job search and follow up support. Credential- Short Certificate	2019-03-16 postponed due to Covid-19	3-Jun-20	Partnership Development Office	immigrants- preference given to women, recruited by PICS	16 (1 cohort) postponed due to COVID 19
25-6221	1920	Contract Training	**Essential Skills Training,** 4 week of ES training for clients of Survive to Thrive Employment Program at YWCA. Delivered at VCC. Credential - Statement of Completion	04-Sep-19	31-Mar-20	Partnership Development Office	women, survivors of violence, recruited by YWCA	20 (3 cohorts)
A282	1920 BC HYDRO 2	BC Hydro	PID Training for BC Hydro employees, PIDP3240 Media Enhanced Learning	24-Mar-20	26-Mar-20	School of Instructor Education	BC Hydro employees	cohort of 12

New Concept Paper Proposal

Jewellery Art & Design

Name of Program:
Jewellery Art & Design

School/Centre:
Trades, Technology & Design

Credential Level:
Diploma

Anticipated Start Date:
September 2021

If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	604-809-3610 (cell)

PART 1: CONCEPT

Purpose and Context

1. Describe in detail the program's goals and objectives, including a list of the occupations or roles that graduates will be prepared for.
This new program will replace the existing Jewellery Art & Design program, which was created in 1988. The original program was created to serve the needs of an emerging class of jewellers who were independent, artistically minded, and focussed on jewellery as a form of self-expression. While this group still exist, the market has become increasingly competitive, and students are demanding a higher level of technical skill, access to newer technologies, and more comprehensive business training. Additionally, employers are also expecting a higher level of technical skill from graduates. The new program aims to train graduates in the following roles:

- Independent artisans- skilled craftspeople who are starting their own businesses with the aim of self-employment
- Bench goldsmiths- trained professionals to work in jewellery stores and manufacturers, producing custom jewellery, and performing jewellery repairs.
- Jewellery artists- creative individuals whose high level of skill allows them to use jewellery freely as a form of self-expression

2. Explain how this program aligns to the principles and priorities as indicated in the College's integrated, departmental, or ministerial planning documents. Identify how the program supports VCC's mission and core values.

The Jewellery Art & Design diploma program meets VCC's Key Success Drivers:

- **Educational Quality** (Committed to learning centered programming that is relevant, flexible and career oriented)
    - The new Jewellery Art & Design program builds on the history of the Jewellery Art & Design program, which has always been a learning centered, hands-on program.
    - The new program will be updated to include more hours of technical training, major revisions to all courses to align with the needs of today's market, and an expansion of digital design courses.

- **Financial Stability and Sustainability** (Achieve financial sustainability through integrated strategic and financial planning revenue diversification, careful cost management and sound administration while being socially and environmentally responsible)
    - Tuition for the existing Jewellery Art & Design program is about half that of similar programs in the rest of Canada. The creation of a new program will include a re-calculation of credit hours and tuition to make it financially viable.

- **Reputation Management** (Continue to build a strong brand identity that is carefully monitored and managed)
    - A new program that is aligned with current standards, technology and practices is essential to maintaining VCC's reputation within the jewellery industry.

- **Business Development** (Develop new business opportunities by engaging with multiple stakeholders)
    - This new program will enable the department to further engage industry partners as the redevelopment was done in collaboration with PAC members. Additionally, the new program provides opportunities for the department to provide services such as jewellery repair as a potential public service with some revenue generation

3. How does this program relate to and/or support other programs at VCC?

The structure of the new program will support the creation of several other new jewellery related programs:

- Certificate exit- designed for students whose goal is to create a simple line of jewellery, and do not need the high level of technical skill required to be a full-fledged goldsmith.
- Advanced diploma- the next phase of Curriculum Development will involve the creation of an optional third year, to serve the needs of those seeking specialized techniques as well as mentorship and guidance while starting a business.

- Certificate in Jewellery Design- some of the new theory courses proposed here will be used to build a future program for those interested only in the design and business portions of the program. This new program will give graduates the skills to design lines of jewellery to be manufactured and marketed locally or overseas.
- Diploma (or Advanced Diploma) in Northwest Coast Indigenous Jewellery- courses within the Jewellery Art & Design program can be taken in conjunction with specialized Indigenous Design courses to build this diploma, to be offered partiallly online to serve Indigenous artists living in remote areas.

Needs Assessment

4. What educational need is this program intended to meet?

This new program is intended to meet the needs of those who would like to be fully employed or self-employed in the jewellery industry. To achieve these goals, they need a high level of technical and design expertise, and extensive knowledge of the jewellery industry, its history, and the materials used to create jewellery.

5. What evidence is there of labour market, professional or community demand for graduates?

The BC Labour Market Outlook for 2019 projects a 0.9% growth rate for the next five years, and another 0.7% for the following 5 years. 270 new jobs are expected over the next 10 years, 200 being due to retirements, and the other 70 attributed to market growth. While this is not a huge increase, it should be noted that this new program replaces an existing one which has consistently trained 10-20 graduates a year for the past 30 years.

Minutes from a Jewellery Industry Stakeholders' Meeting, part of the 2019 Jewellery Art & Design renewal state:

- There is a need in the industry for skilled metalworkers/bench workers
- Buyers want to buy local, but there is a shortage of goldsmiths in Vancouver

- The prevailing sentiment was to focus on metal techniques first, art second.
  Bench workers are retiring with no one to pass the torch to

The new program, with its stronger emphasis on technical skill, will meet these needs.

6. What evidence is there of student demand for the program?

Anecdotally, Department Leader Karin Jones has noted from conversations with potential applicants over the past five years that one of the major barriers for enrolment is the commitment presented by 2 years full-time. The only way to increase enrolment is the increase flexibility and accessibility, which this new program does.

Graduates have also expressed the desire for a third year. This new program re-focusses the 2-year diploma on skills essential for a career in jewellery, moving more specialized skills to an optional third year.

Results from the Graduate Outcomes Survey during the 2019 renewal were summarized in the JADE Feedback document:

"Slightly more than half (57%) felt that the program schedule supported the ability to work, study, and fulfil other personal commitments, while slightly less than half (43%) felt that the program schedule did not. A common theme in the comments is that there is little time for outside work if fully committing to the program demands", and "One common suggestion is to extend the length of the program".

Competitive Analysis

7. Which related programs are available in the Lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, cost and size?

VCC's Jewellery Art & Design program is the only credentialled 2-year jewellery program in BC. Other programs at Selkirk College's Kootenay Studio Arts Jewelry Studio program (10 months), and North Island College's Metal Jewellery Design Certificate (8 months), have tuitions of $4119 and $5858, respectively. These are both comparatively higher than Jewellery Art & Design's tuition of $6694 for 18 months. The program in Canada most similar to VCC's in both length and focus is George Brown's 2-Year Diploma in Jewellery Methods, with a tuition of $12,060 for 2 years (including all fees), which compares to VCC's combined tuition, materials and fees totalling $11,522. Georgian College in Barrie, ON, also has a 2-year diploma in Jewellery and Metals. Tuition and fees for the two years total $8489.

8. Is there an existing articulation committee for the program? Is this committee recognized by the British Columbia Council on Admissions Transfer (BCCAT)?

There is no existing articulation committee. However, the existing program does have informal transfer agreements with Alberta University of the Arts, and Nova Scotia College of Art & Design (NSCAD) University. These agreements will be formalized once the new curriculum is in place.

Student Profile

9. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? Are there other characteristics applicants should have that you identify as important?

Students are generally 80-85% female, with an average age of 28. In the 2018 Graduate Outcomes Survey, 70% of graduates identified as having another college certificate, diploma, undergraduate

or graduate degree. Usually only 1 or 2 students in an incoming group of 15-20 comes straight from high school. Many are starting a second career, and often we have 1 student in the group who is retired, and wants to pursue their creative passions.

10. How do you plan to recruit or attract these students?

The Department will continue to reach potential applicants through social media, exhibitions, press releases and media attention, and info sessions.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

While male students could be seen to be under-represented in the program, this is not an imbalance that needs to be corrected, as the industry was male-dominated for many years, and women still face significant barriers when seeking employment. More than 90% of jewellery is worn by women, and as women continue to establish successful businesses, the hope is that barriers will cease to exist.

4% of graduates in the past five years have identified as Indigenous, compared to 5.9% of BC's general population (Statistics Canada Census 2016). While this does not represent a huge disparity, there is quite a potential for Indigenous jewellery markets, as these products are in demand among tourists and residents of BC. The new program will include more mandatory education on Indigenous design and jewellery, and the possibility exists for transfer between the program and Native Education College's 10 month jewellery program. Additionally, courses could be developed toward a Diploma in Indigenous Jewellery, much of which could be offered online to serve those living in remote areas of the province.

Generally, less than 10% of students are under the age of 20. This is a potential growth area, and the Department has been reaching out to High School Tech Ed programs to arrange visits and collaboration, as well as attending the Education Career Fairs, which target high school students.

Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

Block transfer credits are offered by Emily Carr University (9 credits). Informal agreements exist with Alberta University of the Arts, and Nova Scotia College of Art & Design (NSCAD), which each offer approximately 72 credits to graduates of the JAD program. Formalization of agreements will be pursued once the new curriculum is in place.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

The Department is in the process of convening a new PAC. Previously, the JAD PAC had been combined with the PAC for the Gemmology Certificate Program. The new PAC will be for the Jewellery program alone, and as such will better reflect the community of independent artisans and makers, which were under-represented on the previous PAC. Ongoing discussions, site visits and feedback from individual business owners will continue, as will membership in organizations such as the Vancouver Metal Arts Association and Society of North American Goldsmiths.

14. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

Current faculty all have extensive training and experience in the jewellery industry, and are well-qualified to deliver the new program.

15. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

This initial phase of curriculum development does not include work experience or practicum. This will be researched in the next phase, beginning in September 2020. The intention is that a practicum or co-op element will be incorporated.

Admission, Delivery, and Design

16. What is the expected length of the program (in months/years)? How many intakes are you expecting per year? How many students per intake?

If taken full-time, the program will be two years long, with an option for an additional third year. If taken part-time, the expectation will be that students graduate within 5 years. To begin with, there will be one intake per year, consisting of a maximum of 20 students. If demand increases, larger facilities would be needed to facilitate larger groups, or more intakes.

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Students generally won't be entering from other programs, excepting EAL Pathways. Graduating students can go on to pursue undergraduate degrees in Jewellery through AUA or NSCAD. Pathways are being explored with Native Education College's North West Jewellery Arts program.

18. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

The program will allow for part-time studies. The hands-on nature of the program dictates that all Metal Techniques classes be offered face-to-face. Theory courses will also be offered face-to-face;

however, if demand exists, Gemmology, History and Culture of Jewellery, Design, Digital Design, and Business Management may also be offered as online or blended versions.

19. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

No.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

Facilities: while newer facilities above ground would be preferable to attract more students, the new program could begin in existing facilities. 6 laptops for student use will be requested, as the digital design component is being expanded and not all students have access to suitable computers. More office space is needed for faculty and staff, who currently share 3 desks between 5 people.

Human Resources: to increase flexibility in the schedule, more support staff hours will be needed. 18 hours of additional support staff hours will be requested to allow workshops to stay open until 9 PM 2-4 evenings a week, (currently they must close at 4:30), or on Saturdays. Part-time delivery will pose more challenges to scheduling, resulting in the need to increase Department Leader release time from 2 days a week to 4 days per week.

Marketing: more funds will be needed to market the program effectively.

21. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

Curriculum Development Funds have already been utilized and most of the curriculum has been created for the initial 2 year program. Funds have been secured for the development of the optional Third Year. Further funds may be requested to create the Certificate in Jewellery Design and/or Diploma in Indigenous Jewellery.

22. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large scale needs?

The most important need is the request for more support staff and Department Leader release time. Without more support staff, the program will continue to be inaccessible to those with even part-time jobs or family obligations; flexibility is crucial. Additionally, students and stakeholders have consistently asked for more emphasis on technical skill, which would be difficult to achieve without access to more hours in the workshop. Without more Department Leader release time, the program will not be effectively run and educational quality will decrease.

Phase In/Phase Out Plan

23. For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

The new program is projected to begin in September 2021. Students entering the Jewellery Art & Design program in September 2020 will finish their 2-year diploma under the existing curriculum, while new students entering in 2021 will begin the new curriculum.

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

Please see the attached spreadsheet for tuition and cost projections. The initial costing came out much higher than expected, and the Department is will be working with Finance to bring it in line with similar programs in Canada.

Attach Initial Business Case
Jewellery program (renewed) (2).xlsx

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

Attach documents

Reviewer Comments

Vancouver Community College

School of Trades, Technology & Design
Jewellery
Org Code: 4202

Scenarios	Break-Even	Break-Even
Tuition per credit per student	$ 459	$ 374
Tuition per student	$ 32,117	$ 26,215
No. of Intakes	1	1
No. of students per intake - Domestic	18	18
No. of students per intake - International	0	0
Total students (with X FTE attrition) - Domestic	18	18
Total students (with X FTE attrition) - International	0	0
Student FTE	18	18
Duration - instructor months	20	20
Duration - days	426	426
Other days	0	0
Department head release days	90	90
Duty days per year	180	180
Instructor FTE required per intake	2.87	2.87
Number of credits	70	70
Tuition Fee per Credit -Domestic	$ 8,259	$ 6,741
Support Staff FTE	3.00	2.00
Operational costs	$ 40,000	$ 40,000
Revenue per **credit per student**	$ 673	$ 589
Cost per **credit per student**	$ 673	$ 589
Revenue per **student**	$ 47,117	$ 41,215
Cost (breakeven tuition fee) per **student**	$ 47,117	$ 41,215
Breakeven tuition fee per **credit per student**	$ 459	$ 374
Tuition fees per student - Domestic	$ 32,117	$ 26,215
Block fund per student	$ 7,500	$ 7,500

Revenue

Tuition revenue -Domestic	$	578,101	$ 471,870
Block funding	$	270,000	$ 270,000
Total revenue	$	**848,101**	$ **741,870**

Instructor

Salary (step 1)	$	272,720	$ 272,720
Benefits (26%)	$	70,907	$ 70,907
Total instructor costs	$	**343,628**	$ **343,628**

Support Staff

Salary	$	177,645	$ 118,430
Benefits (30%)	$	53,294	$ 35,529
Total support staff costs	$	**230,939**	$ **153,959**
Total labour cost	$	**574,566**	$ **497,587**

Operational costs

Operational Expenses	$	40,000	$ 40,000
Total operational costs	$	**40,000**	$ **40,000**

Indirect student support

Indirect student support	$	233,535	$ 204,283
Total indirect student support	$	**233,535**	$ **204,283**
Total expenditures	$	**848,101**	$ **741,870**
Net contribution to VCC overhead / (Deficit)	$	**-**	$ **-**
Net contribution to VCC overhead / (Deficit)		**0.0 %**	**0.0 %**

Gross Margin Income Statement			
Revenue from tuition and block fund allocation	$	**848,101**	$ **741,870**
Direct instructors cost	$	343,628	$ 343,628
Direct non-labour cost	$	40,000	$ 40,000
Direct support staff cost	$	230,939	$ 153,959
Gross margin	$	**233,535**	$ **204,283**
Indirect IRA cost	$	-	$ -
Indirect support staff cost	$	-	$ -
Total indirect expenditures	$	**-**	$ **-**
Surplus / (Deficit) (prior VCC overhead)	$	**233,535**	$ **204,283**
VCC Institutional support (Overhead 38%)	$	233,535	$ 204,283
Net Surplus / (Deficit)	$	**-**	$ **-**

Gross margin breakeven tuition per student	*$ 34,143*	*$ 29,866*
Minimum number of students to cover gross margin	*14*	*14*
Minimum number of students to cover direct + indirect	*14*	*14*
Minimum number of students to cover all costs	*18*	*18*

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2020

ISSUE: Revisions to the Associate of Arts Degree

BACKGROUND:
Based on a review of the Associate of Arts Degree requirements on the BC Transfer Guide, the School of Arts & Sciences determined the need to add the following statement: "The Associate of Arts Degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia."

DISCUSSION:
Andy Sellwood from the Centre for Teaching, Learning and Research presented the proposal. Curriculum Committee had no concerns, but took the opportunity to update language in the Admission Requirements and PLAR sections, and to make the language consistent with the Associate of Science Degree in the Evaluation of Student Learning and Instructional Strategies sections.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Associate of Arts Degree program content guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25 , 2020

Program Change Request

Date Submitted: 05/04/20 11:46 am

Viewing: **Associate of Arts Degree**

Last approved: 12/04/19 3:38 pm

Last edit: 06/02/20 2:23 pm

Changes proposed by: asellwood

Program Name:
  Associate of Arts Degree

Credential Level: Associate Degree

Effective Date: September 2020

School/Centre: Arts & Sciences

Department   UT Humanities (2016)

Contact(s)

In Workflow

1. **2016 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 05/04/20 9:15 am Nicole Degagne (ndegagne): Rollback to Initiator
2. 05/04/20 11:57 am Larry Perras (lperras): Approved for 2016 Leader
3. 05/05/20 8:38 pm Shirley Lew (slew): Approved for SAS Dean
4. 05/25/20 4:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 4, 2019 by Yulia Gracheva (ygracheva)

Name	E-mail	Phone/Ext.
Larry Perras	lperras@vcc.ca	604-871-7000, 7289

Name	E-mail	Phone/Ext.
Yulia Gracheva	ygracheva@vcc.ca	604-871-7000, 7202

Program Content Guide

Purpose

The Associate of Arts degree comprises two years of undergraduate university study in the Arts and Sciences, equivalent to the first two years of a four-year bachelor's degree. While the goal is to provide students with an academic foundation for further university studies, an associate degree is also a stand-alone credential. The Associate of Arts degree is widely recognized by post-secondary institutions in the British Columbia Council on Admissions and Transfer (BCCAT).

Students who successfully complete the Associate of Arts degree have an increased likelihood of transferring to a university and entering the third year of a four-year bachelor's degree program.

Students are strongly advised to check the admissions policies of their desired transfer institution, specifically to ensure that they meet any additional criteria for specific program areas, such as majors and minors. A minimum Associate of Arts degree GPA may be required.

Admission Requirements

Grade 12 graduation or **equivalent** equivalent; and
Knowledge of English demonstrated by *one* of the following:
English 12 with a **minimum 'C+' grade** C+ or equivalent, *or*
OR English language proficiency at the Grade 12 levelNotes:**English Language Proficiency** at a minimum Grade 12 'C+' level
Notes:

> Students are required to have successfully completed prerequisite **courses** course(s) or equivalents leading to **courses** courses in the Associate degree (for example: prerequisite course Pre-calculus 11 or equivalent needs to be successfully completed in order to take ECON 1100 **Microeconomics).** Microeconomics) **See the requirements for each course.**

> Specific post-secondary courses may be used to substitute for secondary school courses at the discretion of the appropriate departments.

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to ~~PLAR provides~~ **students who are able to sufficiently demonstrate** ~~with~~ **the** ~~opportunity to have their~~ **learning outcomes** ~~assessed and recognized in the form~~ **of specific courses.** ~~academic credit toward the requirements of the degree credential.~~
PLAR is available for the following courses:

> **MATH 1100 Calculus 1**
>
> **MATH 1200 Calculus 2**
>
> **MATH 1111 Introduction to Statistics**

Students may complete up to nine (9) program credits through PLAR. Tuition and fees may still apply to PLAR candidates.
Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations. To request PLAR, please contact the appropriate Department directly.
See VCC's D.3.5 Prior Learning Assessment and Recognition <u>Policy</u> **and** <u>Procedures</u> **for more information.**
~~Refer to individual course outlines or check with the appropriate departments for more information onPLAR.~~

Program Duration & Maximum Time for Completion

The expected length of the program is 24 months. Most courses are offered during the VCC Academic Year, from September to April. Courses are also offered in the Summer Term, from May to August. There is the option of part-time studies, which would result in a longer time frame for completion of the credential. The maximum allowable time for students to complete the program is four years.

Program Learning Outcomes

Graduates with an Associate of Arts degree will be able to:
Analyze, evaluate, and interpret written, spoken, and/or visual texts from a variety of academic disciplines
Analyze, evaluate, and synthesize information collected through classroom presentations and individual research
Construct effective essays, reports, and oral presentations that demonstrate an understanding of appropriate academic rhetorical strategies and research documentation
Integrate knowledge from a variety of academic disciplines
Apply general and specific disciplinary knowledge to solving problems in a classroom environment
Work well independently and in teams
Demonstrate effective computer skills to successfully complete academic projects
Apply the knowledge and skills gained in the associate degree to higher-level study in third and fourth-year courses at a university or related institution

Instructional Strategies, Design, and Delivery Mode

Courses are presented using a variety of instructional strategies, resources, and activities and may include the following, depending on the academic discipline and specific course objectives: lectures, class discussion, group work, guest speakers, films/videos, **online and blended learning,** demonstrations, case studies, field trips, laboratories, applied practical experiences **and** ~~and~~ other approaches as determined by the instructor.

Evaluation of Student Learning

Student evaluation is determined by the specific evaluation plan listed in each course outline, and may include a combination of the following methods, depending on the academic discipline and course objectives: assignments and projects, such as essays, reports, and oral presentations; quizzes and tests; theoretical and/or practical mid and/or final exams, or other appropriate methods in line with the current scholarship on teaching and learning in higher education.

A minimum overall GPA of 2.0 ('C' average) is required, with a minimum passing grade of 'D' in each course counting towards the Associate of Arts.

Upon successful completion of the program, the student will receive an Associate of Arts Degree.

Recommended Characteristics of Students

~~Successful studentsare:Proficient in English, with good oral and written communication skills~~Motivated, with a positive attitude towards learning

Analytical, with the ability to think critically and rationally

Computer literate, with some word processing experience and related technology skills

Courses

University transfer courses can be taken as stand-alone credits. Students do not have to declare their intention of completing the Associate of Arts degree to register in courses. Courses are open to any student who meets the general and specific requirements for each course.

However, students must meet the Associate of Arts program admissions requirements before courses can be used to satisfy the Associate of Arts degree.

Note:~~Course lists, such as below, can never beexhaustive.~~ **New** ~~New~~ courses will be developed to meet the needs of the program and react to ongoing changes in higher education. Please speak to Advising or the Department for support in selecting courses.

For detailed course descriptions, consult the course outlines available on the main VCC website.

The Associate of Arts Degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.

For further details about how a course is defined (e.g. arts/science/other, first-year/second-year, lab science/non-lab science etc.) please see https://www.bctransferguide.ca/associate/requirements

Students must complete:

A. 6 credits in first-year English

B. 9 credits in Science which shall include at least:

      B1. 3 credits in Mathematics, ~~or~~ Computing Science or Statistics

      B2. 3 credits in a laboratory **Science** ~~science~~

C. 36 credits in Arts which shall include:

      C1. A minimum of 18 credits in second-year Arts taken in two or more subject areas

      C2. 6 credits in the Social Sciences

      C3. 6 credits in Humanities (including the Creative and Performing Arts) other than English

D. 9 credits in Arts, Science, or other areas.

Total Program Credits: 60.0 (minimum)

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
		Incomplete	N/A
Grade	Percentage	Description	Grade Point Equivalency
IP		Course in Progress	N/A

W	Withdrawal	N/A[25]
Course		
Standings		
R	Audit. No Credits	N/A
EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale
for this proposal.

Based on a review of the associate of arts degree requirements on the BC transfer guide website it was determined that the following statement had been overlooked (and therefore, needed to be added) to the 'courses' section of the PCG:

"The Associate of Arts Degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.

For further details about how a course is defined (e.g. arts/science/other, first-year/second-year, lab science/non-lab science etc.) please see https://www.bctransferguide.ca/associate/requirements"

Are there any
expected costs to
this proposal.

No

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Andy Sellwood provided input and feedback April 2020

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Consultated Area	Consultation Comments
Registrar's Office	Les Apouchtine provided input in April 2020. Requested that language and link be added.
Faculty/Department	Larry Perras has brought this addition of language to Humanities faculty, with no concerns raised.
Other Department(s)	Jenn Kelly and Natasha Mandryk provided input in April 2020. Similar language will be added to the Associate of Science PCG.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for:

Marketing Description

Complete two years of undergraduate arts at VCC, earning a solid foundation for upper-level university programs or a standalone credential.

What you will learn

What to expect

Reviewer
Comments

Nicole Degagne (ndegagne) (05/04/20 9:15 am): Rollback: at the request of developer

Key: 126

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2020

ISSUE: Revisions to the Associate of Science Degree

BACKGROUND:
Based on a review of the Associate of Science Degree requirements on the BC Transfer Guide, the School of Arts & Sciences determined the need to add the following statement: "The Associate of Science Degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia."

Edits were also made to the course list to simplify and match the style of the Associate of Arts Degree.

DISCUSSION:
Jennifer Kelly, Department Head of Science, presented the proposal. Curriculum Committee had no concerns, but took the opportunity to update language in the Admission Requirements and PLAR sections.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Associate of Science Degree program content guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2020

Program Change Request

Date Submitted: 05/04/20 8:01 pm

Viewing: **Associate of Science Degree**

Last approved: 08/21/19 9:53 am

Last edit: 05/21/20 10:30 am

Changes proposed by: jekelly

Program Name:

   Associate of Science Degree

Credential Level: Degree

Effective Date: September **2020** ~~2019~~

School/Centre: Arts & Sciences

Department   UT Sciences (2018)

Contact(s)

In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 05/04/20 8:37 pm Jennifer Kelly (jekelly): Approved for 2018 Leader
2. 05/05/20 8:36 pm Shirley Lew (slew): Approved for SAS Dean
3. 05/25/20 4:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jun 7, 2018 by Carlie Deans (cdeans)
2. Aug 21, 2019 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Jennifer Kelly -	**jekelly@vcc.ca** -	**7293** -

Program Content Guide

Purpose

The Associate of Science **degree** ~~credential~~ provides two years of undergraduate university level courses in the sciences and arts, equivalent to the first two years of a four-year **bachelor's** ~~baccalaureate~~ degree. The goal is to provide an academic educational foundation that enables students to continue their studies towards degree completion. The Associate of Science degree will provide a provincial credential widely recognized by many post-secondary institutions in the <u>British Columbia Council on Admissions and **Transfer**</u> **(BCCAT).** ~~Transfer.~~ Students who successfully complete the Associate of Science degree have an increased likelihood of being admitted into third year courses at the transfer institution. Students are strongly advised to check the admissions policy of the institution to which they would like to transfer, and to find out if there are additional criteria they must meet for specific program areas. A minimum Associate Degree GPA may be required.

In addition to receiving an Associate of Science degree, students who complete the courses laid out in the Biology Flexible Pre-Major pathway will meet the first and second year Biology major subject requirements for a number of degree-granting institutions.

Admission Requirements

~~All students must meet the general University Transferrequirements.~~ Grade 12 graduation or equivalent

Knowledge of English demonstrated by _one_ of the following:

English 12 with a **minimum 'C+' grade** ~~C+~~ or **equivalent, _or_** ~~_equivalentOr_~~

<u>English **Language Proficiency**</u> ~~language proficiency~~ at **a minimum** ~~an~~ English 12 **'C+'** level

Pre-calculus 12 with a **minimum 'B' grade** ~~B~~ or equivalent

Notes: ~~i)~~

> Students are required to have successfully completed prerequisite **courses** ~~course(s) or equivalents~~ leading to **courses** ~~courses~~ in the Associate degree (for example: prerequisite course Chemistry 12 or equivalent needs to be successfully completed in order to take CHEM **1121 Chemistry** ~~1121 Chemistry~~ 1). **See the requirements for each course.**
>
> ~~ii)~~ Specific post-secondary level courses may be used to substitute for **secondary** ~~high~~ school **courses at the discretion of the appropriate departments.** ~~courses.~~

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to ~~PLAR provides~~ students **who are able to sufficiently demonstrate** ~~with~~ the ~~opportunity to have~~ learning **outcomes** ~~assessed and recognized in the form~~ of **specific courses.** ~~academic credit toward the requirements of the degree credential.~~

PLAR is available for the following courses:

      MATH 1100 Calculus 1

      MATH 1200 Calculus 2

      MATH 1111 Introduction to Statistics

Students **may complete up to nine program credits through** ~~can refer to individual course outlines or check with departments for~~ PLAR. **Tuition and fees may still apply to PLAR candidates.**

Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations. To request PLAR, contact the appropriate department directly.

See VCC's D.3.5 Prior Learning Assessment and Recognition <u>Policy</u> **and** <u>Procedures</u> **for more information.**

Program Duration & Maximum Time for Completion

The expected length of the program is 24 months, spread over six full semesters. There is also the option of part-time studies, which would result in a longer time frame for completion of the credential. The maximum allowable time for students to complete the program is four years.

Students are required to complete a minimum of 60 university-transferable credits at the 1st and 2nd-year level. These must include a minimum of 18 credits in Science at the second-year level taken in two or more subject areas (See Specific Requirements C2).

Students can accumulate credits at more than one institution and have them count as transfer credits towards the associate of science degree at VCC as long as they are equivalent courses and they meet the general and specific requirements of the credential. Students will be required to complete at least 50% of their course work from VCC.

Program Learning Outcomes

Graduates with an Associate of Science Degree will be able to:

      ~~1.~~Analyze and interpret data collected through research or laboratory experiences

      ~~2.~~Apply the core concepts of introductory sciences to real world problems

      ~~3.~~Apply competent and relevant technology skills in solving problems

      ~~4.~~Work well independently and in a team environment

      ~~5.~~Use their scientific educational experiences as a solid foundation for academic readiness to higher level study at the third and fourth year level courses

Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, laboratories, **online and blending learning,** field trips, demonstrations, guest speakers, case studies, **and** ~~and~~ applied practical experiences.

Evaluation of Student Learning

Evaluation of the student is determined by the instructors and may include a combination of assignments, tests, projects, theory, exams and/or practical exams. A minimum overall GPA of 2.0 (C average) is required, with a minimum passing grade (D or better) in each course counting towards the Associate of Science.
Upon successful completion of the program, the student will receive an Associate of Science Degree.

Recommended Characteristics of Students

~~Proficient in the English language with good oral and written communicationskills.~~Motivated and positive attitude towards **learning**
~~learning.~~Good analytical and critical thinking **skills**
~~skills.~~**Computer literate, with some** ~~Some~~ word processing experience and **related technology skills**
~~basic computer skills.~~

Courses

Students do not have to declare their intention of completing the Associate of Science credential before beginning to take courses. Courses are open to any student who meets the general and specific requirements for the course.
However, students ~~Students~~ **will need to meet the admission requirements to the program before courses can be used to complete the Associate of Science Degree.**
No course can ~~will~~ **be used to meet more than one of the specific requirements (for example, MATH 1120 as both a Math requirements and a First Year Science requirement).**
The Associate of Science Degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.
For further details about how a course is defined (e.g. arts/science/other, first-year/second-year, lab science/non-lab science etc.) please see https://www.bctransferguide.ca/associate/requirements
Students must complete:
A. ~~Specific Requirements for the Associate of Science DegreeA.~~6 credits in first-year **English** ~~English; and~~
B. 6 credits in Mathematics which shall include at least 3 credits in Calculus (6 credits **in Calculus is recommended)** ~~recommended); and~~
C. 36 credits in **Science** ~~Science,~~ which shall **include:** ~~include at least 3 credits in a laboratory science;~~
     C1. A minimum of 3 credits in a laboratory Science

First Year Science Requirements (at least one must be a science lab course)C2. ~~Second Year ScienceRequirements:~~**A minimum** ~~Minimum~~ of 18 credits in **second-year Science taken in** at least two different subject areas **(including additional Mathematics credits)**

D. 6 credits in Arts other than English (excluding Mathematics and Laboratory-based Science **courses)** ~~courses); and~~

E. 6 credits of first or second-year transferable courses in **Arts, Science** ~~Arts~~ or **other areas.** ~~Science~~

Total Program Credits: 60.0 credits (minimum)

~~Course List~~

~~Code~~	~~Title~~	~~Credits~~
~~CRIM 1150~~	~~Introduction to Criminology~~	~~3~~
~~CRIM 1160~~	~~The Canadian Legal System~~	~~3~~
~~ECON 1100~~	~~Microeconomics~~	~~3~~
~~ECON 1200~~	~~Macroeconomics~~	~~3~~
~~ECON 2300~~	~~Managerial Economics~~	~~3~~
~~ECON 2600~~	~~Environmental Economics~~	~~3~~
~~GEOG 1100~~	~~Society, Space, Environment: Introducing Human Geography~~	~~3~~
~~GEOG 2241~~	~~Social Geography~~	~~3~~
~~INDG 1100~~	~~Introduction to First Nations & Indigenous Studies~~	~~3~~
~~POLI 1100~~	~~Intro to Politics and Government~~	~~3~~
~~PSYC 1100~~	~~Psychology 1~~	~~3~~
~~PSYC 1200~~	~~Psychology 2~~	~~3~~
~~PSYC 2300~~	~~Abnormal Psychology~~	~~3~~
~~PSYC 2320~~	~~Research Methods in Psychology~~	~~3~~
~~REMA 1100~~	~~Global Change~~	~~3~~
~~SOCI 1100~~	~~Sociology 1~~	~~3~~
~~SOCI 1200~~	~~Sociology 2~~	~~3~~
~~SCIE 1110~~	~~Professional Communication~~	~~3~~

~~Students do not have to declare their intention of completing the Associate of Science credential before beginning to takecourses.Courses are open to any student who meets the general and specific requirements for thecourse.Students will need to meet the admission requirements to the program before courses can be used to complete the Associate of ScienceDegree.No course will be used to meet more than one of the specific requirements (for example, MATH 1120 as both a Math requirements and a First Year Sciencerequirement).Students mustcomplete:A.English Requirements (6 credits) B. Math Requirements (6 credits)Any courses such as, but not limited to, thefollowing.At least three credits must be inCalculus. C1.First Year Science Requirements Any courses such as, but not limited to, thefollowing.At least one must be a lab* sciencecourse. C2.Second Year Science Requirements (minimum of 18 credits)Any courses such as, but not limited to, thefollowing.Courses taken must be from a minimum of two different subjectareas. D.Arts other than English (6 credits)Any courses such as, but not limited to, thefollowing:~~Biology Flexible Pre-Major Pathway

*   lab science course

Course List

Code	Title	Credits
BIOL 2200	Biochemistry *	4
BIOL 2100	Cell Biology *	4
BIOL 2104	Introduction to Ecology *	3
BIOL 2134	Genetics 1 *	4
BIOL 2234	Genetics 2 *	4
BIOL 2210	Microbiology 2 *	4
CHEM 2130	Organic Chemistry 1 *	4
CHEM 2230	Organic Chemistry 2 *	4
MATH 2251	Calculus 3	3
MATH 2310	Ordinary Differential Equations	3
MATH 2700	Probability and Statistics for Science and Engineering	3

*lab science course

+Institutions have the discretion to not accept MATH 1020 for transfer. Check with receiving institution to ensure transferability.

Course List

Code	Title	Credits
BIOL 1100	Biology 1 *	4
BIOL 1200	Biology 2 *	4
BIOL 1120	Human Anatomy & Physiology 1 *	4
BIOL 1220	Human Anatomy and Physiology 2 *	4
CHEM 1121	Chemistry 1 *	4
CHEM 1223	Chemistry 2 *	4
CMPT 1010	Introduction to Computer Programming 1	3
CMPT 1020	Introduction to Computer Programming 2	3
EVSC 1100	Introduction to Environmental Science	3
GEOG 1110	Earth Systems	3
MATH 1020	Precalculus +	3
MATH 1120	Discrete Mathematics	3
MATH 1111	Introduction to Statistics	3
MATH 1190	Mathematics for Teachers	3
MATH 1221	Applied Linear Algebra	3
MATH 1200	Calculus 2	3
MATH 1210	Mathematics for the Arts	3
PHYS 1100	Physics 1 *	4
PHYS 1200	Physics 2 *	4
PHYS 1170	Mechanics 1	3
PHYS 1190	Physics of Music	3

34

Code	Title	Credits
~~SCIE 1100~~	~~Engineering, Technology and Society~~	~~3~~
~~SCIE 1151~~	~~Engineering Graphics & Design~~	~~3~~
~~SCIE 1180~~	~~Introduction to Engineering Analysis~~	~~3~~

~~+ Institutions have the discretion to not accept MATH 1020 for transfer. Check with receiving institution to ensure transferability.~~

~~Course List~~

Code	Title	Credits
~~MATH 1020~~	~~Precalculus +~~	~~3~~
~~MATH 1100~~	~~Calculus 1~~	~~3~~
~~MATH 1200~~	~~Calculus 2~~	~~3~~
~~MATH 1111~~	~~Introduction to Statistics~~	~~3~~
~~MATH 1120~~	~~Discrete Mathematics~~	~~3~~
~~MATH 1221~~	~~Applied Linear Algebra~~	~~3~~

~~Course List~~

Code	Title	Credits
~~ENGL 1100~~	~~English 1~~	~~3~~
~~or ENGL 1101~~	~~English~~	
~~ENGL 1200~~	~~English 2~~	~~3~~
~~or ENGL 1102~~	~~English~~	

In order to be eligible for transfer into third year biology at UBC, SFU, and other institutions, it is recommended that students complete the following courses as part of their Associate of Science degree.

Course List

Code	Title	Credits
FIRST-YEAR COURSES		
English (6 credits)		**6**
ENGL 1100	**English 1**	
or ENGL 1101	**English**	
ENGL 1200	**English 2**	
or ENGL 1102	**English**	
Math (6 credits)		**6**
MATH 1100	**Calculus 1**	
MATH 1200	**Calculus 2**	
Science (24 credits)		**24**
BIOL 1100	**Biology 1 ****	
BIOL 1200	**Biology 2 ****	
CHEM 1121	**Chemistry 1 ****	
CHEM 1223	**Chemistry 2 ****	
PHYS 1100	**Physics 1 ****	
PHYS 1200	**Physics 2 ****	

Code	Title	Credits
SECOND-YEAR COURSES		
Math (3 credits)		**3**
MATH 1111	Introduction to Statistics	
Science (24 credits)		**24**

Students must take at least one organismal course (such as vertebrate biology) in 2nd year to transfer to UBC.

Code	Title	Credits
BIOL 2200	Biochemistry **	
BIOL 2100	Cell Biology **	
BIOL 2104	Introduction to Ecology **	
BIOL 2134	Genetics 1 **	
CHEM 2130	Organic Chemistry 1 **	
CHEM 2230	Organic Chemistry 2 **	
Arts other than English courses (6 credits)		**6**

**** Lab science course**

Total Credits		69

~~First Year Courses English (6 credits)~~

~~Course List~~

~~Code~~	~~Title~~	~~Credits~~
~~ENGL 1100~~	~~English 1~~	~~3~~
~~or ENGL 1101~~	~~English~~	
~~ENGL 1200~~	~~English 2~~	~~3~~
~~or ENGL 1102~~	~~English~~	

~~Math (6 credits)~~

~~Course List~~

~~Code~~	~~Title~~	~~Credits~~
~~MATH 1100~~	~~Calculus 1~~	~~3~~
~~MATH 1200~~	~~Calculus 2~~	~~3~~

~~Science (24 credits)~~

~~Course List~~

~~Code~~	~~Title~~	~~Credits~~
~~BIOL 1100~~	~~Biology 1 *~~	~~4~~
~~BIOL 1200~~	~~Biology 2 *~~	~~4~~
~~CHEM 1121~~	~~Chemistry 1 *~~	~~4~~
~~CHEM 1223~~	~~Chemistry 2 *~~	~~4~~
~~PHYS 1100~~	~~Physics 1 *~~	~~4~~
~~PHYS 1200~~	~~Physics 2 *~~	~~4~~

~~*   lab science course~~

~~Second Year Courses Math (3 credits)~~

~~Course List~~

Code	Title	Credits
MATH 1111	Introduction to Statistics	3

Science (24 credits) Students must take at least one organismal course (such as vertebrate biology) in 2 nd year to transfer to UBC

Course List

Code	Title	Credits
BIOL 2200	Biochemistry *	4
BIOL 2100	Cell Biology *	4
BIOL 2104	Introduction to Ecology *	3
BIOL 2134	Genetics 1 *	4
CHEM 2130	Organic Chemistry 1 *	4
CHEM 2230	Organic Chemistry 2 *	4

*   lab science course

Arts other than English Courses (6 credits) Any courses such as, but not limited to, the following:

Course List

Code	Title	Credits
CRIM 1150	Introduction to Criminology	3
CRIM 1160	The Canadian Legal System	3
ECON 1100	Microeconomics	3
ECON 1200	Macroeconomics	3
ECON 2300	Managerial Economics	3
ECON 2600	Environmental Economics	3
GEOG 1100	Society, Space, Environment: Introducing Human Geography	3
GEOG 2241	Social Geography	3
INDG 1100	Introduction to First Nations & Indigenous Studies	3
POLI 1100	Intro to Politics and Government	3
PSYC 1100	Psychology 1	3
PSYC 1200	Psychology 2	3
PSYC 2300	Abnormal Psychology	3
PSYC 2320	Research Methods in Psychology	3
REMA 1100	Global Change	3
SOCI 1100	Sociology 1	3
SOCI 1200	Sociology 2	3
SCIE 1110	Professional Communication	3

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit.	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1.   The course grade points shall be calculated as the product of the course credit value and the grade value.

2.   The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3.   Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale

for this proposal.

These changes are being proposed in order to:

1) Be consistent in format between the Associate of Science and Associate of Arts PCGs

2) Improve clarity and conciseness of the PCG by removing unnecessary course lists and courses that are not currently offered

3) Include language from BCCAT regarding the requirement that courses must be transferable to SFU, UBC, UVic, or UNBC in order to count toward the Associate degree.

Are there any

expected costs to

this proposal.

No

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Discussed changes w/Andy Sellwood
Registrar's Office	Discussed changes w/Les Apouchtine

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for:

Marketing Description

Complete two years of undergraduate science at VCC, earning a solid foundation for upper-level university programs or a standalone credential.

VANCOUVER COMMUNITY COLLEGE

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2020

ISSUE: Revisions to eight (8) courses in UT Science

BACKGROUND:
The College has recently agreed to offer the Common First-Year Engineering Curriculum. This will simplify student transferring to second-year engineering programs. To meet the requirements of this curriculum, the Science department is proposing changes to eight (8) courses: CMPT 1010, CMPT 1020, PHYS 1100, PHYS 1170, PHYS 1200, SCIE 1100, SCIE 1110, and SCIE 1151. The proposed changes maintain what is required to maintain the College's agreement with SFU for entry into the second year of their program.

DISCUSSION:
Jennifer Kelly, Department Head of Science, presented the proposal. Curriculum Committee requested a number of additional, minor changes including: course learning outcomes in SCIE 1100, pre-requisites in PHYS 1100 and 1200, along with course descriptions and topics for most of the courses. Those changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the following eight (8) Science courses: CMPT 1010, CMPT 1020, PHYS 1100, PHYS 1170, PHYS 1200, SCIE 1100, SCIE 1110, and SCIE 1151.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2020

Course Change Request

Date Submitted: 05/04/20 4:37 pm

Viewing: **CMPT 1010 : Intro to Comp Programming 1**

Last approved: 10/01/19 5:07 am

Last edit: 05/28/20 4:32 pm

Changes proposed by: jekelly

Programs
referencing this
course

139: VR/AR Design and Development Diploma

45: First-year University Transfer Computing Science and Software

Course Name:
Introduction to Computer Programming 1

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Kelly	jekelly@vcc.ca	7293

Banner Course
Name: Intro to Comp Programming 1

In Workflow

1. **2023 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/04/20 4:38 pm Jennifer Kelly (jekelly): Approved for 2023 Leader
2. 05/05/20 8:41 pm Shirley Lew (slew): Approved for SAS Dean
3. 05/25/20 4:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Oct 1, 2019 by Darija Rabadzija (drabadzija)

Subject Code: CMPT - Computers

Course Number   1010

Year of Study   1st Year Post-secondary

Credits: 3

Course Description:

This course provides students an introduction to computing science and computer programming, using a systems oriented language, such as C or C++. This course introduces basic computing science concepts. Topics will include: elementary data types, control structures, functions, arrays and strings, fundamental algorithms, computer organization and memory management.

Course Pre-Requisites (if applicable):

Pre-calculus 12 or ~~VCC~~ MATH 1020 **Precalculus** or ~~VCC~~ MATH 0983/0993 ~~or VCC~~ Math **Parts 1 & 2 or VCC Math** Pre-calculus Assessment Test with **a minimum grade of '72%' or equivalent** ~~72%.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Identify different data types and describe the appropriate application of primitive data types.** ~~Data types and basic input and output.~~
CLO #2	**Analyze and design a C++ program that uses variables, operators, expressions, console input/output, file input/output, conditional structures, and/or iterative structures.** ~~Functions:function libraries, passing parameters, returning values, the call stack.~~
CLO #3	**Explain the importance of modularization and write reusable code using functions.** ~~Control structures:Boolean logic, if statements, loops.~~
CLO #4	**Write a program that uses data structures such as arrays, strings, structures, and enumerated data types.** ~~Aggregate Data Types:arrays, strings, records.~~
CLO #5	~~Dynamicmemory:~~**Explain the concept of** pointers and **use them to manage** ~~addresses, and allocation of~~ dynamic **memory allocation in a program.** ~~memory.~~

	Upon successful completion of this course, students will be able to:
CLO #6	**Describe fundamental algorithms such as recursion and basic search and sort algorithms.** ~~File input and output.~~
CLO #7	**Analyze, test, and debug programs for syntax, logic, and run-time errors.** ~~Errors and debugging.~~
CLO #8	**Apply consistent documentation and program style standards to create readable and maintainable software.** ~~Algorithms:searching, sorting and numerical algorithms.~~
~~CLO #9~~	~~Software design.~~

Instructional
Strategies:
    Lectures and computer labs (and assignments).

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
   D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	5	Computer lab **participation** ~~time~~
Assignments	25	Programming assignments
Final Exam ~~Quizzes/Tests~~	30	
Quizzes/Tests	40	2-3 tests

Hours by Learning Environment Type

Lecture, Seminar, Online
                45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
                15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introduction to computing systems and programming (programming languages, compilers, and interpreters; software development cycle; algorithm design and programming process; programming errors and code debugging; Integrated Development Environments) ~~Elementary programming:data types and basic input and output~~
Programming Fundamentals (primitive data types; variables, literals, constants; identifier naming conventions; assignment operator; basic I/O and output formatting; expressions and arithmetic operators; type casting; comments and code documentation) ~~Functions:function libraries, passing parameters, returning values, the call stack~~
Conditional structures and loops (decision-making structures; relational operators; logical operators; repetition structures and loop design strategies; nested constructs) ~~Control structures:Boolean logic, if statements, loops~~
Functions (defining and calling a function; local, global and static local variables; passing parameters by value and by reference; default arguments; function overloading; mathematical library functions) ~~Aggregate Data Types:arrays, strings, records~~
Recursion (problem solving using recursion; recursive vs iterative implementations) ~~Dynamic memory:pointers and addresses, and allocation of dynamic memory~~
Arrays and C-strings (array basics; passing and returning arrays to/from functions; range-based for loop; multi-dimensional arrays; arrays of characters and c-strings; c-string and character manipulation library functions) ~~File input and output~~
Searching and sorting algorithms (basic searching algorithms; introduction to sorting algorithms) ~~Errors and debugging~~
Pointers and dynamic memory allocation (pointer variables; pointers as function parameters and return values; dynamic memory allocation) ~~Algorithms:searching, sorting and numerical algorithms~~
Introduction to object-oriented programming (structures; classes and objects; member variables and functions; private vs private class members; class constructors, destructors and constructing objects; accessors and mutators; arrays of objects) ~~Software design~~
File input/output (text files vs binary files; basic file operations)
Program style standards (readable programs; documentation; software maintenance)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

The College has recently agreed to offer the Common First-Year Engineering Curriculum, which will enable students to transfer from sending institutions (including VCC and other colleges) to second-year engineering at the receiving institutions (UBC, UVic, UNBC). We are proposing changes to the learning outcomes for courses in the first-year engineering curriculum so that our courses will articulate with the courses at the receiving institutions. The proposed changes also incorporate the learning outcomes from the corresponding SFU courses in order to maintain our articulation with SFU.

Are there any
expected costs as a
result of this
proposal?

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Instructors of engineering-related courses were consulted on the curriculum changes.

Additional Information

Provide any additional information if necessary.

Attachment: Common First-Year Engineering Curriculum agreement

Supporting
documentation:

Engineering Certificate Template - v1-131.pdf

Reviewer
Comments

Course Change Request

Date Submitted: 05/04/20 4:49 pm

Viewing: **CMPT 1020 : Intro to Comp Programming 2**

Last approved: 10/01/19 5:07 am

Last edit: 05/28/20 4:32 pm

Changes proposed by: jekelly

Programs
referencing this
course
45: First-year University Transfer Computing Science and Software
Systems Certificate

Course Name:
Introduction to Computer Programming 2

Effective Date:　　　　September 2020

School/Centre:　　　　Arts & Sciences

Department:　　　　UT Computing Science&Software (2023)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Kelly	**jekelly@vcc.ca**	**7293**

Banner Course　　　　Intro to Comp Programming 2
Name:

In Workflow

1. 2023 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 05/04/20 4:49 pm
   Jennifer Kelly
   (jekelly): Approved
   for 2023 Leader
2. 05/05/20 8:42 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 05/25/20 4:29 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. Oct 1, 2019 by
   Darija Rabadzija
   (drabadzija)

Subject Code: CMPT - Computers

Course Number   1020

Year of Study   1st Year Post-secondary

Credits: 3

Course Description:

This course builds upon the **foundations** ~~foundation~~ set in CMPT 1010 **Introduction to Computer Programming 1.** ~~using a systems-oriented language such as C or C++.~~ **Students will learn how to apply fundamental object-oriented programming concepts to efficiently program applications with an intermediate level of difficulty.** Topics include ~~a review of the basic elements of programming; introduction to~~ object-oriented **design, object-oriented programming, encapsulation, inheritance, aggregation, operator overloading, virtual functions, polymorphism, function templates, class templates, exception handling,** ~~programming (OOP); techniques for designing and testing programs; use and~~ implementation of **algorithms and** ~~elementary~~ data **structures, introduction to complexity analysis, and** ~~structures and algorithms;~~ introduction to embedded **system** ~~systems~~ programming. **C++ is used as the implementation language.**

Course Pre-Requisites (if applicable):

CMPT 1010 **Introduction** ~~(Introduction~~ to Computer Programming **1** ~~1)~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                   No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain and apply the storage model used for data in C and **C++** ~~C++.~~
CLO #2	**Compare procedural and object-oriented methodologies** ~~Explain and apply to C++ program development a number of programming concepts.~~
CLO #3	**Analyze a well-defined problem and design a solution using object-oriented design methodology** ~~Apply general coding skills to write readable code.~~

	Upon successful completion of this course, students will be able to:
CLO #4	**Discuss encapsulation, abstraction, information hiding, inheritance, polymorphism, virtual functions, templates, and other object-oriented-related terminology** ~~Apply general program development skills.~~
CLO #5	**Identify and utilize some of the data structures implemented in C++ STL (Standard Template Library) to develop software** ~~Evaluate programs or algorithms.~~
CLO #6	**Create own abstract data types and be able to explain/incorporate the concepts of extensibility, maintainability, and reusability** ~~Read a problem specification comprising some combination of application programming interface specifications, common English, mathematical or other formal specifications, examples of sample input and output, and expected I/O dialogues with a user.~~
CLO #7	**Design and implement complex algorithms by composition of simple algorithmic building blocks** ~~Make reasonable assumptions to bound the scope of a problem and resolve ambiguities in the specification.~~
CLO #8	**Design, implement and test a complete C++ program to solve a problem (main program, three-five classes, a few hundred lines of code)** ~~Design and implement complex algorithms by composition of simple algorithmic building blocks.~~
~~CLO #9~~	~~Design, implement and test a complete C++ program to solve a problem (main program, three -- five classes, a few hundred lines of code).~~
~~CLO #10~~	~~Design, implement, and test specified modifications to an existing C++ program of moderate size (existing program five -- fifteen classes, around 1,000 lines of code).The classic task for entry-level programming jobs.~~

Instructional
Strategies:
   Lecture, computer lab demos and hands on computer **activities** ~~lab time~~

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
   D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**15** ~~20~~	
Midterm Exam ~~Quizzes/Tests~~	50	2-3 **Midterm** ~~Mid term~~ exams

Type	Percentage	Brief description of assessment activity
Final Exam	30	
Participation	**5**	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Review ~~Brief review~~ of **C++ basics procedural** ~~elementary~~ programming **(arrays; pointers** and **dynamic memory allocation; iterative and recursive functions; procedural programming)** ~~introduction to C++~~
Object-oriented programming basics (structures; classes as abstract data types; public members vs private members of a class; information hiding, accessors and mutators; constructors and destructors; separating class specification from class implementation) ~~Basic object-oriented programming and software design~~
Object-oriented concepts (static class members vs instance members; member-wise assignment; copy constructors; operator overloading using non-member and member functions; friend functions; inheritance, class hierarchies and protected members; aggregation; polymorphism and virtual functions; abstract base classes and pure virtual functions) ~~Polymorphism and inheritance~~
Exception handling (throwing an exception; catching and handling exceptions; exception classes and object-oriented exception handling) ~~Program design, specification, and testing; problem solving~~
Templates (function templates; class templates) ~~Abstract data types; elementary data structures; fundamental algorithms; recursion~~
Introduction ~~An informal introduction~~ to **data structures** ~~computability~~ and **algorithm (An introduction to efficiency** ~~complexity~~ analysis **of algorithm; C++ STL arrays and vectors; STL containers and iterators; stacks and queues; linked listed)**
Basics of C++ programming for embedded systems ~~Templates and the Standard Template Library~~

Course Change Request

Date Submitted: 05/04/20 8:10 pm

Viewing: **PHYS 1100 : Physics 1**

Last edit: 05/20/20 4:57 pm

Changes proposed by: jekelly

Programs
referencing this
course

[118: Associate of Science Degree](#)

45: First-year University Transfer Computing Science and Software

Course Name:
Physics 1

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Kelly	**jekelly@vcc.ca**	**7293**

Banner Course   Physics 1
Name:

Subject Code: PHYS - Physics

Course Number   1100

Year of Study   1st Year Post-secondary

Credits: 4

In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/04/20 8:37 pm Jennifer Kelly (jekelly): Approved for 2018 Leader
2. 05/05/20 8:42 pm Shirley Lew (slew): Approved for SAS Dean
3. 05/25/20 4:30 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Description:

This course is the first half of a standard 1st year calculus-based physics course (PHYS 1200 is the second half). The course covers **mechanics,** ~~mechanics and heat,~~ including vectors, kinematics, dynamics, energy, momentum, rotational motion, ~~fluids, elasticity,~~ oscillations, waves, **and sound.** ~~sound, thermal properties of matter and thermodynamics.~~ In the laboratory, students will develop measurement, analysis and lab report writing skills. ~~Prerequisite:Physics 12; Precalculus 12; minimum of C+ in both Corequisite:MATH 1100 which has a prerequisite of VCC Math 0993 with a B, or VCC Math 1020 with a C, or Math 12 (Precalculus) with a B, or Math 12 (Principles) with a B, or VCC Math Precalculus Test (MPT) with a B.~~

Course Pre-Requisites (if applicable):

Physics 12 with a minimum 'C+' grade or equivalent
Precalculus 12 with a minimum 'C+' grade or equivalent

MATH 1100 Calculus 1 taken prior or concurrently

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the properties of vectors and use them to solve mechanics problems.
CLO #2	Apply a structured knowledge of concepts, such as kinematics, Newton's laws, the Conservation laws, Hooke's law, Simple Harmonic Motion, **waves, optics,** ~~waves~~ and **relativity,** ~~the First Law of Thermodynamics,~~ when solving related problems.
CLO #3	Use a step-by-step problem solving strategy to tackle sophisticated problems.
CLO #4	Use drawings and graphs to demonstrate understanding of basic calculus ideas.
CLO #5	Perform appropriate data collection and analysis to investigate a physical relationship.
CLO #6	Apply research skills such as measurement taking, uncertainty propagation, graphical analysis, statistics and formal report writing, when working in the lab.

Instructional
Strategies:

Lecture periods will emphasize an activity-based learning environment. This environment will be created through student investigation activities (using probes and sensors for example), problem-solving worksheets, discussion of concepts in class and interactive demonstrations. Six or more laboratory activities will focus on the determination of physical relationships.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	30	Two midterms at 15% each
Final Exam	30	
Lab Work	30	Two formal lab reports plus a number of informal labs
Assignments	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Vectors ~~Mechanics (vectors, kinematics, dynamics, work and energy, impulse and momentum, rotational motion, rigid-body equilibrium, fluids and elasticity, gravitation, oscillatory motion, waves, and sound)~~

Course Topics:
Translational kinematics ~~Heat (thermal properties of matter, heat and thermodynamics)~~
Projectile motion ~~Waves (travelling waves, sound and superposition)~~
Newton's laws and free body diagrams
Friction
Work and energy
Potential energy
Work-energy theorem
Rotational kinetics, moment of inertia, torque
Rotational dynamics
Angular momentum and rolling bodies
Gravitation
Physical optics - reflection, refraction and lenses
Simple harmonic motion and pendulums
Waves, sound, interference, standing waves, Doppler effect
Relativity

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
CMPT 1010

Additional Information

Course Change Request

Date Submitted: 05/04/20 8:21 pm

Viewing: **PHYS 1170 : Mechanics 1**

Last edit: 05/20/20 5:02 pm

Changes proposed by: jekelly

Programs
referencing this
course

46: First-year University Transfer Engineering Certificate

92: University Transfer Science Certificate

Course Name:

Mechanics 1

Effective Date:	September 2020
School/Centre:	Arts & Sciences
Department:	UT Engineering (2022)
Contact(s)	

Name	E-mail	Phone/Ext.
Jennifer Kelly	**jekelly@vcc.ca**	**7293**

Banner Course Name:	Mechanics 1
Subject Code:	PHYS - Physics
Course Number	1170
Year of Study	1st Year Post-secondary
Credits:	3

In Workflow

1. **2022 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/04/20 8:34 pm
   Jennifer Kelly
   (jekelly): Approved
   for 2022 Leader
2. 05/05/20 8:43 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 05/25/20 4:30 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Course Description:

~~This course covers Newton's laws, kinematics, statics, and dynamics for particles and systems of particles, static and rotational equilibrium, analysis of structures, planar motion of rigid bodies, energy and momentumconservation.~~**This course** ~~It~~ is designed for engineering students. **It** ~~This course~~ **covers Newton's laws, kinematics, statics, and dynamics for particles and systems of particles, static and rotational equilibrium, analysis of structures, planar motion of rigid bodies, as well as Thermodynamics.** ~~energy and momentum conservation.~~ The emphasis of this course will be on solving problems.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Add forces and resolve them into components using the Parallelogram Law.~~
CLO #1	Express force and position in Cartesian vector **form.** ~~form and determine the vector's magnitude and direction.~~
	~~Apply the dot product.~~
CLO #2	Solve particle **and rigid-body** equilibrium problems using the equations of equilibrium.
CLO #3	Calculate the moment of a force in two and three dimensions and the moment of a force about a specified axis.
CLO #4	Determine the resultants of nonconcurrent force systems.
CLO #5	Reduce a simple distributed loading to a resultant force having a specified location.
	~~Solve rigid body equilibrium problems using the equations of equilibrium.~~
CLO #6	Analyze the equilibrium of rigid bodies **subject** ~~subjected~~ to **dry friction, with specific application to wedges, screws, and belts.** ~~this force.~~
	~~Apply frictional force analysis on wedges, screws, belts, and bearings.~~

	Upon successful completion of this course, students will be able to:
CLO #7	Represent particle motion in 1D graphically.
CLO #8	Investigate particle motion along a curved path using different coordinate systems.
CLO #9	Analyze the dependent motion of two particles and the accelerated motion of a particle using the equation of motion with different coordinate systems.
CLO #10	Apply central-force motion to problems in space mechanics.
	~~Apply work and energy to solving problems involving force, velocity, and displacement.~~
	~~Solve problems using the concepts of power, energy conservation, impulse, conservation of linear momentum, angular impulse and the conservation of angular momentum.~~
CLO #11	**Solve problems involving the zeroth law, heat capacity, kinetic theory, the first law of thermodynamics, and heat engines.**

Instructional
Strategies:
  Lectures and problem-solving **activities** ~~sessions.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
  D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	
Quizzes/Tests	10	
Midterm Exam	50	2-3 midterm exams
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online
                60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Force Vectors (vector algebra, components)
Equilibrium of a particle ~~Point Equilibrium (free-body-diagram, 3 equations & variables)~~
Force system resultants
Moments (torque, cross-product, force-couples)
Rigid Body Equilibrium (force+moment-balance, 6 equations)
Structural analysis
Internal forces
Friction (sliding, static)
Kinematics (v, a, t-, x-dependent, cylindrical coordinates)
Kinetics (F=ma problems in various coordinates)
~~Work & Energy (trick for some x-dependent force problems)~~
~~Momentum (conservation, collisions)~~
~~Rotational motion, fixed axis or limited to plane~~
Thermodynamics (Zeroth law and heat capacity; kinetic theory; first law of thermodynamics; heat engines)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Course Change Request

Date Submitted: 05/04/20 8:14 pm

Viewing: **PHYS 1200 : Physics 2**

Last edit: 05/20/20 2:04 pm

Changes proposed by: jekelly

Programs
referencing this
course

118: Associate of Science Degree

45: First-year University Transfer Computing Science and Software

Course Name:

Physics 2

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

In Workflow

1. 2018 Leader
2. SAS Dean
3. Curriculum
   Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 05/04/20 8:38 pm
   Jennifer Kelly
   (jekelly): Approved
   for 2018 Leader
2. 05/05/20 8:45 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 05/25/20 4:30 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Name	E-mail	Phone/Ext.
Jennifer Kelly	**jekelly@vcc.ca**	**7293**

Banner Course   Physics 2
Name:

Subject Code: PHYS - Physics

Course Number   1200

Year of Study   1st Year Post-secondary

Credits: 4

Course Description:

This course is the second half of a standard 1st year calculus-based physics course (PHYS 1100 is the first half). **Topics include** ~~The course covers~~ electricity and magnetism, geometric optics, physical optics and quantum physics (including radioactivity). **Students will perform laboratory experiments connected to these topics and toto familiarize themselves with operating lab instruments such as linear power supplies, digital multi-meters, function generators and oscilloscopes. Students will also learn proper breadboarding and printed wiring board assembly techniques.** ~~In the laboratory, students will continue to develop measurement, analysis and lab report and writing skills.Prerequisite:Physics 1 PHYS 1100 Corequisite:Calculus 2 MATH 1200~~

Course Pre-Requisites (if applicable):

PHYS 1100 Physics 1

MATH 1200 Calculus 2 taken prior or concurrently

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
           No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss electric, magnetic and wave phenomena through the use of various models and the principle of superposition.
CLO #2	Apply a structured knowledge of concepts, such as Coulomb's law, electric field, dipoles, electric potential energy and potential, Ohm's law, Kirchhoff's rules, magnetic field and force, Ampere's law, Faraday's law, Lenz's law, reflection and refraction, interference and diffraction and non-classical physics, when solving related problems.
CLO #3	Use a step-by-step problem solving strategy to tackle sophisticated problems.
CLO #4	Apply concepts such as symmetry, flux and integral calculus in electricity and magnetism.
CLO #5	Perform appropriate data collection and analysis to investigate a physical relationship.
CLO #6	Apply skills such as measurement taking, uncertainty propagation, graphical analysis, statistics and formal report writing, when working in the lab.

	Upon successful completion of this course, students will be able to:
CLO #7	Set a current limit and measure voltages and currents using a digital multi-meter.
CLO #8	Simulate a simple circuit using a computer program (LT Spice).
CLO #9	Set-up and operate an oscilloscope (including channel and trigger control, measuring signal parameters, reducing noise in signals and saving screen images to a computer).
CLO #10	Display an AC waveform on an oscilloscope using a function generator.
CLO #11	Design a PCB for circuit with two OPAMPs using the Eagle software package.
CLO #12	Construct a simple RC circuit on a **breadboard.** ~~bread board.~~
CLO #13	Observe the frequency response of an RC circuit using an oscilloscope.

Instructional
Strategies:

Lecture periods will emphasize an activity-based learning environment. This environment will be created through student investigation activities, problem-solving worksheets, discussion of concepts in class and interactive demonstrations. Four lab exercises will be based around topics such as wave optics, electricity and magnetism, and quantum physics. Six introductory engineering lab experiments will cover operating lab instruments such as linear power supplies, digital multi-meters, function generators and oscilloscopes.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Final Exam	30	
Lab Work	30	Formal lab reports, informal labs and a project
Assignments	10	
Midterm Exam	30	At least two midterms

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Wave optics: superposition, interference, reflection ~~Light and Wave Optics~~
Properties of EM waves, light and polarization ~~Optical Instruments~~
Spectra and Quantization
Electric forces and fields
Gauss's law
Current and Conductivity
Electric Potential and Field
DC Circuits
Power Supplies and DMM
Function Generators and Oscilloscopes
Soldering and PCB design
RC Frequency Response and Phase Difference
RC Time Constant
Magnetic Fields
Electromagnetic Induction and AC circuits
Quantum Physics

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

Course Change Request

Date Submitted: 05/04/20 8:26 pm

Viewing: **SCIE 1100 : Engineering, ~~Engineering~~ Tech & Society**

Last approved: 09/20/19 5:06 am

Last edit: 05/20/20 2:09 pm

Changes proposed by: jekelly

Programs referencing this course

45: First-year University Transfer Computing Science and Software Systems Certificate

Course Name:
Engineering, Technology and Society

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Kelly ~~Jackie Shehadeh~~	**jekelly@vcc.ca** ~~jshehadeh@vcc.ca~~	7293

Banner Course Name: **Engineering,** ~~Engineering~~ Tech & Society

Subject Code: SCIE - Science

Course Number 1100

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

This course provides an introduction to the practice of engineering, surveying its history and its current state. The social and political aspects of engineering decisions will be illustrated by a number of case studies. The course also includes examples related to the field of computer science.

Course Pre-Requisites (if applicable):

Pre-calculus 12 with a **minimum 'C+' grade** ~~C+~~ or equivalent
One of Physics 12, Chemistry 12 or Biology 12 with a **minimum 'C+' grade** ~~C+~~ or equivalent

SCIE 1110 **Professional Communication** taken prior or concurrently

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Solve an open-ended complex problem **by implementing engineering tools using brainstorming** and **creative tools.** ~~design an appropriate method of evaluating the solution.~~
CLO #2	**Describe the relationship between human activity and environmental systems and demonstrates the ability to identify and choose alternatives to mitigate the impact of human activity on health and safety considering engineering code of ethics (e.g. EGBC's Code of Conduct).** ~~Apply appropriate engineering knowledge, judgment, and tools to create and analyze design solutions.~~
CLO #3	**Identify, engage, and inform stakeholders by using effective communication and milestone stages to address their needs.** ~~Assume responsibility for their own work and participate equitably in team projects.~~

	Upon successful completion of this course, students will be able to:
CLO #4	**Understand team formation and group dynamics theory (e.g., Tuckman model) and describe models for building successful teams and apply conflict resolution techniques to achieve team goals.** ~~Initiate and contribute to team goal-setting.~~
CLO #5	**Define the project scope clearly by identifying functions, constraints, assumptions, regulatory constraints, the business case, stakeholder interests and environmental considerations as well as plans for managing risks and hazards.** ~~Demonstrate the capacity for initiative and technical or team leadership while respecting other's roles and strengths.~~
CLO #6	**Design, build and test a prototype by considering sustainability and life cycle assessment of the product.** ~~Communicate effectively, recognizing the diversity of learning and communication styles on the team.~~
CLO #7	**Apply decision making processes (e.g. weighted decision matrix) to analyze sophisticated system comprising of multi-disciplinary subsystems.** ~~Analyze complex problems; including organizing team members into sub-groups to develop solutions and testing criteria for sub-problems; lead integration and verification of components within the solution.~~
CLO #8	**Develop a project consisting of a structure containing a processor sensor (to receive signal and collect data, a microcontroller (to process received signal and analyze data) and an actuator (to transform the transmitted signal into a task-based action).** ~~Read, understand, and interpret technical and non-technical information and instructions.~~
~~CLO #9~~	~~Produce clear, concise, coherent, and well-organized engineering documents.~~
CLO **#9** ~~#10~~	Deliver well-organized and effective oral presentations to technical and non-technical audiences.
~~CLO #11~~	~~Incorporate sustainability considerations (societal, ecological, and economic) in decision-making, recognizing the potential impact both short-term and long-term.~~
~~CLO #12~~	~~Describe the relationship between human activity and earth systems and demonstrates the ability to identify and choose alternatives to mitigate the impact of human activity.~~
~~CLO #13~~	~~Describe ethical issues and apply ethical reasoning to determine their affect on the individual/company/ public.~~

Instructional

Strategies:

Lectures, guest speakers, group work, video and YouTube presentations.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Research Paper
Project	20	Group project (includes poster, oral presentation and report)
Quizzes/Tests	30	3 In-class quizzes
Participation	15	

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
History of Engineering
Engineering and the Environment ~~Public Perception of Engineers and Engineering (1 lecture)~~
Engineering and Development ~~Survey of some interesting areas of engineering, depending on the preferences and skill set of the instructor; may make use of guest speakers.Suitable topics might include:Engineering Modelling; Information Theory; Telecommunications; Introductory Thermodynamics; Chaos Theory; Artificial Intelligence; Nanotechnology; Spaceflight.~~
Engineering and the Environment
Engineering Management ~~Engineering and International Development~~
Engineering **Design, Decision Making** ~~Management~~ and **Prototyping** ~~Economics~~

Course Topics:
Sustainability and Life Cycle ~~Ethical Questions in Engineering (Engineering Disasters and Engineering for Military Applications)~~
Engineering Modelling
Harm and Engineering Ethics
Information and Communication
Chaos and Order
Artificial Intelligence

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

CMPT 1010

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

Date Submitted: 05/04/20 8:46 pm

Viewing: **SCIE 1110 : Professional Communication**

Last approved: 09/20/19 5:06 am

Last edit: 05/20/20 5:06 pm

Changes proposed by: jekelly

Programs
referencing this
course

[139: VR/AR Design and Development Diploma](#)

45: First-year University Transfer Computing Science and Software

Course Name:

Professional Communication

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Kelly ~~Jackie Shehadeh~~	**jekelly@vcc.ca** ~~jshehadeh@vcc.ca~~	7293

Banner Course Name: Professional Communication

In Workflow

1. **2023 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/04/20 8:46 pm Jennifer Kelly (jekelly): Approved for 2023 Leader
2. 05/05/20 8:46 pm Shirley Lew (slew): Approved for SAS Dean
3. 05/25/20 4:30 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Sep 20, 2019 by Todd Rowlatt (trowlatt)

Subject Code: SCIE - Science

Course Number   1110

Year of Study   1st Year Post-secondary

Credits: 3

Course Description:

This course introduces **engineering and computing science** students to the principles of effective communication with special emphasis on the writing process, informative **and** ~~and~~ persuasive writing, research papers, oral presentations, ~~and resumes~~ and **resumes/cover** ~~cover~~ letters. ~~Students will complete online assignments, which will include a first draft critique, grammar exercises, plus research and documentationexercises.~~The course also explores current social and ethical issues in engineering and computer science.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                   No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply **knowledge of research strategies, the** ~~research, analytical and~~ writing **process, form and format, rhetorical principles** ~~skills to create informative~~ and **strategies, and referencing conventions to prepare formal research papers, reports, process descriptions and proposals.** ~~persuasive research papers.~~
CLO #2	**Establish the purpose and target audience of a written or spoken discourse.** ~~Utilize time management and study skills.~~
CLO #3	**Apply the various strategies and general formats used to produce appropriate business correspondence such as letters, memos and emails.** ~~Demonstrate professionalism, teamwork skills and academic integrity.~~
CLO #4	**Produce a cover letter and a resume.** ~~Produce oral presentations.~~

	Upon successful completion of this course, students will be able to:
CLO #5	**Apply the skills of document design (e.g. effective use of layout, headings, graphics, etc.).** ~~Produce poster presentations.~~
CLO #6	**Prepare and deliver effective oral and poster presentations.** ~~Produce resumes and cover letters.~~
CLO #7	**Apply critical thinking to social and ethical issues in engineering and computing science.** ~~Apply knowledge of writing processes, form and format, rhetorical principles and strategies, graphics, referencing conventions and research strategies.~~
CLO #8	**Utilize time management and study skills.** ~~Apply critical thinking to social and ethical issues in engineering and computer science.~~
CLO #9	**Demonstrate professionalism, teamwork skills and academic integrity.**

Instructional

Strategies:

  Lectures, assignments and group activities ~~Lectures~~

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

  D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**25** ~~10~~	Written reports, library **research,** ~~research and~~ group **work, resume/cover letter** ~~work~~
Quizzes/Tests	15	
Assignments	20	Research paper
~~Assignments~~	~~15~~	~~Online assignment~~
Assignments	25	Persuasive research paper
Participation	15	

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Critical and creative thinking
Rhetorical principles and strategies
Writing processes
Academic integrity
Referencing conventions
Form and format
Research strategies
Study skills and time management
Teamwork and professionalism
Oral presentations
Poster presentations
Graphics
Resumes and cover letters

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Course Change Request

Date Submitted: 05/04/20 8:31 pm

Viewing: **SCIE 1151 : Engineering Graphics & Design**

Last edit: 05/04/20 8:31 pm

Changes proposed by: jekelly

Programs
referencing this
course

46: First-year University Transfer Engineering Certificate

92: University Transfer Science Certificate

Course Name:

Engineering Graphics & Design

Effective Date:	September 2020
School/Centre:	Arts & Sciences
Department:	UT Engineering (2022)
Contact(s)	

Name	E-mail	Phone/Ext.
Jennifer Kelly	**jekelly@vcc.ca**	**7293**

Banner Course Name:	Engineering Graphics & Design
Subject Code:	SCIE - Science
Course Number	1151
Year of Study	1st Year Post-secondary
Credits:	3

In Workflow

1. **2022 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/04/20 8:33 pm Jennifer Kelly (jekelly): Approved for 2022 Leader
2. 05/05/20 8:47 pm Shirley Lew (slew): Approved for SAS Dean
3. 05/25/20 4:30 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Description:

This course teaches the fundamentals of graphical communication in order to help students think and communicate visually in the context of engineering design. The course focuses on representing three-dimensional objects in two dimensional space using various views, such as isometric, multi-view sketches, and section view, and auxiliary views. Tolerancing and dimensioning, as well as notation for manufacturing will also be discussed. Through the use of computer-aided design (CAD) tools, students will apply the theory to real-world problems. This course also teaches fundamentals of schematics and printed circuit board design. Students will have the opportunity to create circuits in CAD tools and will understand various conventions and terminology surrounding circuits.

This course will also cover basic architectural and structural plans and elevations. Time permitting, some machine parts, bolts and other common mechanical engineering pieces will be reviewed.

This course is part of the full-time UT Engineering program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Demonstrate sketching techniques as applicable to engineering and real-world problems.**
CLO #2	Solve preliminary design **problems using Computer Aided Design (CAD) tools considering design process, including sustainability.** ~~problems.~~
	~~Apply knowledge of design process and solutions.~~
CLO #3	Use SolidWorks to produce engineering drawings.
CLO #4	Draw complex solids using a combination simple **solids to create assemblies and generate assembly drawings.** ~~solids.~~
CLO #5	Represent 3D objects in 2D space using various views (isometric, multi-view sketches, section view and auxiliary views).

	Upon successful completion of this course, students will be able to:
	~~Apply engineering graphics and design theory to real-world problems.~~
	~~Draw plans and elevations related to engineering.~~
CLO #6	Apply knowledge of geometric dimensioning and tolerancing (GD & T).
CLO #7	Apply concept of visualization and basic math to converting 2D drawings to 3D modeling.
CLO #8	Discuss product life cycle cost.
	~~Discuss design for manufacturing and sustainability.~~
	~~Convert ideas into sketches and/ or drawings.~~
	~~Create assembly drawings.~~
CLO #9	**Produce prototypes by interfacing CAD with fabrication tools (e.g. 3D printers).** ~~Draw basic electric circuits using CAD tools.~~

Instructional

Strategies:

　Lectures and computer lab time.

Evaluation and Grading

Grading System:　　　　Letter Grade (A-F)　　　　　　Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	
Participation	5	
Lab Work	20	Lab Assignments
Exam	20	Lab exam
Midterm Exam	15	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introduction to CAD tools and sketching
Introduction to working in SolidWorks (sketches)
Constraining sketches in SolidWorks and extrusion
Creating missing views and isometric views
Creating complex solids
From 2D to 3D
Combination of solids
Assemblies and assembly constraints
Sectional Drawings
Dimensioning
Tolerancing
Configurations ~~Circuits~~
3D Printing
Animations and GD&T in SolidWorks

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2020

ISSUE: New program: Teaching Online Certificate and new courses: EDUC 4250, 4251 and 4252

BACKGROUND:
The School of Instructor Education (SIE) is proposing a new certificate in Teaching Online, along with three (3) new courses: EDUC 4250 Foundations of Online Teaching and Learning, EDUC 4251 Developing and Designing Online Learning, and EDUC 4252 Facilitation of Online Learning. This certificate is a redesign of the existing Online/eLearning Instruction Certificate and comes out of SIE's recent program renewal. It updates topics covered, increasing experiential learning opportunities, and integrates this new credential with the Provincial Instructor Diploma program. It also addresses problems with the current program with the C.1.4 Assignment of Credits to Courses policy.

DISCUSSION:
Jacquie Harrison, curriculum development lead and instructor in SIE, presented the proposal. Curriculum Committee requested a few additional changes:
- Rephrase the language for English Language Proficiency in the admission requirements
- Review the maximum time for completion
- Rephrase several learning outcomes in EDUC 4250

All the requested changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the curriculum for the new Teaching Online Certificate program and three (3) new courses (EDUC 4250, EDUC 4251 and EDUC 4252), and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2020

75

Program Change Request

New Program Proposal

Date Submitted: 03/19/20 2:33 pm

Viewing: **Teaching Online Certificate**

Last edit: 06/02/20 9:57 am

Changes proposed by: jharrison

Program Name:

  Teaching Online Certificate

Credential Level: Certificate

Effective Date: January 2021

School/Centre: Library, Language, and Teaching & Learning Services

Department   Online/eLearning Instruction (1535)

Contact(s)

In Workflow

1. **1535 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Ministry Review
6. Board of Directors

Approval Path

1. 03/19/20 9:08 pm Doug Mauger (dmauger): Approved for 1535 Leader
2. 05/05/20 8:48 pm Shirley Lew (slew): Approved for LLTL Dean
3. 06/01/20 9:16 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacquie Harrison	jharrison@vcc.ca	7514

Program Content Guide

Purpose

The purpose of the Teaching Online Certificate is to enhance the practice of educators and trainers to design, develop, evaluate, and facilitate online learning. Students will explore a range of pedagogical practices and emerging technologies for effective online and digitally-enabled teaching and learning relevant to their work and interests. It is appropriate for anyone providing adult learning experiences in a wide variety of fields, including college, university, workplace, and non-profit settings.

Admission Requirements

English language proficiency at an English 11 level
Evidence of subject matter expertise (i.e. diploma, bachelors degree, trades certification, substantial work place experience) or departmental approval
Successful completion of computer competency self-assessment

Prior Learning Assessment & Recognition (PLAR)

You can request Prior Learning Assessment Recognition (PLAR) for some courses in the PIDP based on informal education, previous experience and current level of knowledge and skills.
Please contact the office and request PLAR for one course at a time. You will be directed to the Department Leader who will supply you information about completing PLAR. You may apply for a maximum of 9 credits of PLAR and transfer credit.
Please contact the office for fees charged for PLAR.
Process:
Apply and meet all the entrance requirements for the Certificate.
Contact the program office to request PLAR for a particular course.
Speak with the Department Leader about the PLAR process and compile the particular information and evidence requested to substantiate your request.
Complete the application for PLAR and submit payment.
See Policy D.3.5 for more information about VCC's PLAR procedures.

Program Duration & Maximum Time for Completion

18 credits
Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The program must be completed within five (5) years.

Program Learning Outcomes

Graduates of this program will be able to:

Integrate fundamental principles of adult learning as they apply to diverse online learning environments

Design, develop and facilitate learning using online pedagogies and digitally enabled technologies

Design engaging online learning experiences that reflect evidence-based approaches/strategies

Integrate assessment strategies to measure, enhance, and guide learning and teaching

Evaluate the effectiveness of online teaching and learning against quality assurance frameworks

Use reflective strategies to improve professional practice and stay current in emerging educational technologies

Instructional Strategies, Design, and Delivery Mode

During this program, participants will engage in activities and strategies ranging from direct to indirect instruction, from interactive instruction to independent study as well as project-based and experiential learning. All courses are offered online.

Examples of instructional strategies include: readings and watching videos, problem analysis, case studies, discussion, course mapping, and reflective writing. All activities will take place online. The majority of activities are asynchronous with the potential of some synchronous activities.

Instructors in the Teaching Online Certificate will model excellence in online instruction and facilitate participants' achievement of the program outcomes.

Evaluation of Student Learning

The Certificate consists of a total of 18 credits.

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of C- in each course with letter grades or S in each course with successful/unsuccessful grades to be awarded the Certificate.

Recommended Characteristics of Students

The Certificate is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:

a willingness to participate in a wide variety of online instructional strategies

familiarity with computer applications and communication tools

the ability to work independently and with others

Courses

Course List

Code	Title	Credits
PIDP 3210	Curriculum Development	3
PIDP 3230	Evaluation of Learning	3
EDUC 4250	Foundations of Online Teaching and Learning	3
EDUC 4251	Developing and Designing Online Learning	3
EDUC 4252	Facilitation of Online Learning	3
Electives		
PIDP 3260	Professional Practice	3
Total Credits		18

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade or S/U for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	98-100		4.33
A	94-97		4.00
A-	90-93		3.67
B+	85-89		3.33
B	80-84		3.00
B-	75-79		2.67
C+	70-74		2.33
C	65-69		2.00
C-	60-64		1.67
D	50-59		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

	Percentage	Description	Grade Point Equivalency
R		Audit. No Credits	N/A

EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale
for this proposal.

The Teaching Online Certificate is a redesign of the current Certificate in Online/eLearning Instruction (ONEL) and is intended to address recommendations coming out of the program's recent renewal process, in particular the recommendations to:

-address the misalignment between the existing curriculum and the following policies: a. C.1.4 Assignment of Credits to Courses, b. C.1.3 Granting of Credentials

-integrate the ONEL and PIDP

-integrate online teaching pedagogy and current topics/issues in online learning

-increase experiential learning opportunities and practical skills

-consider the possibility to adopt/adapt BCcampus Facilitating Learning Online courses (three courses: Fundamentals of Facilitation, Design, Synchronous Facilitation)

-identify key strategies for ensuring technology-related content is current and relevant to industry standards.

The redesign will allow students to enrol in the certificate without having completed the PIDP as a prerequisite, as is currently the case.

Online, blended, and flipped learning are becoming standard delivery modes at VCC. VCC's recent Online

Learning Strategy highlights the need for VCC instructors to have access to opportunities to learn effective methodology for creating and delivering online learning.

Are there any
expected costs to
this proposal.

No additional costs are expected.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	We have been working closely with CTLR
Registrar's Office	We have consulted with the RO through email and met with the RO on March 5, 2020. The RO did not express any concerns about this revised certificate.
Faculty/Department	Yes, we have discussed this regularly at Department Meetings.
Department Support Staff	Support Staff have been involved.
Advising & Recruitment	We are our own Registration Area. We do our own advising.
Finance	Finance gave input to the Business Case for the Concept Paper.
Institutional Research (IR)	IR confirmed on Feb 2, 2020 that they will continue to support the revised Teaching Online Certificate. FTE reporting codes have already been established. Research/surveys completed as part of the renewal process. Program and course evaluation will be periodically collected and evaluated.
Library	Met with our department's librarian on May 13, 2020 to discuss support for revised certificate.
Marketing & Communications	ongoing We have met recently to discuss revision to PIDP. Discussions included this Certificate program.
Affiliation, Articulation, and/or Accreditation Bodies	The Department Head is currently talking with institutions regarding possible transfer agreements.
PAC/CEG	A PAC has been planned for the PIDP. The Certificate in Online Teaching and Learning has been redesigned to complement and have stronger links to the PIPD.

Course Change Request

New Course Proposal

Date Submitted: 03/19/20 2:08 pm

Viewing: **EDUC 4250 : Foundations Online Teaching**

Last edit: 05/25/20 3:43 pm

Changes proposed by: jharrison

Programs
referencing this
course
[145: Teaching Online Certificate](#)

Course Name:

   Foundations of Online Teaching and Learning

Effective Date: January 2021

School/Centre: Library, Language, and Teaching & Learning
Services

Department: Online/eLearning Instruction (1535)

Contact(s)

Name	E-mail	Phone/Ext.
Jacquie Harrison	jharrison@vcc.ca	7514

Banner Course   Foundations Online Teaching
Name:

Subject Code: EDUC - Education

Course Number   4250

Year of Study   N/A

In Workflow

1. **1535 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 03/19/20 9:08 pm Doug Mauger (dmauger): Approved for 1535 Leader
2. 05/05/20 8:49 pm Shirley Lew (slew): Approved for LLTL Dean
3. 05/27/20 3:28 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 3

Course Description:
  This course exposes learners to a wide variety of adult learning theories , learning with technologies, and
  relevant principles and processes that are the foundation of online teaching and learning.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
                              Yes

Details of PLAR:
  1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are
  judged equivalent to the curriculum documents required in the course assignments.
  2. A successful interview with the SIE Department Head or one of the full-time SIE faculty.
  3. An essay in which the applicant describes the development of their thinking related to the themes,
  issues, and concepts of the course.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Implement key factors and considerations when planning online learning
CLO #2	Analyze adult learning theories and models in an online environment
CLO #3	Integrate equity, diversity, and inclusivity when designing, developing, and facilitating online learning
CLO #4	Describe and compare online learning platforms, digital technologies, and other teaching and learning resources.
CLO #5	Select and apply quality assurance methods/standards to assess online learning

Instructional
Strategies:
  Forum posts, online course surveys, independent self-directed research, reflective writing

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Reflective Writing
Assignments	15	Report on learning theories and instructional activities.
Assignments	25	Critique of an online course using appropriate online quality assurance rubric.
Assignments	20	Self assessment of contributions to class generated resource.
Assignments	10	Challenges and opportunities of online learning report
Assignments	20	Case study of issue related to diversity

Hours by Learning Environment Type

Lecture, Seminar, Online

           45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Online pedagogy, Adult learning theories, Diversity and Inclusion Accessibility, Quality Assurance Standards, Learning Technologies

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

The Teaching Online Certificate is a redesign of the current Certificate in Online/eLearning Instruction (ONEL) and is intended to address recommendations coming out of the program's recent renewal process, in particular the recommendations to:

- -address the misalignment between the existing curriculum and the following policies: a. C.1.4 Assignment of Credits to Courses, b. C.1.3 Granting of Credentials
- -integrate the ONEL and PIDP
- -integrate online teaching pedagogy and current topics/issues in online learning
- -increase experiential learning opportunities and practical skills
- -consider the possibility to adopt/adapt BCcampus Facilitating Learning Online courses (three courses: Fundamentals of Facilitation, Design, Synchronous Facilitation)
- -identify key strategies for ensuring technology-related content is current and relevant to industry standards.

The redesign will allow students to enrol in the certificate without having completed the PIDP as a prerequisite, as is currently the case.

Online, blended, and flipped learning are becoming standard delivery modes at VCC. VCC's recent Online Learning Strategy highlights the need for VCC instructors to have access to opportunities to learn effective methodology for creating and delivering online learning.

Are there any expected costs as a result of this proposal?

No additional costs are expected.

Consultations

Consulted Areas	Consultation Comments

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	We have been working closely with CTLR
Registrar's Office	in process
Faculty/Department	Yes, we have discussed this regularly at Department Meetings.
Department Support Staff	Support Staff have been involved.
Advising & Recruitment	We are our own Registration Area. We do our own advising.
Finance	Finance gave input to the Business Case for the Concept Paper.
Institutional Research (IR)	in process
Library	in process
Marketing & Communications	ongoing We have met recently to discuss revision to PIDP. Discussions included this Certificate program.
Affiliation, Articulation, and/or Accreditation Bodies	in process
PAC/CEG	A PAC has been planned for the PIDP. The Certificate in Online Teaching and Learning has been redesigned to complement and have stronger links to the PIPD.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Course Change Request

New Course Proposal

Date Submitted: 03/19/20 2:10 pm

Viewing: **EDUC 4251 : Develop & Design Online Learn**

Last edit: 05/25/20 3:43 pm

Changes proposed by: jharrison

In Workflow

1. **1535 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 03/19/20 9:09 pm Doug Mauger (dmauger): Approved for 1535 Leader
2. 05/05/20 8:49 pm Shirley Lew (slew): Approved for LLTL Dean
3. 05/27/20 3:28 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Programs referencing this course

145: Teaching Online Certificate

Course Name:

Developing and Designing Online Learning

Effective Date: January 2021

School/Centre: Library, Language, and Teaching & Learning Services

Department: Online/eLearning Instruction (1535)

Contact(s)

Name	E-mail	Phone/Ext.
Jacquie Harrison	jharrison@vcc.ca	7514

Banner Course Name: Develop & Design Online Learn

Subject Code: EDUC - Education

Course Number 4251

Year of Study N/A

Credits: 3

Course Description:

This course introduces participants to the principles and approaches for designing and developing online learning. Participants will design and develop a module or learning activity for a course of participant's choosing.

Course Pre-Requisites (if applicable):

PIDP 3210 Curriculum Development

PIDP 3230 Evaluation of Learning

EDUC 4250 Foundations of Online Teaching and Learning

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

          Yes

Details of PLAR:

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.

2. A successful interview with the SIE Department Head or one of the full-time SIE faculty.

3. An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Select and apply an approach to plan/design an online course activity that demonstrates an intentional strategy or learning approach for a specific online delivery mode.
CLO #2	Determine and incorporate key factors and considerations to design and build an online course
CLO #3	Design online learning activities that are aligned, engaging, student centred, accessible, and inclusive.
CLO #4	Evaluate online learning design using quality standards measures
CLO #5	Evaluate and select digital learning technologies, tools, and platforms that support course activity plans.

Instructional
Strategies:

Strategies may include discussion forums, case studies, presentations, peer and self assessment, reflection, independent project work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Key factor checklist, including implications for designing chosen learning activity
Assignments	35	Presentation of course activity design (rationale, prototype, key factors)
Assignments	35	Evaluation of online course activities
Assignments	20	Peer/self assessment of on online design approach/pedagogies.

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Design approaches to online learning, digital technologies and online platforms, Mapping course design Building online activity, Universal Design for Learning

Course Change Request

New Course Proposal

Date Submitted: 03/20/20 9:23 am

Viewing: **EDUC 4252 : Facilitating Online Learning**

Last edit: 05/25/20 3:44 pm

Changes proposed by: jharrison

Programs
referencing this
course

145: Teaching Online Certificate

Course Name:

Facilitation of Online Learning

Effective Date: January 2021

School/Centre: Library, Language, and Teaching & Learning
                          Services

Department: Online/eLearning Instruction (1535)

Contact(s)

Name	E-mail	Phone/Ext.
Jacquie Harrison	jharrison@vcc.ca	7514

Banner Course   Facilitating Online Learning
Name:

Subject Code: EDUC - Education

Course Number   4252

Year of Study   N/A

In Workflow

1. **1535 Leader**
2. **LLTL Dean**
3. **Curriculum
   Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 03/20/20 9:33 am
   Doug Mauger
   (dmauger):
   Approved for 1535
   Leader
2. 05/05/20 8:49 pm
   Shirley Lew (slew):
   Approved for LLTL
   Dean
3. 05/27/20 3:28 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Credits: 3

Course Description:

This course gives students the opportunity to develop and facilitate an online lesson. Following the lesson, students will reflect on feedback from lesson participants to evaluate own performance. Students will participate in and give feedback to their peers' online lessons.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.
2. A successful interview with the SIE Department Head or one of the full-time SIE faculty.
3. An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Build and sustain an online community of learners
CLO #2	Use effective facilitation strategies and tools to support diverse learners online
CLO #3	Provide appropriate, responsive instructor presence that promotes an engaging teaching and learning environment
CLO #4	Facilitate online learning activities using a variety of educational technologies
CLO #5	Develop a comprehensive facilitation plan for a lesson that reflects evidence- based strategies
CLO #6	Evaluate online facilitation skills to identify opportunities for further development

Instructional
Strategies:

Discussion Forums, case studies, experiential learning, self-assessment and reflective practice

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Critical reflection on facilitation
Assignments	15	Critical reflection on learning
Assignments	15	Detailed facilitation plan for activity
Assignments	15	Provide feedback on peers' facilitation
Assignments	35	Facilitate learning activity

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Building learner community, tools and strategies for online facilitation, supporting diversity, responsive facilitation, supporting online collaboration, self-paced learning, learning motivation and mentoring, community based learning, facilitation plans,

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2020

ISSUE: 3 new programs in Network Technology: Network Technology Administration and Security Post-Degree Diploma, IT Operations Professional Certificate, and Network Security Advanced Certificate

BACKGROUND:
The School of Continuing Studies is proposing a suite of three (3) interconnected credentials in Information Technology (IT) operations, network technology administration and security. The Network Technology Administration and Security Post-Degree Diploma is aimed at international students as a two-year long post-degree diploma program. The IT Operations Professional Certificate and the Network Security Advanced Certificate replace and expand on the existing Networking Technology Certificate, and package some of the courses in the post-degree diploma for domestic students to take on a part-time basis. There are 25 new courses along with these three new programs.

The design comes out of the Networking Technology Certificate's recent program renewal, and is designed to prepare students for entry-level and management positions in IT, and to meet the demands of BC's growing technology sector.

DISCUSSION:
Sid Khullar, Program Coordinator of Networking Technology, presented the proposal. Along with a number of adjustments to the course outlines, Curriculum Committee requested three changes to the Program Content Guides:
- Include a maximum time for completion
- Consider including term progression grades for the post-degree diploma
- Review the Program Learning Outcomes to include more elements of client support and other soft skills

All changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the curriculum for the Network Technology Administration and Security Post-Degree Diploma and 24 courses, and recommend the Board of Governors approve the credential.

THAT Education Council approve, in the form presented at this meeting, the curriculum for the IT Operations Professional Certificate, and recommend the Board of Governors approve the credential.

THAT Education Council approve, in the form presented at this meeting, the curriculum for the Network Security Advanced Certificate and one (1) course (ITOP 2413), and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2020

Program Change Request

New Program Proposal

Date Submitted: 05/08/20 12:15 pm

Viewing: **Network Technology Administration and Security Post-Degree Diploma**

Last edit: 05/28/20 12:25 pm

Changes proposed by: skhullar

Program Name:

    Network Technology Administration and Security Post-Degree Diploma

Credential Level:	Post-Degree Diploma
Effective Date:	September 2021
School/Centre:	Continuing Studies
Department	Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Ministry Review
7. Board of Directors

Approval Path

1. 05/08/20 12:21 pm
   Sid Khullar
   (skhullar): Approved
   for 6046 Leader
2. 05/08/20 2:07 pm
   Rebeccah Bennett
   (rbennett):
   Approved for Senior
   PC
3. 05/08/20 3:45 pm
   Claire Sauve
   (csauve): Approved
   for CCS Dean
4. 05/27/20 3:28 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Program Content Guide

Purpose

This program provides graduates with the fundamental IT skills to work in a variety of positions related to network administration and security. Students will gain a strong foundation in network systems administration and automation, desktop support, and computing and network infrastructure. Students will then move on to topics such as perimeter security, data communications, digital forensics, encryption, network exploits and vulnerabilities, and penetration testing.

Students will learn through a variety of hands-on experiences within a computer lab environment. Students will work with both Windows and Unix-like operating systems.

Graduates of this program will be prepared for a variety of positions in network administration and security, such as Information Systems Analyst/Consultant, Computer and Information Systems Manager, or User Support Analyst.

Admission Requirements

An undergraduate degree from an accredited university
English proficiency demonstrated by *one* of the following:

VCC ELA (English Language Assessment) with minimum scores of: Listening 25/30, Speaking 27/30, Reading 50/70 and Essay 16/20, *or*

TOEFL iBT with a minimum score of 84 (minimum score of 21 in each section), *or*

Academic IELTS with a minimum score of 6.5 (no band less than 6.0)

Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is not available for this program.

Program Duration & Maximum Time for Completion

This program can be completed in two years with full-time study. The program must be completed within 3 years.

Program Learning Outcomes

Students who graduate from the program will be able to:

Plan, create, and implement computer network systems

Work with clients and team members to provide desktop/server support

Implement IT system and data security policies

Design, implement and maintain a full virtualization environment

Engage in computer forensic investigation

Design, implement, maintain, and monitor a network using Windows and Linux operating systems.

Lead, manage, and direct small-to-medium scale IT projects

Perform shell scripting or other basic scripting tasks

Perform data backups and disaster recovery operations

Operate master consoles to monitor the performance of computer systems and networks and to co-ordinate access and use of computer networks

Evaluate and install computer hardware, networking software, operating system software and software applications

Maintain, troubleshoot and administer the use of local area networks (LANs), wide area networks (WANs), wireless networks, mainframe networks, computer workstations, connections to the Internet and peripheral equipment

Instructional Strategies, Design, and Delivery Mode

Students will engage with the material in this program through hands-on exercises and projects involving typical IT work situations, including scenarios from industry. Other instructional strategies include the use of case-studies and group discussions based around current events related to IT news, and the demonstration of troubleshooting techniques.

Class-time will utilize active-learning strategies such as problem-based learning, simulations, and interactive classroom lectures. Some classes may be delivered partially or fully online.

Evaluation of Student Learning

Students will be assessed through a wide range of activities such as presentations, assignments, quizzes, projects, learning journals, and exams.

Students are required to maintain a minimum GPA of 2.0 in each term to progress to the next term of the program.

To receive a Post-Degree Diploma in Network Technology Administration and Security, a student must achieve a minimum grade of C (60-64%) in each course.

Recommended Characteristics of Students

This program is suited for students who wish enter the IT field or who have an interest in computers and information technology.

Students should have:

an interest in keeping their technical skills up-to-date

an interest in network administration and security

good communication, research, and problem-solving skills

an aptitude for working with technology hands on

Courses

Course List

Code	Title	Credits
ITOP 1101	A+ Hardware	2.0
ITOP 1102	Networking Fundamentals	2.0
ITOP 1103	Windows Server Fundamentals	2.0
ITOP 1104	Active Directory	2.0
ITOP 1105	Security Fundamentals	2.0
ITOP 1106	Service Manager	2.0
ITOP 1107	Linux Server Fundamentals	2.0
ITOP 1108	Windows Desktop Support	2.0
ITOP 1109	PowerShell	2.0
ITOP 2201	Professional Development	1
ITOP 2202	Networking with Cisco Technologies	4
ITOP 2203	Wireless Technology Networks	3.5
ITOP 2204	Computing Security Architecture	3.5
ITOP 2205	Infrastructure Project	1
ITOP 2306	Virtualization and Cloud Computing	3
ITOP 2307	ITIL Foundation	1
ITOP 2308	Enterprise Messaging and Collaboration Services	3
ITOP 2309	Data Communications and Networks	4.5
ITOP 2310	Industry Capstone Project	3
ITOP 2403	Introduction to Network Optimized Monitoring	2
ITOP 2411	Advanced Network Systems	4.5
ITOP 2412	Computer Forensics for the First Responder	2
ITOP 2414	Encryption, Public Key Infrastructure Architecture and Administration	3.5
ITOP 2415	Network Exploits, Vulnerabilities and Penetration Testing	4.5
Total Credits		62

Transcript of Achievement

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
A-	85-89		3.67
B+	80-84		3.33
B	75-79		3.00
B-	70-74		2.67
C+	65-69		2.33
C	60-64	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

R	Audit. No Credit	N/A
EX	Exempt. Credit granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: http://www.vcc.ca/about/governance--policies/policies/

Rationale and Consultations

Provide a rationale
for this proposal.

The Network Technology Administration and Security post-degree diploma is one of a suite of programs that has been developed following 1) the Networking Technology Certificate (NETT) program renewal, and 2) the developing partnership between Vancouver Community College and Centre for Arts and Technology. The idea is to create a series of credentials in the field of Information Technology (IT) at different levels of study. These programs are designed to prepare students for entry-level and management positions in IT, and/or help individuals with prior industry experience to enhance or update their skills and/or prepare them for relevant industry certifications.

This programming is intended to meet demands within British Columbia's growing High Technology sector, including the IT industry, and to act as a form of continuing professional development for individuals currently working in the field or those seeking training for industry certification exams.

Additionally, international students with bachelor's degrees are seeking post-degree options in IT and Network Security. The post-degree diploma will provide a viable education opportunity for these students.

Are there any
expected costs to
this proposal.

For information about costing please refer to 'Appendix C - Draft Costing' in the Information Technology, Operations, Administration, and Security Concept Paper.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Andy Sellwood provided on integrating communication skills in the PLOs, the CLOs and a variety of other curriculum topics.
Information Technology (IT)	VCC IT provided input on several of the ITOP courses. Consultation email was sent to (Peter G., Arash R., and Rick S.) on May 1st 2020 for additional feedback.

Consultated Area	Consultation Comments
International Education	Jennifer Gossen was consulted throughout the development. Jennifer and International Education staff suggested further refinements to the language proficiency requirements. These have been incorporated into CourseLeaf.
Indigenous Education & Community Engagement (IECE)	Consultation email sent to Toni Gladstone on 01 2020. No response.
Disabilities Services	Consultation email sent to Brianna Higgins May 1st 2020. No response.
Learning Centre	Emily Simpson provided feedback May 5th 2020. The support the LC can provide on program content is limited, however help can be provided to students regarding communication and career search skills.
Other Department(s)	Consultation email sent to Reza Nezami on May 1st 2020. No response
Advising & Recruitment	Consultation email sent to Wendy LaFrance May 1st 2020. No response.
Library	Elena Kuzmina responded positively about the active learning strategies.
Counselling	Consultation email sent to Nona Coles on May 1st 2020. No response
Marketing & Communications	Consultation email sent to Danielle Libonati on May 1st 2020. No response.
Faculty/Department	CS Operations Manager, Erin Lenz, supported with the development of concept paper and the tuition calculation in consultation with VCC Finance. CS Marketing Liaison and Program Coordinator, Sarah Murray, provided feedback that the options provided for students with these programs is good.

Consultated Area	Consultation Comments
Other	External subject matter expert John Vu, program manager at Centre for Arts and Technology (CAT) made recommendations on CLOs related to courses with significant project to reflect the higher level

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for: International

Marketing Description

What you will learn

What to expect

Reviewer
Comments

Key: 148

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:10 pm

Viewing: ITOP 1101 : A+ Hardware

Last edit: 05/21/20 9:31 am

Changes proposed by: skhullar

> Programs
> referencing this
> course
>
> 147: IT Operations Professional Certificate
>
> 148: Network Technology Administration and Security Post-Degree

Course Name:

   A+ Hardware

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:21 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:10 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 3:48 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	A+ Hardware
Subject Code:	ITOP - IT Operations Professional
Course Number	1101
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

In this course students will learn about the various hardware components of a Personal Computer (PC), including RAM, the CPU, and the harddrive. Students will research and build a PC from scratch, and will explore topics such as basic networking, cooling strategies and the task manager. Students will also be introduced to virtualization and mobile technologies.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Please see Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the different components needed to build a working network
CLO #2	Describe the steps for troubleshooting a PC related issue
CLO #3	Describe the four different RAID configurations and compare their strengths and weaknesses
CLO #4	List and describe the tabs in the task manager and demonstrate their uses
CLO #5	Describe the research methodologies used to build a PC to a customer's requirements
CLO #6	List at least three different TCP/IP tools to troubleshoot a network

	Upon successful completion of this course, students will be able to:
CLO #7	Contrast the two main mobile technologies

Instructional

Strategies:

Students will engage with the material in this course through a series of lectures, case-studies, and hands-on experiences. For example, students will role-play consulting on a required PC build, and will research PC/technology components. Students will also take apart and then reassemble a computer.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	35	Midterm covers material covered in first half of course
Final Exam	35	Final exam
Project	20	
Assignments	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Personal Computer (PC) environment

Operating System

RAM, CPU, HDD, Input/Output (I/O) devices

RAID technology

Computer viruses

Backup Strategies

Basic networking

Researching and assembling PC components

Power subsystem and cooling strategies

Control panel, task manager

System boot process

Virtualization

Mobile technologies

Introduction to cloud computing

Introduction to WiFi

Customer service

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

CompTIA A+ Guide to IT Technical Support by Andrews/Dark/West

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for IT Operations Professional program.

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:10 pm

Viewing: **ITOP 1102 : Networking Fundamentals**

Last edit: 05/25/20 11:34 am

Changes proposed by: skhullar

Programs
referencing this
course

147: IT Operations Professional Certificate

148: Network Technology Administration and Security Post-Degree

Course Name:

   Networking Fundamentals

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:21 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:11 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 3:54 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Networking Fundamentals
Subject Code:	ITOP - IT Operations Professional
Course Number	1102
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

In this course students will learn about networking protocols and infrastructure. Students will gain an understanding of the Open Systems Interconnection model, virtual LANs and WIFI concepts. Students will also compare and contrast different networking peripherals such as routers, hubs, and switches.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Please see Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Summarize the Open Systems Interconnection (OSI) model
CLO #2	Describe components of a network
CLO #3	Define Transmission Control Protocol (TCP), Internet Protocol (IP), and subnet concepts
CLO #4	Troubleshoot basic networks
CLO #5	Explain network security

Instructional
Strategies:

   This course will use a variety of hands on and scenario-based activities to engage students with content. For
example, students will use a Cisco packet tracer to design a small network, build a VPN with a given
configuration, and will troubleshoot typical network connection issues. Other learning activities may
include the research of specific network-related topics, as well as group work and problem-based learning.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	30 to 35	Midterm covers material in the first half of the course
Final Exam	30 to 35	Final exam
Assignments	30 to 40	A number of assignments related to real world networking topics

Hours by Learning Environment Type

Lecture, Seminar, Online

       20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

       10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Subnetting: private and public addressing
Internet Protocol Versions (IPv4 and IPv6)
Service ports, Virtual Local Area Network (VLAN)
Hub, Bridges, Routers, firewall separation, logical and physical ports, switching, Auto VLAN, MAC Address and Organizationally Unique Identifier (OUI), Address Resolution Protocol (ARP)
Cabling: cat 'x', fibre, coaxial
Domain Name System (DNS and Dynamic Host Configuration Protocol (DHCP)
Virtual Private Network (VPN)
Open Systems Interconnection (OSI)
Wide Area Network (WAN) and WiFi

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Network+ Guide to Networks by Jill West, Tamara Dean, and Jean Andrews

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
Please see PCG for IT Operations Professional program.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:10 pm

Viewing: ITOP 1103 : Windows Server Fundamentals

Last edit: 05/25/20 11:34 am

Changes proposed by: skhullar

Programs
referencing this
course

[147: IT Operations Professional Certificate](#)

[148: Network Technology Administration and Security Post-Degree](#)

Course Name:

  Windows Server Fundamentals

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:21 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:11 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 3:55 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name:	Windows Server Fundamentals
Subject Code:	ITOP - IT Operations Professional
Course Number	1103
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

In this course students will learn about the roles and features of a windows server, and will be introduced to network storage options as well as Active Directory components. In addition, students will gain an understanding of DNS and DHCP. This course builds on the concepts covered in Networking Fundamentals.

Course Pre-Requisites (if applicable):

ITOP 1102

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Please see Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Install and configure server roles and features
CLO #2	Implement group policy in a Windows Server 2016 context
CLO #3	Install Domain Name System (DNS) and Active Directory
CLO #4	Design, install and maintain a Windows Server
CLO #5	Perform back-ups and plan for disaster recovery
CLO #6	Explain storage configuration

	Upon successful completion of this course, students will be able to:
CLO #7	Explain troubleshooting methodologies

Instructional

Strategies:

This course will use a variety of hands on and scenario/simulation based learning activities to engage learners with content. For example, students will install a Windows server and add memory, roles, and features. They will use the Server to perform back-ups and restoration. Students will work in groups to work on scenarios and simulations, and to discuss troubleshooting methodologies.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	35 to 50	Five to ten quizzes in total; typically delivered at the beginning of each class.
Lab Work	10	In class lab-assignment
Other	10	Learning Journal
Participation	10	Measured through, but not limited to, the following: Asking questions Asking for help Helping classmates
Final Exam	20 to 35	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Install and configure a Windows Server
Roles, Services, and features
Introduction to Active Directory, including group policy
Monitoring performance and events
Introduction to security
File sharing
File systems, including NTFS, EXT4 and erasure coding
File system RAID levels
Windows firewall
Storage: Network Attached Storage, Storage Area Network (host bus adapters), Fibre channel
Domain Name System (DNS)
Dynamic Host Configuration Protocol (DHCP)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for IT Operations Professional program.

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:10 pm

Viewing: **ITOP 1104 : Active Directory**

Last edit: 05/25/20 11:34 am

Changes proposed by: skhullar

> Programs
> referencing this
> course
>
> 147: IT Operations Professional Certificate
>
> 148: Network Technology Administration and Security Post-Degree

Course Name:

  Active Directory

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:21 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:14 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 3:56 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Active Directory
Subject Code:	ITOP - IT Operations Professional
Course Number	1104
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

In this course students will learn about Active Directory components, group policies, and Flexible Single Master Operation (FSMO) roles. Students will have the opportunity to install and configure Active Directory objects, users, computers, and security groups. Students will also learn how to manage group policies and setup network shared folders. This course builds on the concepts covered in Windows Server Fundamentals (ITOP 1103).

Course Pre-Requisites (if applicable):

ITOP 1103: Windows Server Fundamentals

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Please see Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Implement and manage group policy
CLO #2	Install and configure Active Directory
CLO #3	Describe domain, forest, trees, and Active Directory (AD) components
CLO #4	Backup and restore AD in single-domain controller and multi-domain controller environments
CLO #5	Secure an AD environment and manage AD Replication

	Upon successful completion of this course, students will be able to:
CLO #6	Set up network shared folders
CLO #7	Create and use Microsoft Management Console
CLO #8	Create and manage AD objects, users, computers, and security groups

Instructional

Strategies:

In this course students will engage with course content through a combination of hands on and scenario/simulation based activities. For example, students will configure a basic group policy setup within an active directory environment and setup basic security policies. Additional learning activities include presentations, problem-based learning, and learning journals.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30 to 40	Four to eight quizzes.
Final Exam	25 to 35	
Lab Work	15 to 25	
Participation	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
AD installation
FSMO Roles
AD Tools
Backup and Restore
Group Policy
Replication Redundancy
File share in NTFS
Read-Only Domain Controller/Server Core
Creating Objects
Forest Trees Domain
Global catalog
Security-Password Policies and fine-grained policies
Security templates

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for IT Operations Professional program.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:10 pm

Viewing: **ITOP 1105 : Security Fundamentals**

Last edit: 05/25/20 11:34 am

Changes proposed by: skhullar

Programs
referencing this
course

147: IT Operations Professional Certificate

148: Network Technology Administration and Security Post-Degree

Course Name:

   Security Fundamentals

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:19 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 3:57 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Security Fundamentals
Subject Code:	ITOP - IT Operations Professional
Course Number	1105
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

In the course students will learn about network security concepts, threats and vulnerabilities, the concept of least privilege, and server hardening. Students will have the opportunity to install and maintain Windows updates, and firewalls, and implement group policy protections.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Please see Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain security concepts in the context of a network environment
CLO #2	Differentiate between threats and vulnerabilities
CLO #3	Install and maintain Windows updates and firewall
CLO #4	Harden a server against attack
CLO #5	Recognize and troubleshoot security events
CLO #6	Explain intrusion prevention systems

	Upon successful completion of this course, students will be able to:
CLO #7	Implement group policy protections
CLO #8	Protect privacy and confidentiality with encryption

Instructional
Strategies:

In this course students will engage with content through a combination of hands on and scenario-based learning activities. For example, students will create a security check list for a server and troubleshoot different methods to resolve security issues. Students will also research and present on security exploits/vulnerabilities.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	10	Completion of each lab plus active participation in each lab (incl. conferring with and helping classmates etc.).
Participation	10	Asking questions, answering questions, participating in Moodle activities and similar activities.
Other	20	Learning Journal which includes a description of what the student learnt in each class.
Final Exam	25	
Quizzes/Tests	35	A number of quizzes spread throughout the course

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Firewalls, Intrusion Prevention System (IDS), Intrusion Detection System (IDS)
Principle of Least Privilege (POLP)
Hardening
Encryption - certificates (public, private, certification authority/chains)
HTTPS Transport Security
Vulnerabilities and threats
Confidentiality, Integrity, and Availability (CIA) Triad
Viruses
Roles, access control, and permissions

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
Please refer to PCG of IT Operations Professional program.

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:11 pm

Viewing: **ITOP 1106 : Service Manager**

Last edit: 05/25/20 11:39 am

Changes proposed by: skhullar

Programs
referencing this
course

147: IT Operations Professional Certificate

148: Network Technology Administration and Security Post-Degree

Course Name:

Service Manager

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:19 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:14 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Service Manager
Subject Code:	ITOP - IT Operations Professional
Course Number	1106
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

In this course students will learn about the various aspects of service management such as service quality, service lifecycle, service improvement, and project management. Emergency recovery options and business continuity planning will also be discussed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Please see Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Differentiate between the various stages of the service management lifecycle
CLO #2	Explain the importance of the continual service improvement cycle
CLO #3	Discuss why service quality is related to business continuity planning
CLO #4	Produce examples of the importance of customer service
CLO #5	Use basic project terminology
CLO #6	Set up or follow an escalation process

	Upon successful completion of this course, students will be able to:
CLO #7	Document problems, steps taken, and outcomes
CLO #8	Explain change management

Instructional
Strategies:

Students will engage with the material in this course through scenarios and case studies that focus on typical IT project management and service issues. Role-playing and group work will be used to simulate common client-IT interactions and IT project components. Other learning activities may include presentations and learning journals.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Other	30	Learning journal and other assignments
Final Exam	20 to 35	
Quizzes/Tests	25 to 40	5 to 10 quizzes.

Hours by Learning Environment Type

Lecture, Seminar, Online
20

Lab, Clinical, Shop, Kitchen, Studio, Simulation
10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Introduction to ITIL

Service design and service lifecycle

Service pipeline, deployment and maintenance

Continual service improvement

Service desk and catalogue

Service Level Agreements (SLAs)

Change management

Service quality and metrics

Customer service soft skills

Disaster recovery and business continuity planning

Security

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for IT Operations Professional program.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:11 pm

Viewing: **ITOP 1107 : Linux Server Fundamentals**

Last edit: 05/25/20 11:35 am

Changes proposed by: skhullar

Programs
referencing this
course

147: IT Operations Professional Certificate

148: Network Technology Administration and Security Post-Degree

Course Name:

  Linux Server Fundamentals

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:22 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:03 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name:	Linux Server Fundamentals
Subject Code:	ITOP - IT Operations Professional
Course Number	1107
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

In this course students will learn about the basics of the Linux operating system including the command processor (Bash), system processes, media server, and file system. Students will investigate performance and network issues and explore application development tools.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Please see Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Navigate a Linux file system and identify the key system folders
CLO #2	Explain the importance of sudo and root access
CLO #3	Configure a new user account and define permissions and groups
CLO #4	Setup public or private keys and use them to securely log-on to a remote server
CLO #5	Manage basic Linux processes and (Re-)configure a Linux file system
CLO #6	Install an open source server and database, and secure the server using a Certificate Authority (CA) such as Let's Encrypt

	Upon successful completion of this course, students will be able to:
CLO #7	Monitor a Linux server and troubleshoot common network issues
CLO #8	Configure the selected application deployment tool to do a deployment to a remote Linux server

Instructional

Strategies:

Students will engage with course content through a series of scenarios, case-studies, and exercises focused on the management of a Linux server. Problem-based learning and student journals will also be utilized.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25 to 35	
Final Exam	25 to 35	
Assignments	30 to 40	A number of assignments spread throughout the course

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen, Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
File system, navigation tools, Bash
File/directory permissions, sudo, user ownership, groups, getting help
Process management and systemd
Remote connectivity using Secure Shell (SSH)
Automating offsite backups
Building and securing a MediaWiki Server
System Monitoring
Troubleshooting
Application Deployment using tools, such as Ansible and Chef.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please refer to PCG for IT Operations Professional program.

Provid

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:11 pm

Viewing: **ITOP 1108 : Windows Desktop Support**

Last edit: 05/25/20 11:36 am

Changes proposed by: skhullar

Programs
referencing this
course

147: IT Operations Professional Certificate

148: Network Technology Administration and Security Post-Degree

Course Name:

   Windows Desktop Support

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 04/24/20 1:12 pm Sid Khullar (skhullar): Rollback to Initiator
2. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
3. 05/08/20 2:23 pm Rebeccah Bennett (rbennett): Approved for Senior PC
4. 05/08/20 4:04 pm Claire Sauve (csauve): Approved for CCS Dean
5. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name: Windows Desktop Support

Subject Code: ITOP - IT Operations Professional

Course Number   1108

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:

In this course students will learn to configure and maintain desktops. Students will become familiar with the Windows registry, local group policies, and the Windows file system. In addition, students will learn to set up a basic network and secure the Windows environment.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         Yes

Details of PLAR:

Please see the Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Configure and maintain desktops
CLO #2	Set up a basic network
CLO #3	Navigate a Windows registry
CLO #4	Optimize a Windows environment

	Upon successful completion of this course, students will be able to:
CLO #5	Secure a Windows desktop
CLO #6	Configure local group policies

Instructional
Strategies:

Students will engage with the material in this course through scenarios and case studies that focus on typical IT service requests and client technical issues. Role-playing and group work will be used to simulate troubleshooting and other common client-IT interactions.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	20 to 40	A number of assignments spread throughout the course
Midterm Exam	25 to 35	
Final Exam	25 to 35	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Configuring desktops
Implementing managed and unmanaged profiles
Importing and exporting within the registry
Power and disk management
Performance monitoring and troubleshooting
Management consoles
NT File System (NTFS) permissions
Exploring control panels
Windows security and encryption
Managing services
Updating Windows
Basic networking principles
Windows file management

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
Please refer to the Program Content Guide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:11 pm

Viewing: **ITOP 1109 : PowerShell**

Last edit: 05/25/20 11:36 am

Changes proposed by: skhullar

Programs
referencing this
course

147: IT Operations Professional Certificate

148: Network Technology Administration and Security Post-Degree

Course Name:

  PowerShell

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:23 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:05 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course **PowerShell**
Name:

Subject Code:　　　　ITOP - IT Operations Professional

Course Number　　　1109

Year of Study　　　　1st Year Post-secondary

Credits:　　　　　　　2

Course Description:

In this course students will focus on Windows scripting concepts and the configuration of Windows server roles through the use of PowerShell. Students will also learn to install a module on a system and will become familiar with basic programming control flow structures.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

　　　　　　　　Yes

Details of PLAR:

Please see the Program Content Guide.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Install and configure key windows server roles
CLO #2	Create and manage scripts
CLO #3	Administer Windows Server core
CLO #4	Install PowerShell modules
CLO #5	Use basic programming control flow structures

Instructional
Strategies:

Students will engage with the material in this course through case-studies, practical programming tasks, and one or more small projects.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25 to 35	
Assignments	30 to 40	A number of assignments spread throughout the course
Final Exam	25 to 35	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen, Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
PowerShell Scripting: Looping, enterprise operations, and mass management
Installing and configuring key windows server roles
Installing modules
Piping and logic
Administration of Windows Server Core
Management of servers through PowerShell

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:11 pm

Viewing: **ITOP 2201 : Professional Development**

Last edit: 05/25/20 11:41 am

Changes proposed by: skhullar

> Programs
> referencing this
> course
>
> 148: Network Technology Administration and Security Post-Degree
> Diploma

Course Name:

　Professional Development

Effective Date:　　　　September 2021

School/Centre:　　　　Continuing Studies

Is this a non-credit course?　　　　No

Department:　　　　Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:24 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:18 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name:	Professional Development
Subject Code:	ITOP - IT Operations Professional
Course Number	2201
Year of Study	2nd Year Post-secondary
Credits:	1

Course Description:

This course will introduce students to the skills and competences that will give them the foundation necessary to be successful in their career. Utilizing a variety of resources, students will develop self-awareness and learn about essential job-search and interview skills.

Students will also learn about their presentation and communication style and identify their unique strengths, values, and skills. Students will have an opportunity to create a job-application for a role they are likely to apply for. A focus will be placed on strategies that can be used to highlight the student's unique fit and value within a role, industry, or organization. Students will be prepared to demonstrate their unique fit through their resume, cover letter, online presence or, in person, in a formal interview, industry presentation, or chance encounter.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and develop the key employability skills that are necessary for success.
CLO #2	Identify their unique personality traits and strengths and demonstrate its utility for success in their career.
CLO #3	Set clear long and short-term goals and create a plan for achieving these goals.

	Upon successful completion of this course, students will be able to:
CLO #4	Identify stress management techniques.
CLO #5	Demonstrate professional verbal and written communication skills tailored to a role in the industry.
CLO #6	Tailor their verbal communication to the needs and expectations of an employer.
CLO #7	Communicate their unique strengths, values, and goals to others in the industry.
CLO #8	Receive feedback by welcoming and responding to critique.

Instructional

Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, technical interviews, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, assignments, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	70 to 80	Multiple assignments on job-search skills and strategies, such as creating a resume, cover letter, reflection paper, and journal.
Other	15 to 20	Presentation; may include mock-interview.

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

27

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Self-assessment
Job searching
Résumé
Cover letters
Interview skills and strategies
Organizing information through diagrams such as mind maps
Effective presentation skills
Receiving direction/feedback
Career networking using tools such as business cards and online profiles

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for Network Technology Administration and Security program.

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:11 pm

Viewing: **ITOP 2202 : Networking with Cisco**

Last edit: 05/27/20 3:28 pm

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

    Networking with Cisco Technologies

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:25 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:19 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Networking with Cisco
Subject Code:	ITOP - IT Operations Professional
Course Number	2202
Year of Study	2nd Year Post-secondary
Credits:	4

Course Description:

This is a hands-on, project-based course on Cisco specific networking topics. LANs, WANs, and VLANs are examined in the context of a typical commercial enterprise network constructed with Cisco IOS based equipment. Configuration of routing protocols and network address translations will also be explored.

Course Pre-Requisites (if applicable):

ITOP 1102 Networking Fundamentals
ITOP 1103 Windows Server Fundamentals

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and describe the functions of each of the seven layers of the OSI reference model
CLO #2	Describe the functions performed by protocols in the TCP/IP protocol suite, including ICMP, UDP, TCP, ARP, and RARP
CLO #3	Discuss advanced routing concepts such as CIDR, summarization, and VLSM
CLO #4	Define Interior Gateway Protocols, Exterior Gateway Protocols, distance-vector routing protocols, and link-state routing protocols
CLO #5	Explain the concepts of count-to-infinity, split horizon, split horizon with poison reverse, and hold-down timers

	Upon successful completion of this course, students will be able to:
CLO #6	Configure and troubleshoot VLAN connectivity and trunks on Cisco switches
CLO #7	Apply advanced security concepts such as backing up Cisco Router Configuration
CLO #8	Configure standard and extended access list (ACL) to filter IP traffic and port security

Instructional
Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System:　　　Letter Grade (A-F)　　　　　Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	
Quizzes/Tests	15	
Quizzes/Tests	15	
Project	30	Implement, document, and present the project and/or troubleshoot any anomalies related to the project; Reflect and maintain a journal of activities
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

27

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Internetworking
Ethernet Networking and Data Encapsulation
Introduction to TCP/IP
Easy Subnetting
VLSMs, Summarization, and Troubleshooting TCP/IP
Cisco's Internetworking Operating System
Managing a Cisco Internetwork
IP Routing
Open Shortest Path First (OSPF)
Layer 2 Switching
VLANs and Inter-VLAN Routing
Security
Network Address Translation (NAT)
Internet Protocol Version 6 (IPv6)
Enhanced Switch Technologies
Managing Cisco Devices
Troubleshooting IP, IPv6, and VLANs
Enhanced IGRP
Wide Area Networks

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Textbook: CCNA Routing and Switching Study Guide, Todd Lammle

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:12 pm

Viewing: **ITOP 2203 : Wireless Technology Networks**

Last edit: 05/11/20 11:50 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:
   Wireless Technology Networks

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:26 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:20 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name:	Wireless Technology Networks
Subject Code:	ITOP - IT Operations Professional
Course Number	2203
Year of Study	2nd Year Post-secondary
Credits:	3.5

Course Description:

In this course, students will be introduced to wireless networking concepts and they will implement a secure and standard enterprise level wireless network. Students will learn about network protocols, such as frame relay, ISDN, PPP, DSL, MPLS, and cellular 3G/4G/5G.

This course will help students prepare for the Certified Wireless Network Administrator (CWNA) exam.

Course Pre-Requisites (if applicable):

ITOP 2202 Networking with Cisco Technologies

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define and describe 802.11 wireless LAN (WLAN) architecture
CLO #2	Identify the equipment, applications, and methodologies involved in radio frequency (RF) technologies
CLO #3	Identify and describe the strengths, weaknesses, appropriate uses, and implementation of the IEEE 802.11 security-related mechanisms and elements
CLO #4	Explain RF antenna concepts and apply the basic components of RF mathematics
CLO #5	Work with Power over Ethernet (PoE) devices
CLO #6	Summarize the processes involved in authentication and association of IEEE 802.11 protocol

	Upon successful completion of this course, students will be able to:
CLO #7	Describe the basic elements of IEEE 802.11 Network Security Policy
CLO #8	Identify the equipment, methodologies, and applications involved network site surveys
CLO #9	Describe and troubleshoot network protocols, such as Point-to-Point (P2P) and frame relay.

Instructional

Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Quizzes/Tests	20	
Assignments	30	Research Assignment
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

54

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Radio Frequency Technologies
RF Signal and Antenna Concepts
Regulations and Standard
Spread Spectrum Technologies
IEEE 802.11-2007 Standard
Protocols and Devices
IEEE 802.11 MAC & PHY Layer Technologies
WLAN Infrastructure and Client Devices
IEEE 802.11 Network Design, Implementation, and Management
Power over Ethernet (PoE)
WLAN Architectures and Deployment Types
IEEE 802.11 Network Security Architecture , Analysis, Performance, and Troubleshooting
RF Site Surveying

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

CWNA Official Study Guide by Coleman and Westcott

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for Network Administration and Security PDD program

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:12 pm

Viewing: **ITOP 2204 : Computing Security Arch**

Last edit: 05/11/20 11:50 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

 Computing Security Architecture

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:26 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:21 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Computing Security Arch
Subject Code:	ITOP - IT Operations Professional
Course Number	2204
Year of Study	2nd Year Post-secondary
Credits:	3.5

Course Description:

Students will learn the principles, concepts, and jargon involved with the security of information technology systems and data. This course involves a large degree of discussion and research. Students will learn about professional terms used to describe security concepts, and common threats and defences to information technology systems. The learner should be familiar with the basic usage and configuration of server and desktop operating systems.

Course Pre-Requisites (if applicable):

ITOP 1103 Windows Server Fundamentals
ITOP 1108 Windows Desktop Support

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Compare and contrast computer worms and viruses, and their lifecycle
CLO #2	Identify types of malware and attacks and the damage they cause
CLO #3	Identify methods to update defences against attacks
CLO #4	Identify methods of assessing threats and vulnerabilities
CLO #5	Explain solutions to help mitigate wireless network attacks
CLO #6	Describe the concepts of business continuity and recovery options

Instructional
Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	Four take-home assignments
Assignments	10	One in-class assignment
Quizzes/Tests	20	Two quizzes
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

54

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Information security and its challenges
Attacks and attackers
Viruses, worms, and malware
Social engineering
Vulnerability- scanning, assessment, techniques, and tools
Penetration testing
Security - application, computer, data
Types of network security devices
Network - protocols, address translation, and control
Access control and models
Authentication services and credentials
Account management procedures
Trusted operating systems
Cryptography
Digital certificates
Public Key Infrastructure (PKI)
Transport encryption algorithms
Environmental controls
Redundancy planning
Disaster recovery procedures
Incident response procedures

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Comptia Security + Get Certified Get Ahead Study Guide

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for Network Technology Administration and Security

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:12 pm

Viewing: **ITOP 2205 : Infrastructure Project**

Last edit: 05/11/20 11:50 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

　Infrastructure Project

Effective Date:　　　　　September 2021

School/Centre:　　　　　Continuing Studies

Is this a non-credit course?　　　　　No

Department:　　　　　Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:27 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:22 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course
Name: Infrastructure Project

Subject Code: ITOP - IT Operations Professional

Course Number 2205

Year of Study 2nd Year Post-secondary

Credits: 1

Course Description:

This course will provide students with a hands-on implementation of networking concepts. The students will have an opportunity to setup network infrastructure according to the industry standards. Students will also learn to design network infrastructure for a business, such as wired, wireless, or cloud network.

Course Pre-Requisites (if applicable):

ITOP 2203 Wireless Technology Networks

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe project requirements
CLO #2	Build the design of the project around the project requirements
CLO #3	Implement and troubleshoot the project
CLO #4	Perform testing and maintenance tasks on the project

Instructional
Strategies:

Students will engage with the material through project work. In addition, a combination of interactive learning methods may be used, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
    C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 to 35	Project execution (configuration/installation)
Project	30 to 35	Project documentation
Project	30 to 35	Project presentation

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

18

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Project requirements, design, implementation, troubleshooting, maintenance, and testing.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:12 pm

Viewing: **ITOP 2306 : Virtualization & Cloud Comput**

Last edit: 05/25/20 11:47 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree Diploma

Course Name:
  Virtualization and Cloud Computing

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:28 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:23 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course   Virtualization & Cloud Comput
Name:

Subject Code: ITOP - IT Operations Professional

Course Number   2306

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:

This course will introduce students to the history and concepts of modern hardware virtualization. Students will take this knowledge and learn how to design, implement, and maintain a full virtualization environment using OpenStack, the open-source IaaS (Infrastructure as a Service) cloud computing platform.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain terms used in virtualization.
CLO #2	Define the concepts of cloud computing, such as AWS, or Microsoft Azure.
CLO #3	Describe the different service models in cloud computing, such as IaaS, PaaS, and SaaS.
CLO #4	Install and configure MySQL in AWS.
CLO #5	Identify and describe problems and solutions to providing disk storage to virtual machines
CLO #6	Describe and develop a comprehensive maintenance plan for an installation of a cloud computing platform, such as AWS/OpenStack.

Instructional
Strategies:

Students will engage with the material through a combination of interactive learning methods, such as
hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting
of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Two quizzes
Assignments	20	Two assignments
Project	20	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

24

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Virtualization
Linux concepts
OpenStack
MySQL server and client
RabbitMQ, Qpid, ZeroMQ
Keystone (OpenStack)
Nova
Block storage
Cinder
Neutron
Horizon

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

OpenStack Operations Guide, by Fifield, Fleming, Gentle, Houchstein, Proulx, Toews, and Topjian

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for Network Technology Administration and Security PDD

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:12 pm

Viewing: **ITOP 2307 : ITIL Foundation**

Last edit: 05/25/20 11:45 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

   ITIL Foundation

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:28 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:24 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	ITIL Foundation
Subject Code:	ITOP - IT Operations Professional
Course Number	2307
Year of Study	2nd Year Post-secondary
Credits:	1

Course Description:

In this course, students will learn about the fundamental concepts of the ITIL, formerly Information Technology Infrastructure Library. Students will gain an understanding of key IT service management concepts, including a basic framework, dimensions, and guiding principles of ITIL. This course will help prepare students for the ITIL® Foundation Certification.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

        No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the layout and value of ITIL certification
CLO #2	Explain the knowledge framework of the ITIL foundation certification
CLO #3	Demonstrate the dimensions of service management
CLO #4	Define guiding principles of ITIL

Instructional Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting

of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
  C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Quizzes/Tests	10 to 20	
Midterm Exam	25 to 35	
Final Exam	35	

Hours by Learning Environment Type

Lecture, Seminar, Online

18

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
ITIL and its value
Introduction to IT, ITSM
Business and ITIL
Best Practices
ITIL roles
Service design
Business case and relationships
Suppliers
Knowledge management
Incident/problem management

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

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Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for Network Technology Administration and Security

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:13 pm

Viewing: **ITOP 2308 : Enterprise Messaging & Service**

Last edit: 05/11/20 11:55 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

   Enterprise Messaging and Collaboration Services

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:29 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:26 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name:	Enterprise Messaging & Service
Subject Code:	ITOP - IT Operations Professional
Course Number	2308
Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:

This course will teach students to set up, configure, and troubleshoot a Microsoft Exchange server. Students will become familiar with vendor neutral concepts and components involved in all email servers. Students will also learn about basic network infrastructure, email administration, high availability, security, and administrative best-practices.

Course Pre-Requisites (if applicable):

ITOP 1103 Windows Server Fundamentals
ITOP 1104 Active Directory

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss Microsoft Active Directory services and its role in MS Exchange server setup
CLO #2	Identify key components of modern mail systems
CLO #3	Identify the value of Microsoft Exchange Server to a modern business
CLO #4	Discuss and configure Exchange to organizational needs and requirements
CLO #5	Discuss mail server security, and specific Microsoft Exchange security practices
CLO #6	Discuss disaster recovery procedures for Microsoft Exchange Server
CLO #7	Manage Microsoft Office Online/365 suite

Instructional

Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	
Assignments	30	
Project	30	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

34

Lab, Clinical, Shop, Kitchen, Studio, Simulation

20

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Microsoft Windows Server and Active Directory
Introduction to Microsoft Exchange Server
Planning, deploying, and administring Exchange Server
Mailbox Servers
Client Access Services
Transport Services
Recipients and Security
Compliance and Archiving
Disaster Recovery
Exchange Online
Troubleshooting Exchange

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for Network Technology Administration and Security

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

168

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:13 pm

Viewing: ITOP 2309 : Data Communications & Networks

Last edit: 05/11/20 11:56 am

Changes proposed by: skhullar

> Programs
> referencing this
> course
>
> 148: Network Technology Administration and Security Post-Degree
> Diploma

Course Name:

   Data Communications and Networks

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:30 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:27 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course
Name: Data Communications & Networks

Subject Code: ITOP - IT Operations Professional

Course Number   2309

Year of Study   2nd Year Post-secondary

Credits: 4.5

Course Description:

This course provides students with the knowledge and skills required to administer a Linux-based networked environment.

It will build upon the foundation of Linux operating system concepts established in the Linux Server Fundamentals (ITOP 1107) course. Students will learn the skills, techniques, and best practices required to provide novice and intermediate level Linux network server administration. Students will configure recent versions of various server software, such as BIND, DHCP, FTP, NFS, NIS, and Sendmail, on one or more Linux distributions.

Course Pre-Requisites (if applicable):

ITOP 1107 Linux Server Fundamentals

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

      No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe BIND, DHCP, NIS, and the operation of DNS
CLO #2	Install and configure DHCP service, BIND, Samba, and NIC server and clients
CLO #3	Explain email delivery system, including the role of the mail transfer agent (MTA)
CLO #4	Create basic Bash scripts
CLO #5	Define IMAP, POP, FTP, and SSH protocols

Instructional
Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	5-10 assignments
Quizzes/Tests	30	1-2 quizzes
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
DNS
DHCP
Mail servers
SSH
FTP
NFS
NIS
Linux scripting

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Textbook: Foundations of CentOS Linux

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for Network Technology Administration and Security PDD program

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:13 pm

Viewing: **ITOP 2310 : Industry Capstone Project**

Last edit: 05/25/20 11:48 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

  Industry Capstone Project

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:31 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:28 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Industry Capstone Project
Subject Code:	ITOP - IT Operations Professional
Course Number	2310
Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:

Students will learn about project design, implementation, maintenance and monitoring. In this course, students will utilize the concepts learned in previous courses to design and implement a computer network. They will perform penetration testing in order to list vulnerabilities and come up with a patching mechanism in order to secure the entire network.

Course Pre-Requisites (if applicable):

ITOP 2414 Encryption, Public Key Infrastructure Architecture and Administration
ITOP 2415 Network Exploits, Vulnerabilities and Penetration Testing

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define the need of network security
CLO #2	Design a hybrid network model
CLO #3	Identify weaknesses and strengths of their network design
CLO #4	Set up a prototype network for their network design
CLO #5	Perform a penetration testing and monitoring of their network

Instructional Strategies:

Students will engage with the material through project work. In addition a combination of interactive [174]
learning methods may also be used, such as hands-on activities, case studies, simulations, group
work/discussions, demonstration and troubleshooting of problem-based tasks, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
   C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	100	Project will be evaluated on multiple components including, but not limited to, the following: System Analysis Network Design Wiki Deployment Documentation Technical Adherence Report Maintenance Plan Research Report IG+FP Penetration Testing Report VA+Ex

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
                      72

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Network Security
Project Requirements
Project Design and Task List

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for Network Technology Administration and Security PDD program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website: Yes

Key: 8816

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:13 pm

Viewing: **ITOP 2403 : Intro to Netw. Opt. Monitoring**

Last edit: 05/11/20 11:57 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

   Introduction to Network Optimized Monitoring

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:31 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:30 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

6/1/2020																					ITOP 2403: Intro to Netw. Opt. Monitoring

177

Banner Course Name:	Intro to Netw. Opt. Monitoring
Subject Code:	ITOP - IT Operations Professional
Course Number	2403
Year of Study	2nd Year Post-secondary
Credits:	2

Course Description:

This course provides students with foundational knowledge of network monitoring which can be used for optimizing data flow and access in a complex and changing environment. Students will learn about various industry standard network monitoring and optimization tools, such as Nagios, Cacti, SolarWinds and PRTGs. It will also help students understand the importance of continuity planning for mission critical applications.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe network monitoring and optimization
CLO #2	Install, configure, and use monitoring tools, such as Nagios, Cacti, OpenNMS, SolarWinds and PRTG to monitor services and processes on Linux and Windows
CLO #3	Implement infrastructure hardware monitoring services to set up routers and switches
CLO #4	Examine log files and hardware resources
CLO #5	Discuss Business Process Intelligence and its significance

Instructional Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	Multiple assignments throughout the course
Quizzes/Tests	20	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Network Monitoring
Monitoring tools and applications - Nagios,
Installation, configuration, and monitoring using monitoring tools and applications, such as Nagios, Cacti, and PRTG
Moitoring Windows and Linux environment
Monitoring routers and switches
High availability and failover options for tools such as Nagios
Creating performance and traffic graphs
Security and standards for tools, such as Cacti
Business Process Intelligence

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for Network Technology Administration and Security program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:14 pm

Viewing: **ITOP 2411 : Advanced Network Systems**

Last edit: 05/27/20 3:27 pm

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

  Advanced Network Systems

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:32 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:32 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Advanced Network Systems
Subject Code:	ITOP - IT Operations Professional
Course Number	2411
Year of Study	2nd Year Post-secondary
Credits:	4.5

Course Description:

This is a project-based course in which participants will learn to manage and maintain their Linux network. This course will build upon the foundation of UNIX and UNIX-like operating system concepts established in ITOP 1107 (Linux Server Fundamentals) and ITOP 2301 (Data Communications and Networks). Students will learn the skills, techniques, and best practices required to provide novice and intermediate level Linux network server administration, especially web servers and Windows network integration. Students will also configure recent versions of various server software (e.g., Apache, Samba, etc.) on one or more Linux distributions.

Course Pre-Requisites (if applicable):

ITOP 1107 Linux Server Fundamentals
ITOP 2309 Data Communications and Networks

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

           No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Install and configure Apache hosting server
CLO #2	Create and manage virtual directories for personal and commercial websites
CLO #3	Install and configure Samba
CLO #4	Install and configure MySQL
CLO #5	Install instances of EC2 using AWS

Instructional
Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstrations, and problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 to 35	
Quizzes/Tests	30 to 35	Multiple quizzes/tests throughout the course.
Final Exam	30 to 35	

Hours by Learning Environment Type

Lecture, Seminar, Online

72

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Web servers (Apache)
Database servers (MySQL)
SMB file servers (Samba)
Linux and Active Directory Integration

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Textbook: Foundations of CentOS Linux

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for Network Technology Administration and Security PDD program.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website: Yes

Key: 8818

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:14 pm

Viewing: **ITOP 2412 : Computer Forensics**

Last edit: 05/11/20 11:58 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

    Computer Forensics for the First Responder

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:34 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:35 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name:	Computer Forensics
Subject Code:	ITOP - IT Operations Professional
Course Number	2412
Year of Study	2nd Year Post-secondary
Credits:	2

Course Description:

This course will cover conceptual and technical skills for the first responder for forensic investigation. Students will learn about the rules of engaging in a forensic examination, including areas such as liturgical and non-liturgical forensic examination, abuse issues, intrusion management, profiling, and privacy issues. Students will also learn about computer forensics and investigation as a profession.

This course will utilize some of the concepts learnt in the ITOP 2305: Encryption, Public Key Infrastructure Architecture and Administration course. Skills gained in this course can be applied towards fields involving law enforcement, legal processes, report writing for high-tech investigations, and ethics and codes in expert witness.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the preparation process for computer investigations and explain the differences between law enforcement agency and corporate investigations
CLO #2	Identify procedures for corporate high-tech investigations
CLO #3	Explain ways to determine forensic acquisition methods

	Upon successful completion of this course, students will be able to:
CLO #4	Discuss methods for validating and testing computer forensics tools
CLO #5	Describe primary concerns in conducting forensic examinations
CLO #6	Identify tasks for investigating e-mail crimes and policy violations
CLO #7	Recognize the Code of Ethics for expert witness

Instructional
Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Case Study
Assignments	30	Two to five assignments
Quizzes/Tests	20	Two to four quizzes
Final Exam	35	All chapters

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Computer forensics and forensic resources
Conduct, approach, and procedures
Understanding data recovery workstations and software
Conducting an investigation
Forensics lab certification requirements, including physical and storage requirements
Data acquisition methods and validation
Forensic acquisition tools, including remote network acquisition
Digital evidence - identifying, collecting, processing, securing, seizing, storing
File systems, disk encryption, Windows registry, startup tools and tasks, virtual machines
Forensic software and hardware tools
File systems, disk structures, and boot processes, including for Mac, Linux, Unix operating systems
Data compression
File formats, including graphic files

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Guide to Computer Forensics and Investigation by Bill Nelson, Amelia Phillips, and Christopher Steuart

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for Network Technology Administration and Security program

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:14 pm

Viewing: **ITOP 2414 : Encryption, PKI Archit & Admin**

Last edit: 05/25/20 11:49 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

   Encryption, Public Key Infrastructure Architecture and Administration

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:23 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:35 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:37 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name:	Encryption, PKI Archit & Admin
Subject Code:	ITOP - IT Operations Professional
Course Number	2414
Year of Study	2nd Year Post-secondary
Credits:	3.5

Course Description:

This course covers topics on encryption technology, security techniques, and their application to a production network. Students will gain conceptual overviews of cryptographic algorithms, confidentiality, integrity, authentication, non-repudiation, access control, and cryptographic standards and protocols. Students will examine public key infrastructure (PKI) concepts, including certificates, revocation and trust models.

Course Pre-Requisites (if applicable):

ITOP 2204 Computing Security Architecture

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Please see the Program Content Guide.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe basic principles of network security
CLO #2	Utilize various encryption and decryption algorithms to explain need of cryptography
CLO #3	Identify vulnerabilities in common cryptographic techniques
CLO #4	Explain Public Key Infrastructure (PKI) from a security perspective

	Upon successful completion of this course, students will be able to:
CLO #5	Identify measures to increase system security with digital signatures or other authentication protocols
CLO #6	Analyze the strengths and weaknesses of web-browser security
CLO #7	Secure system against attacks, such as malware, and ransomware

Instructional
Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Typically delivered in class
Quizzes/Tests	40	Five to ten quizzes
Final Exam	35	All chapters from textbook

Hours by Learning Environment Type

Lecture, Seminar, Online

54

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Computer Security Concepts and OSI Security Architecture
Encryption Techniques
Steganography
Block Ciphers, including Data Encryption Standard (DES), Advanced Encryption Standard (AES), and Triple DES (TDES)
Pseudo-Random Number Generators (PRNGs)
Public Key Cryptosystems, including RSA
Key agreement protocol, including Elliptic-curve Diffie–Hellman (ECDH)
Hash Functions , including SHA-3
Message Authentication Codes (MACs), including HMAC, DAA, CMAC, CCM and GCM
Digital Signatures
Symmetric key distribution using symmetric and asymmetric encryption
Distribution of public keys
User Authentication Protocols and remote user authentication using symmetric encryption
Kerberos protocol
Transport Layer Security (TLS) and Secure Sockets Layer (SSL), HTTPS and Secure Shell (SSH)
E-mail Security, including Secure/Multipurpose Internet Mail Extensions (S/MIME) and Pretty Good Privacy (PGP)
Intruder classification, behaviour, and detection
Password management
Firewalls
Denial-of-service (DoS) and distributed denial-of-service (DDoS) attacks

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Cryptography and Network Security by William Stallings

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for Network Technology Administration and Security program

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:14 pm

Viewing: ITOP 2415 : NetworkExploits-Vul-PenTesting

Last edit: 05/25/20 11:55 am

Changes proposed by: skhullar

Programs
referencing this
course

148: Network Technology Administration and Security Post-Degree
Diploma

Course Name:

  Network Exploits, Vulnerabilities and Penetration Testing

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:23 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:36 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:38 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	NetworkExploits-Vul-PenTesting
Subject Code:	ITOP - IT Operations Professional
Course Number	2415
Year of Study	2nd Year Post-secondary
Credits:	4.5

Course Description:

This course introduces students to the art of ethical hacking and security testing. The course covers the legality of ethical hacking, TCP/IP, malicious software, security attacks, enumeration, programming concepts, vulnerabilities of operating systems, cryptography basics and network protection systems. Students will learn up-to-date techniques in protecting and defending their networks for internal and external intruders. Students will work in groups to find vulnerabilities in the network and try to exploit that vulnerability using various hacking tools.

Course Pre-Requisites (if applicable):

ITOP 2411 Advanced Network Systems
ITOP 2204 Computing Security Architecture

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
Please see Program Content Guide.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of an ethical hacker
CLO #2	Describe methods of protecting against malware attacks
CLO #3	Explain different types of port scans
CLO #4	Discuss the enumeration step of security testing

	Upon successful completion of this course, students will be able to:
CLO #5	Use basic tools used to perform attacks on web servers
CLO #6	Describe intrusion detection systems

Instructional

Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	Five to ten assignments (in-class and take home)
Quizzes/Tests	20	Two to four quizzes.
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

72

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Introduction to Ethical Hacking

Overview of TCP/IP, IP Addressing, numbering system

Malicious software and malware/intruder attacks

Addressing physical security

Using web tools for footprinting

Conducting competitive intelligence

Using DNS zone transfers

Social engineering

Port scanning and tools, and ping sweeps

Understanding scripting

Enumeration - Windows and Unix-like OS

Programming concepts

Vulnerabilities (OS/web-applications) and tools for identification

Hardening an OS

Tools for web attackers and security testers

Wireless technologies, authentication, war driving and wireless hacking

Cryptography basics, algorithms, PKI, and attacks

Routers, firewalls, IDS, IPS, and honeypots

Security devices

Trivial File Transfer Protocol (TFTP) server

Password and hashcat cracking

Vulnerability testing

Password recovery

Social-Engineer Toolkit

Penetration testing, remediation, and reporting

Metasploit framework

Attacker techniques and methodologies

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Hands-On Ethical Hacking and Network Defense by Michael Simpson and Nicholas Antill

Rationale and Consultations

Program Change Request

New Program Proposal

Date Submitted: 05/08/20 12:14 pm

Viewing: **IT Operations Professional Certificate**

Last edit: 05/11/20 11:13 am

Changes proposed by: skhullar

Program Name:

   IT Operations Professional Certificate

Credential Level:	Certificate
Effective Date:	September 2021
School/Centre:	Continuing Studies
Department	Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Ministry Review
7. Board of Directors

Approval Path

1. 05/08/20 12:21 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 1:10 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 3:15 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:28 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Program Content Guide

Purpose

The purpose of this program is to prepare students for entry-level positions in Information Technology (IT), such as junior system administrator, helpdesk, and tier 1- or 2- IT support. This program can also help individuals with prior industry experience to enhance their skills and knowledge in IT.

Students will develop essential skills in listening, problem solving, critical thinking, decision making, monitoring, and troubleshooting, in computer network operations. Students will gain a strong foundation in IT terminology.

Courses in this program will help prepare students to write industry certification exams, such as from CompTIA, Microsoft, Linux Professional Institute, and AXELOS (ITIL).

Admission Requirements

No program specific requirements.

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through current industry certification, informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for all courses in the program. However, a maximum of 50% of the program credits can be accessed through PLAR.

Methods for assessing prior learning may include exams, a review of relevant work experience and/or recent industry certifications, and other evaluations.

Please contact the program area for details.

See VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

Students may complete the program within 1 to 3 years (maximum) on a part-time basis.

Program Learning Outcomes

Students who complete the IT Operations Professional Certificate will be able to:

Recognize network weakness and advise on IT security concepts

Build and perform basic repairs on computer hardware

Design, build, and implement a server environment within a Local Area Network

Lead, manage, and direct small-to-medium-scale IT projects

Work effectively and professionally both individually and as part of an IT team

Apply troubleshooting techniques to resolve IT related problems/issues

Administer and provide support for multiple operating systems such as Windows, Windows Server, and Linux

Students who complete the IT Operations Professional Short Certificate will be able to:

Recognize network weakness and discuss IT security concepts

Work with a server environment within a Local Area Network

Follow procedures for IT software, hardware, and other equipment

Build, and perform basic repairs on, a personal computer

Apply troubleshooting techniques to resolve IT related problems/issues

Administer and provide support for multiple operating systems, such as Windows, and Windows Server

Instructional Strategies, Design, and Delivery Mode

Students will engage with the material in this program through a combination of hands on and scenario-based activities. For example, students will role-play consulting on a required PC build, take apart and then reassemble a computer, build a VPN with a given configuration, install a Windows server, and configure a basic group policy setup within an active directory environment. A strong emphasis will be placed on practicing different troubleshooting strategies in order to resolve realistic IT related problems.

Class-time will utilize active-learning strategies such as problem-based learning, simulations, and case studies. Classes will be delivered in a computer lab. Some classes may be delivered partially or fully online.

Evaluation of Student Learning

Students will be assessed through a wide range of activities such as presentations, projects, learning journals, and exams.

To achieve the IT Operations Professional Certificate, students must successfully complete all of the nine courses listed below for a total of 18 credits.

To achieve the IT Operations Professional Short Certificate, students must successfully complete the A+ Hardware (ITOP 1101), Networking Fundamentals (ITOP 1102), and Windows Server Fundamentals (ITOP 1103) courses. Students can receive both the IT Operations Professional Certificate and the IT Operations Professional Short Certificate.

Recommended Characteristics of Students

This program is suited for students who wish to further their technical skills and who have an interest in computers and information technology. Students should have an interest in keeping their technical skills up-to-date.

Courses

Course List

Code	Title	Credits
ITOP 1101	A+ Hardware	2.0
ITOP 1102	Networking Fundamentals	2.0
ITOP 1103	Windows Server Fundamentals	2.0
ITOP 1104	Active Directory	2.0
ITOP 1105	Security Fundamentals	2.0
ITOP 1106	Service Manager	2.0
ITOP 1107	Linux Server Fundamentals	2.0
ITOP 1108	Windows Desktop Support	2.0
ITOP 1109	PowerShell	2.0
Total Credits		18

Transcript of Achievement

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
A-	85-89		3.67
B+	80-84		3.33
B	75-79		3.00
B-	70-74		2.67
C+	65-69		2.33
C	60-64	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00

F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

R	Audit. No Credit	N/A
EX	Exempt. Credit granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: http://www.vcc.ca/about/governance--policies/policies/

Rationale and Consultations

Provide a rationale
for this proposal.

This program was developed as part of the curriculum development work that came out of the Networking Technology program renewal. Workshops were held with Continuing Studies instructors, subject matter experts from the industry, and VCC IT.

Are there any
expected costs to
this proposal.

This program will use existing networking labs which are currently being upgraded by VCC IT as part of the the approved capital expense. Please refer to 'Appendix C - Draft Costing' in the Information Technology

Operations, Administration, and Security Concept Paper for more details.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Andy Sellwood, IA from CTLR, was involved throughout the program redesign process. In addition to chairing the program redesign workshops, Andy provided valuable input and direction to ensure a comprehensive and well thought out design is formulated.
Faculty/Department	CS Instructors: the instructors of the NETT program are subject matter experts with extensive industry experience. Engagement with these instructors was maintained throughout the program redesign through numerous workshops. In addition, another CS instructor with experience in Linux O/S was consulted as required.
Other	Two industry professionals were involved throughout the program redesign and curriculum development process. They provided feedback and helped shaped this (ITOP) program based on the needs of the IT industry.
Information Technology (IT)	Arash Rashkbar from VCC IT attended the Curriculum Design Workshop on 19 February 2020 and was in support of the redesigned curriculum. Other VCC IT staff were also in support of the topics covered in this program. Consultation email sent to Peter Gregorowicz, Arash Rashkbar, and Rick Smith on 01 May 2020.
Other	VCC Continuing Studies: Consultation email sent to Karima Samnani, Sarah Murray, Erin Lenz, and Rebeccah Bennett on 01 May 2020. Sarah Murray provided positive feedback about the options these programs provide, May 5th 2020

Consultated Area	Consultation Comments
Learning Centre	Consultation email sent to Emily Simpson on 01 May 2020. Emily Simpson provided feedback May 5th 2020. Although the support the LC can provide on content is limited, help can be provided to students regarding communication and career development skills.
International Education	Consultation email sent to Jennifer Gossen May 1st 2020.
Indigenous Education & Community Engagement (IECE)	Consultation email sent to Toni Gladstone May 1st 2020
Disabilities Services	Consultation email sent to Brianna Higgins May 1st 2020
Other Department(s)	Consultation email sent to Reza Nezami May 1st 2020
Advising & Recruitment	Consultation email sent to Wendy LaFrance May 1st 2020
Library	Elena Kuzmina responded positively about the active learning strategies.
Marketing & Communications	Consultation email sent to Danielle Libonati on May 1st 2020
Counselling	Consultation email sent to Nona Coles on 01 May 2020.

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

Program Change Request

New Program Proposal

Date Submitted: 05/08/20 12:15 pm

Viewing: **Network Security Advanced Certificate**

Last edit: 05/25/20 11:58 am

Changes proposed by: skhullar

Program Name:

  Network Security Advanced Certificate

Credential Level: Advanced Certificate

Effective Date: September 2021

School/Centre: Continuing Studies

Department   Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Ministry Review
7. Board of Directors

Approval Path

1. 05/08/20 12:21 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:08 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 3:53 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:28 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Program Content Guide

Purpose

The purpose of this program is to prepare students for entering the field of network security as an information systems security professional, network security analyst/architect, computer forensic investigator, network defense technician, and security operator. This program can also help individuals with prior industry experience to enhance their skills and knowledge in information technology (IT).

Students will develop skills in using platforms for implementing network operation and security tools, threat mitigation, digital forensics analysis, systems analysis, and decision-making in computer security operations.

Courses in this program will help prepare students to write certain industry certification exams from CompTIA, Linux Professional Institute, and EC-Council.

Admission Requirements

A diploma or a degree in an information technology (IT) specific field, or a combination of education and industry experience/certifications in IT.

Examples of relevant diplomas include Computer Systems Technology, Computer Information Technology, Computer Network Administrator, and Computer Information Systems Administration.

International students must demonstrate English Language Proficiency through *one* of the following:

VCC ELA (English Language Assessment) with minimum scores of: Listening 25/30, Speaking 27/30, Reading 50/70 and Essay 16/20, *or*

TOEFL iBT with a minimum score of 84 (minimum score of 21 in each section), *or*

Academic IELTS with a minimum score of 6.5 (no band less than 6.0)

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through current industry certification, informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for all courses in the program. However, a maximum of 50% of the program credits can be accessed through PLAR.

Methods for assessing prior learning may include exams, a review of relevant work experience and/or recent industry certifications, and other evaluations.

Please contact the program area for details.

See VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

Students may complete the program within 1 to 2 years on a part-time basis. The program must be completed within 3 years.

Program Learning Outcomes

Students who graduate from the program will be able to:

Design, implement, maintain, and monitor a networked virtual environment using Windows and Linux operating systems

Implement IT system security

Operate and maintain IT system performance and security

Identify vulnerabilities of a computer network infrastructure

Investigate cyber events and digital evidence and engage in computer forensic investigation

Collect and evaluate cybersecurity information for operations planning

Conduct tests and perform security and quality controls

Assess physical and technical security risks/threats to data, software and hardware

Develop policies, procedures and back up plans to minimize the effects of security breaches

Instructional Strategies, Design, and Delivery Mode

Students will engage with the material in this program through hands-on exercises and projects involving typical IT network security situations, including scenarios from industry. Other instructional strategies include the use of case-studies and group discussions based around current events related to network security.

Class-time will utilize active-learning strategies such as problem-based learning, simulations, and interactive classroom lectures. Some classes may be delivered partially or fully online.

Evaluation of Student Learning

Students will be assessed through a wide range of activities such as assignments, quizzes, projects, presentations, and exams.

To achieve the Network Security Advanced Certificate, students must successfully complete all of the five courses shown below.

Recommended Characteristics of Students

This program is suited for students who wish to further their technical skills in network security. Students should have:

- an interest in keeping their technical skills up-to-date.
- an interest in cyber security, digital forensics, and business administration
- good communication, research, and planning skills
- experience or knowledge of computer network operations

Courses

Course List

Code	Title	Credits
ITOP 2411	Advanced Network Systems	4.5
ITOP 2412	Computer Forensics for the First Responder	2
ITOP 2413	Network Optimized Monitoring	4.5
ITOP 2414	Encryption, Public Key Infrastructure Architecture and Administration	3.5
ITOP 2415	Network Exploits, Vulnerabilities and Penetration Testing	4.5
Total Credits		19

Transcript of Achievement

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
A-	85-89		3.67
B+	80-84		3.33
B	75-79		3.00
B-	70-74		2.67
C+	65-69		2.33
C	60-64	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

R	Audit. No Credit	N/A
EX	Exempt. Credit granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: http://www.vcc.ca/about/governance--policies/policies/

Rationale and Consultations

Provide a rationale
for this proposal.

The Network Security advanced certificate is one of a suite of programs that has been developed following 1) the Networking Technology Certificate (NETT) program renewal, and 2) the developing partnership between Vancouver Community College and Centre for Arts and Technology.
The idea is to create a series of credentials in the field of Information Technology (IT) at different levels of study.

The Network Security advanced certificate is designed to attract students with pre-existing knowledge or work experience in information technology, computer systems technology, and/or software development. Graduates of the Information Technology Operations Professional Certificate program may benefit from this program after gaining enough work experience. Graduates of Computer Systems Technology Diploma programs at VCC, BCIT, or Camosun could also pursue this credential to gain or strengthen their knowledge in this field. In addition, this program may be suitable for professionals currently working as network administrators, or other IT industry professionals, who would benefit from additional security training. There may be opportunities to align with industry certifications in cyber security (i.e. EC Council, ISACA, (ISC)²).

Are there any
expected costs to
this proposal.

For details about costing please refer to 'Appendix C - Draft Costing' in the Information Technology Operations, Administration, and Security Concept Paper.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Andy Sellwood provided input in April/May 2020
Information Technology (IT)	VCC IT (Peter G., Arash R., and Rick S.), were sent the program curriculum May 1st 2020
International Education	Consultation email sent to Jennifer Gossen May 1st 2020. Jennifer and International Education staff suggested further refinements to the language proficiency requirements. These have been incorporated into CourseLeaf.
Indigenous Education & Community Engagement (IECE)	Consultation email sent to Toni Gladstone May 1st 2020
Disabilities Services	Consultation email sent to Brianna Higgins May 1st 2020
Learning Centre	Emily Simpson provided feedback May 5th 2020. The support the LC can provide with program content is limited but support can be provided to students in terms of communication and career skills.
Other Department(s)	Consultation email sent to Reza Nezami May 1st 2020
Advising & Recruitment	Consultation email sent to Wendy LaFrance May 1st 2020
Library	Elena Kuzmina responded positively about the active learning strategies.
Counselling	Consultation email sent to Nona Coles on May 1st 2020
Marketing & Communications	Consultation email sent to Danielle Libonati on May 1st 2020
Faculty/Department	CS Operations Manager, Erin Lenz, supported with the development of concept paper and the tuition calculation in consultation with VCC Finance. CS Marketing Liaison, Sarah Murray provided feedback May 5th 2020. These programs provide good options for students.

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/08/20 12:14 pm

Viewing: **ITOP 2413 : Network Optimized Monitoring**

Last edit: 05/11/20 11:59 am

Changes proposed by: skhullar

Programs
referencing this
course

[150: Network Security Advanced Certificate](#)

Course Name:

   Network Optimized Monitoring

Effective Date: September 2021

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/08/20 12:22 pm Sid Khullar (skhullar): Approved for 6046 Leader
2. 05/08/20 2:34 pm Rebeccah Bennett (rbennett): Approved for Senior PC
3. 05/08/20 4:36 pm Claire Sauve (csauve): Approved for CCS Dean
4. 05/27/20 3:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name:	Network Optimized Monitoring
Subject Code:	ITOP - IT Operations Professional
Course Number	2413
Year of Study	2nd Year Post-secondary
Credits:	4.5

Course Description:

This course provides students with foundational knowledge of network monitoring which can be used for optimizing data flow and access in a complex and changing environment. Students will learn about various industry standard network monitoring and optimization tools, such as Nagios, Cacti, SolarWinds and PRTGs. It will also help students understand the importance of continuity planning for mission critical applications.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe network monitoring and optimization
CLO #2	Install, configure, and use monitoring tools and agents, such as Nagios, Cacti, OpenNMS, SolarWinds, PRTG, NSClient++ to monitor services, metrics, and processes on Linux and Windows
CLO #3	Implement infrastructure hardware monitoring services, including traffic usage, to set up routers and switches
CLO #4	Configure Nagios to receive traps from routers, switches, Windows servers and Linux servers.
CLO #5	Create a web-based interface to use as a tool to create the Nagios configuration.
CLO #6	Create, backup, and troubleshoot a MySQL database for use by Nagios

	Upon successful completion of this course, students will be able to:
CLO #7	Visualize Nagios data to create logical or geographical maps of an organization, with addons such as NagVis
CLO #8	Discuss Business Process Intelligence and its significance
CLO #9	Develop basic continuity plans using mission critical applications

Instructional
Strategies:

Students will engage with the material through a combination of interactive learning methods, such as hands-on activities, case studies, simulations, group work/discussions, demonstration and troubleshooting of problem-based tasks, projects, and exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20	
Final Exam	30	
Assignments	50	Multiple assignments throughout the course.

Hours by Learning Environment Type

Lecture, Seminar, Online

72

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introduction to Network Monitoring and Optimization
Using monitoring tools, such as Nagios - installation, configuration, and monitoring
Monitoring Linux and Windows Machines
Monitoring Routers, switches and printers
Creating Performance and Traffic Graphs
Creating a web-based interface
Database Integration
Setting up passive monitoring
Receiving Traps from routers, switches, and Windows and Linux servers
Creating, backing up, and troubleshooting a MySQL database for use with tools such as Nagios
Creating basic logical or geographical maps of an organization
Business Process Intelligence - Developing continuity plans
High Availability and Failover Options
Website Monitoring
Cacti - security practices and SQL standards
PRTG network monitors

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Please see PCG for Network Security program

Additional Information

Provide any additional information if necessary.

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2020

ISSUE: Revisions to the Bachelor of Science in Nursing PCGs and courses

BACKGROUND:
This proposal updates all the program content guides and courses related to the both versions of the Bachelor of Science in Nursing degree program, along with updates to the LPN Bridging to BSN courses. The curriculum has not been updated formally in many years, and these changes are meant to bring the documentation in line with current practice in the department. The changes are extensive, but do not change the overall direction of the program.

The department is planning to make additional changes to the curriculum over the next year to update the program as they go through program accreditation. They will submit those changes to governance at that time.

DISCUSSION:
Dee Duncan, Department Head of BSc-Nursing, and Ruth Klann, lead developer, presented the proposal. Curriculum Committee requested a few changes:
- Remove redundant elements from the Recommended Characteristics of Students that are covered in the admission requirement (English and math requirements)
- Review evaluation plans in all courses that have components worth 50% or more and add more details (such as a number of quizzes or tests)
- Describe the major frameworks used in the program in more detail including the VCC BScN Framework for Health and Healing Promotion and the Safe Care Nursing Framework.

All requested changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Bachelor of Science in Nursing (First Year Entry) program content guide, the Bachelor of Science in Nursing (Advanced Entry) program content guide, 38 courses, and 4 LPN Bridging to BSN Courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2020

Program Change Request

Date Submitted: 05/06/20 5:53 pm

Viewing: **Bachelor of Science in Nursing (First Year Entry)**

Last approved: 08/21/19 9:57 am

Last edit: 05/28/20 4:39 pm

Changes proposed by: rklann

Program Name:

   Bachelor of Science **in** Nursing (First Year Entry)

Credential Level:	Degree
Effective Date:	September **2020** ~~2016~~
School/Centre:	Health Sciences
Department	Baccalaureate Nursing (5031)
Contact(s)	

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 03/03/20 11:00 am Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 03/03/20 2:26 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
3. 03/03/20 3:54 pm Nicole Degagne (ndegagne): Rollback to Initiator
4. 04/15/20 3:27 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
5. 04/16/20 1:58 pm Darija Rabadzija (drabadzija): Rollback to Initiator
6. 05/06/20 6:38 pm Deirdre Duncan (dduncan):

Approved for 5031
Leader

7. 05/08/20 8:30 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

8. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. Jan 11, 2018 by
Todd Rowlatt
(trowlatt)
3. Aug 21, 2019 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Deirdre Duncan	**dduncan@vcc.ca**	**604 871 7000 / 5131**
Ruth Klann ~~Suzanne Touahria~~	**rklann@vcc.ca** ~~STouahria@vcc.ca~~	**604 871 7000 / 5090** ~~5131~~

Program Content Guide

Purpose

This full time program prepares graduates to become registered nurses providing nursing care autonomously and in collaboration with other health care professionals with people of all ages in a variety of settings - hospitals, communities, homes, clinics and residential facilities. The **graduate will apply critical thinking, skills and evidenced-informed practice** ~~graduate will be prepared~~ to plan, coordinate and provide care for individuals, families, groups and communities in a complex, ever-changing health care **system.** ~~system by the use of critical thinking skills and evidence-informed practice.~~

Graduates of the program are eligible to write the national registration exams, and to apply for registration as a Registered Nurse in British Columbia. Registration through the **British Columbia** College of **Nursing Professionals** ~~Registered Nurses of British Columbia~~ is required before employment as a RN in BC.

Admission Requirements

18 credits in first-year level university courses:

6 credits in English:

~~Three University Transfer first year courses* equivalent to 18.0 credits, which include thefollowing:VCC English 1127 and 1229 or equivalent with a minimum C+ or better in each courseORVCC English 1101 and 1102, for students whose first language is not English, with an ELA score or any other second language assessmentVCC Biology 1120 and 1220 (Human Anatomy & Physiology), or equivalent within the last five years with a minimum C+ or better in each courseTwo terms (six credits) of one of the following Humanities/Social Sciencecourses:~~**ENGL 1100 and ENGL 1200** ~~Psychology, Sociology, Anthropology, or equivalent~~ with a minimum C+ **grade or equivalent,** *or* ~~better in each course.~~

ENGL ~~VCC English~~ **1101 and ENGL 1102 with a minimum C+ grade,** ~~1102,~~ **for students who** ~~whose~~ **first language is not English and who have entered the program with** ~~English, with~~ **an ELA score or any other second language assessment**

6 credits in BIOL ~~VCC Biology~~ **1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 with** ~~(Human Anatomy & Physiology), or equivalent within the last five years with~~ **a minimum C+ grade or equivalent** ~~or better in each course~~

6 ~~Please Note: These courses are in addition to the full 139~~ **credits of courses with a minimum C+ grade in one** ~~the Bachelor~~ **of the following Humanities or Social Sciences:** ~~Science in Nursing Program.~~ **Psychology, Sociology, Anthropology or equivalent**

English Language Proficiency demonstrated by ~~Two terms (six credits) of~~ *one* **of the following:** ~~following Humanities/Social Science courses:~~

~~Proof of School of Health Science English Languageproficiency.Volunteer experience in a health care setting or employment in a health carefield.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 careagency.~~**Three years of full-time, face-to-face secondary** ~~A written reference from an employer~~ **or post-secondary education at an accredited institution where English is** ~~volunteer coordinator that reflects~~ **the language of instruction** ~~length~~ **and is also one of** ~~nature of~~ **the country's official languages.** ~~volunteer~~

~~experience or employment in a health care setting must be submitted.~~ **English as Additional Language courses is not included in this three-year calculation,** *or*

IELTS (International English Language Testing System)with an overall minimum score of 7.0, and minimum scores of: Speaking 7.0, Listening 7.5, Reading 6.5, Writing 7.0, *or*

CELBAN (Canadian English Language Benchmarks Assessment for Nurses)* with minimum scores of: Speaking 8.0, Listening 10.0, Reading 8.0, Writing 7.0

* CELBAN is only suitable for those who have studied nursing in a country other than Canada

Knowledge of mathematics demonstrated by *both* **of the following:**

Pre-Calculus 11 *or* **Foundations** ~~Volunteer experience will consist~~ **of Math 11 with a minimum C grade or equivalent completed** ~~of 30 hours of volunteer work with adults or children~~ **in the past 10 years,** *and* ~~an acute care, long-term care or community health care agency.~~**VCC Health Sciences Math Assessment** ~~English 1127 and 1229 or equivalent~~ **with a minimum 80% overall** *and* ~~C+ or better~~ **in the applications section or, if unsuccessful, completion of MATH 1054 Math for Health Sciences with a minimum grade of 80%** ~~each course~~

A minimum of 30 hours of volunteer or work experience with adults or children in acute care, long-term care or community health care agency, verified by a written reference from a volunteer coordinator or employer that details the length and nature of the experience

UPON ACCEPTANCE TO THE PROGRAM:

~~Upon acceptance into theprogram:~~

~~*If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service. ICES is located at the British Columbia Institute of Technology campus in Burnaby. You must have a comprehensive evaluation of your education. For information, fee schedules and to request an evaluation application, contact ICES at:~~

> ~~International Credential Evaluation Service~~
> ~~3700 Willingdon Ave~~
> ~~Burnaby, BC V5G 3H2~~
> ~~Tel: 604-432-8800 Toll-free: 1-866-434-9197~~
> ~~Facsimile: 604-435-7033~~
> ~~Website: www.bcit.ca/ices~~
> ~~Email: icesinfo@bcit.ca~~

Criminal Record Check

~~Criminal Record Check:~~In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of **Justice. Applicants to** ~~Public Safety and~~ the **program will be responsible for any costs incurred in the Criminal Record check.**

~~Solicitor General.~~**Please Note: The regulatory body, the British Columbia College of Nursing Professionals (BCCNP) asks each applicant about criminal offenses. If you have ever been convicted of a criminal offense (other than a minor traffic violation) you should consider whether your application for membership would be accepted. Registration to practice is mandatory in B.C.**

~~Access www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm to complete the review request. Applicants to the program will be responsible for any costs incurred in the Criminal RecordCheck.~~Current CPR Level C ~~ CPR Level C includes the following~~

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR **– two-rescuer** ~~– two rescuer~~

Adult/Child/Baby – choking

~~Adult/Child/Baby – choking~~ CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the **above.**

~~above. In Health Care your~~ ~~Pleasenote:~~CPR **certificates expire** ~~expires~~ one year from the date of issue. Current status is required for all clinical and practicum experiences.

TB Screening*

~~Submission of a negative TB skintest.~~**Within six months of** ~~If~~ the **start of the program, students must submit** ~~skin test is positive, proof of~~ a negative TB **skin test.** ~~chest x-ray is required.~~ **If the** ~~Submission of a negative~~ TB skin test is positive, a negative TB chest x-ray is required. ~~test.~~

Immunizations*

~~Immunization Record – must be completed (forms and more detail obtained per Registrar'sOffice).~~Immunizations in the following are *strongly* ***recommended*** ~~recommended,~~ and **in some case** *may be required* for **practicum placements:** ~~practice placement in the program:~~

Diphtheria/Tetanus/Pertussis

~~Pertussis/Diphtheria/Tetanus~~Polio

Measles, **Mumps &** ~~Mumps, and~~ Rubella

Varicella (Chickenpox)

Hepatitis B

Influenza

N95 Respiratory Mask

~~Influenza (required on an annual basis)Chicken Pox Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TBscreening.Respiratory Protection Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratoryinfections.~~**An** ~~The respiratory mask must be a~~ N95 respirator **mask** that is individually fitted by a trained **provider, following CSA guidelines.** ~~and certified person.~~

The ~~This~~ individual mask fitting should be done just prior to beginning **the program.** ~~your program and is good for one year and must be performed annually.~~ **Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.**

The original certificate must be presented to ~~your program during~~ the **department on the** first **day** ~~week~~ of **class.** ~~classes.~~

* ~~Chicken Pox~~ **Clinical facilities** ~~Facilities~~ **may decline individual students for their placement if a student is unable to provide proof of immunizations,** ~~immunizations or~~ **satisfactory serum titers and TB screening.**

NOTES:

Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service

(ICES) https://www.bcit.ca/ices/ in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.
~~Students may be granted formal recognition for knowledge and skills alreadyacquired.This recognition may be in the form of transfer credit for nursing courses completed at another post-secondaryinstitution.Through credit for previous learning, students may be granted credit that can be applied toward the admission requirements of a program, toward the graduation requirements of a program or to meet the prerequisite requirements for individualcourses.Applicants should note that the application of credit granted may differ for the purposes of admission, registration orgraduation.PLAR applicants must meet with the BScNDept.Head.~~

Program Duration & Maximum Time for Completion

The BScN degree program is 8 terms and should be completed in three (3) years. There is a possibility of extending the period of time for completion up to **five (5)** ~~seven (7)~~ years due to extenuating circumstances with appropriate consultation with Department Head or Dean.

Program Learning Outcomes

On completion ~~Graduates~~ of the **Program, graduates** ~~program~~ will have ~~acquired~~ the knowledge and **skills** ~~ability~~ to:

Maintain ~~Demonstrate~~ professional responsibility and **accountability of** ~~accountability for safe, compassionate, competent and ethical~~ nursing **practice and professional conduct.** ~~care.~~

Apply clinical judgment in ~~Uses knowledge from the biological, behavioural and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health.~~

Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.

Uphold and promote the ethical standards of the nursing profession.

Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

~~Apply a process of critical inquiry and evidence informed practice to develop, deliver and evaluate holistic nursing care in multiplecontexts.Demonstrate competency in professional judgement by applying ethical and legal principles topractice.Collaborate as a member of an interdisciplinary team within an evolving health caresystem.Establish partnerships with persons respecting experience, diversity andchoice.Demonstrates self-regulation by developing and enhancing owncompetence.~~

Instructional Strategies, Design, and Delivery Mode

This program is offered on a full time **basis and is divided into eight terms each with a different clinical focus such as maternity, pediatrics, mental health, gerontology, community health and acute medical/surgical.** ~~basis.~~ **Each term contains a clinical experience. There is also a consolidated practice experience provided at the end of Term 2, 3 and 6 designed to enhance the learning in previous terms. In Term 8, a final preceptorship prepares the learner for the role and expectations of the graduate. The clinical component offers students an opportunity to integrate theory to practice with emphasis on patient safety and patient-centred care.**

Each term must be successfully completed before the next one can be **started.** ~~attempted.~~ **The VCC BScN Framework for Healing and Health Promotion integrates several theories for study in this program. This framework looks at the relationships between the (person, family, community and population), environment, and nurse. The nurse uses "Relational Inquiry" (Doanne & Varcoe, 2015) and "Safe Care Nursing Framework" (Hundial, 2017) as a basis for nursing care.**

A major emphasis of this program is active student participation. Throughout the program the **instructor** ~~teacher~~ will encourage the students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class ~~well~~ prepared for active participation in **classroom, nursing lab** ~~classroom~~ and clinical activities. **Course guides provide direction of learning for each class and/or lab.** ~~All courses are presented in the form of learningpackages.Learning activities guide the student through eachpackage/module.~~**These guides may be presented online using the VCC learning platform Moodle.** The **instructor** ~~teacher~~ acts as facilitator and expert to promote **a positive learning** ~~an~~ environment ~~conductive for learning~~ through **activities** ~~activities,~~ such as **small group seminars, group activities, case studies,** ~~guided discussion, debate, audio-visual presentation,~~ and **formative and summative lab activities designed to simulate clinical reality.** ~~skill building exercises.~~ **Some courses may be offered in a blended delivery mode.**

Hartrick Doane, G. & Varcoe, C. (2015). *How to nurse: Relational inquiry with individuals and families in changing health and health care contexts.* **Philadelphia: Lippincott, Williams & Wilkins.**

Hundial, H. (2017). *Safe Care Nursing Framework.* **Retrieved from** http://www/safecarenursing.com

~~The clinical component of the courses provides the learner with the opportunity to integrate practice and theory in a safe and caringway.This clinical practice encompasses a variety of supportive and healingmeasures.Each term includes a clinical experience related to the particular clientpopulation.There are consolidated clinical experiences at the end of Terms 2, 3 and 6 which will reinforce the learning that has takenplace.~~

Evaluation of Student Learning

Student ~~Students'~~ progress in ~~both~~ the **classroom, nursing lab** ~~classroom~~ and ~~the~~ clinical setting will be evaluated. Theoretical concepts may be evaluated through **oral presentations,** multiple choice exams, case **studies, lab simulation** ~~studies~~ and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations. **Students are expected to attend all classes, labs and clinical.**

All students must receive a passing grade of 60% (GPA 2.0) in each of the BScN Program nursing and non-nursing courses (Math 1111, elective) with the exception of the following courses: NURS 1160 Pharmacotherapeutics 1; NURS 1162 Introduction to Pathophysiology; NURS 1260 Pharmacotherapeutics 2 ; NURS 1262 Pathophysiology Chronic Illness, NURS 2160 Pharmacotherapeutics 3, NURS 2162 Pathophysiology Acute Illness, NURS 2265 Child Health and Pharmacology NURS 2266 Maternal Health and Pharmacology, NURS 3160 Mental Health Nursing and NURS 3262 Pathophysiology Complex Illness. All require a passing grade of 72%

All Nursing Clinical Practice courses also require a passing grade of 72% in the classroom theory and clinical assignments, 100% in the dosage calculation component and a "Satisfactory" grade in the lab and clinical components. The student will have two opportunities to retake the dosage calculation component each term. A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. Course repeats are not allowed in the first year. If a student is unsuccessful in Term 1 or 2 courses, they will be required to re-apply to the program and will be waitlisted for entry. A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

Recommended Characteristics of Students

A caring attitude.

A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing **life-threatening situations** ~~life threatening situations, confused~~ or requiring rehabilitation.

Basic computer skills: email, word processing, use of search engines and simple web-based programs.

~~Command of oral and writtenEnglish.~~**Good manual** ~~Manual~~ **dexterity.**

~~A basic foundation in mathematical calculations of decimals, fractions and metricconversions.~~Flexibility to adjust to early **morning, evening, or weekend** ~~morning and evening~~ practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a registered nurse, please review: Becoming a Registered Nurse in BC: Requisite Skills and Abilities BCCNP - RN Requisite skills and abilities.

~~PleaseNote: The regulatory body, the British Columbia College of Nursing Professionals (BCCNP) asks each applicant about criminaloffences.If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for membership would beaccepted.Registration to practice is mandatory inB.C.~~

Courses

Plan of Study Grid

Term One	Credits
NURS 1160 Nursing Pharmacotherapeutics 1	1.5
NURS 1161 Introduction to Collaboration	2
NURS 1162 Introduction to Pathophysiology	2
NURS 1163 Determinants of Health	2.5
NURS 1164 Nursing Clinical Practice 1	6.5
Credits	14.5
Term Two	
NURS 1260 Nursing Pharmacotherapeutics 2	2
NURS 1261 Collaboration with Older Adults	2
NURS 1262 Pathophysiology of Chronic Disease	2
NURS 1263 Developmental Transitions Older Adult	2
NURS 1264 Nursing Clinical Practice 2	6.5
NURS 1370 Clinical Consolidation 1	6
Credits	20.5
Term Three	
NURS 2160 Nursing Pharmacotherapeutics 3	2
NURS 2161 Collaboration Nursing Profession	2
NURS 2162 Pathophysiology Acute Illness	2
NURS 2163 Health Illness Transitions	2

NURS 2164	Nursing Clinical Practice 3	6.5
NURS 2370	**Clinical Consolidation 2**	**6**
	Credits	20.5

Term Four

~~NURS 2370~~	~~Clinical Consolidation 2~~	~~6~~
NURS 2261	Collaboration with Families	2
NURS 2263	Childbearing Family Transition	2
NURS 2264	Nursing Clinical Practice 4	6.5
NURS 2265	Child Health and Pharmacology	2
NURS 2266	Maternal Health and Pharmacology	2
	Credits	14.5

Term Five

NURS 3160	Mental Health Nursing	6
NURS 3163	Situational Transitions	3
NURS 3164	Clinical Mental Health	3
MATH 1111	Introduction to Statistics	3
NURS 3265	Nursing Research	3
	Credits	18

Term Six

NURS 3262	Pathophysiology of Complex Illness	2
NURS 3263	Multiple Transitions	2
NURS 3264	Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
NURS 3266	Focused Practice: Preceptorship Preparation	2
NURS 3370	Clinical Consolidation 3	6
	Credits	21

Term Seven

NURS 4163	Community Health	3
NURS 4164	Community Health Clinical	3
NURS 4166	Canadian Health Care System	2
NURS 4168	Ethics in Health Care	2
NURS 4169	Health Law	2
~~NURS XXXX~~	~~Course NURS XXXX Not Found~~	~~3~~
Elective in a College level Non-Nursing course *		**3**
	Credits	15

Term Eight

NURS 4261	Nursing Leadership	3
NURS 4264	Focused Preceptorship	12
	Credits	15
	Total Credits	139

*Please Note: Courses taken for elective credit must be approved by the Nursing Department.

Eligibility to move into the next term or clinical experience is dependent upon the successful completion of all of the other courses in the term. This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale
for this proposal.
   The current PCG is not reflected in the PCG that was transcibed to the Course Leaf and there are changes that need to be made to update admission requirements.

Are there any
expected costs to
this proposal.
   The use of the assessment center for the math

Consultations

Consultated Area	Consultation Comments
Assessment Centre	Wed 10/9/2019 2:00 PM - 3:00 PM Wendy LaFrance & Pat Mori Health Sciences Math Assessment - Students on the waiting list will be grandfathered without the assessment but will be given an example test and high recommendation made to self administer and access the free Math 1054 course if they have any concerns. When looking at the exam itself it is recommended that the overall mark be at least 80% with 3/4 correct in the algebra section and 7/9 in the applications section as well.

Consultated Area	Consultation Comments
Registrar's Office	Leah St Louis February 21, 2020 - a discussion of math pre-assessment and suggestion of giving the students the exam paper and VCC Health Sciences Math Assessment with a minimum 80% or completion of MATH 1054 Math for Health Sciences with a minimum grade of 80% (for those on the waiting list make it a suggestion to take this course) - created a notification for the website regarding changes to admission requirements Bonnie Chan - Associate Registrar of Admissions - December 2019 – January 2020 - ICES – values for the BScN program - Discussion of the restrictions on the types or delineation of types of Humanities courses that qualify for admission, Leah to be informed of further decisions. Les Apoutche, Associate Registrar, Records & Systems November 2019 – February 2020 Consulted over several meetings regarding: - Review of language of admission requirements - Discussion about what appears on Banner - What is assessed by the VCC Board of Governors in the document review? - the name of the courses that would remain the same but be moved to different terms. NURS 2370 could remain the same NURS 3370 could possibly be renamed 4170 (not moved at this time) Joined by Bonnie Chan Joined by Dave McMullen, Registrar - Discussion of expiry of admission requirements in relation to student qualifications – stale dating admission requirements

Consultated Area	Consultation Comments
Advising & Recruitment	Doreen Chui-Chai, Senior Academic Advisor – November 21, 2019 - Look at Requisite Skills & abilities document - Discussion of preferential admission for VCC LPN students. - Discussion of High School Math & English curriculum
Centre for Teaching, Learning, and Research (CTLR)	Julie Gilbert, IA May 2019 - April 2020 - consulted BScN team - Supported the changes and preparations needed to put the existing Program Content Guides and Course Outlines through the VCC Curriculum and Education Council committees for approval. - Assisted in multiple team and curriculum meetings Marilyn Heaps IA April 2018 – May 2019 - consulted with BScN team - supported changes and preparations needed to put the existing Program Content Guides and Course Outlines through the VCC Curriculum and Education Council committees for approval.
Affiliation, Articulation, and/or Accreditation Bodies	Pervin Fahim, Operations Manager SHS October 23, 2019 - Degree Quality Assessment Board - discussion of goals and degree program review criteria - Craig Mayer - DQAB Secretariat – sent document for review On discussion with Todd Rowlatt recognized the Program Learning Outcome Change did not qualify for the need of a DQAB review as the new learning outcomes we updated learning outcomes from an older version of RNABC (Registered Nurses Association of British Columbia) Professional Standards to new BCCNP professional practice standards.

Consultated Area	Consultation Comments
Faculty/Department	BSN Curriculum Committee April 2018 - present - discussion and approval of program goals (learning outcomes) admission requirements, course descriptions, and maintenance of hours. - ongoing reports of the progress of work
Student Services	Dave Stevenson – November 15, 2019 - Discussion of recommended characteristics - Discussion of professional presence objective – is this at a program or course level
Affiliation, Articulation, and/or Accreditation Bodies	BCCNP (British Columbia College of Nursing Professionals) - RN requisite skills & abilities - Professional Standards of Registered Nurses and Nurse Practitioners - RN Entry Level Competencies
Other	Todd Rowlatt - EDCO curriculum committee chair – consulted May 2019 – April 2020 - Language and formatting consistent with Course Leaf templates - Learning Outcome review - See the note above regarding BCCNP.
Other Department(s)	College & Career Access - Ellen Turone – Math/Science Coordinator - November 5, 2019 - consult regarding the Math Assessment Test - Math 1054 course - consult pending regarding development of Math Assessment Test Margaret Buxton – English Coordinator - Discussion of the English courses that might be available to help some of the EAL students - Discussion about English assessment

Consultated Area	Consultation Comments
Other Department(s)	Costa Karavas - Mathematics Department Head – December 2019 - math courses for admissions - Discussion of the length of time from high school mathematics courses to admission in the program.
Financial Aid	Murray McGregor - financial aid supervisor – February 2020 - Discussed the impacts of moving the CPE courses NURS 2370 and NURS 3370 to different terms in different places in the program. - it would actually be favorable to the amount of financial aid the student would be receiving.
Other	Academic Timetabling - Pricilla Stone – February 19, 2020 - discussion when the changes of classes to different terms would affect the cohorts.
Marketing & Communications	April 14, 2020 - Email sent to the department to advise of PCG and course changes so website and brochure updates can be made as necessary.

Additional Information

Provide any additional information if necessary.

Please note regarding the English language proficiency:
We have added a description of what is expected that is similar to the PN diploma and access programs.

There was a loop in the linking, with no definition for the BScN programs.
Present English Language Equivalents.
VCC English 1101 and 1102, for students whose first language is not English, with an ELA score or any other second language assessment
Proof of School of Health Science English Language proficiency.

Proof of School of Health Science English Language proficiency take the student back to the the page that gives the above definition.

Supporting
documentation:

Program Change Request

Date Submitted: 05/06/20 5:52 pm

Viewing: **Bachelor of Science in Nursing (Advanced Entry)**

Last approved: 11/26/19 11:44 am

Last edit: 05/28/20 4:40 pm

Changes proposed by: rklann

Program Name:	
Bachelor of Science **in** Nursing (Advanced Entry)	
Credential Level:	Degree
Effective Date:	**September 2020** ~~January 2017~~
School/Centre:	Health Sciences
Department	Baccalaureate Nursing (5031)
Contact(s)	

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
2. 04/15/20 3:27 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
3. 04/16/20 1:59 pm Darija Rabadzija (drabadzija): Rollback to Initiator
4. 05/06/20 6:38 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
5. 05/08/20 8:31 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 05/28/20 4:44 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 14, 2017 by clmig-jwehrheim
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Nov 25, 2019 by Darija Rabadzija (drabadzija)
4. Nov 26, 2019 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Dee Duncan ~~Suzanne Touahria~~	**dduncan@vcc.ca** ~~stouahria@vcc.ca~~	5131
Ruth Klann	**rklann@vcc.ca**	**5090**

Program Content Guide

Purpose

This full time program **prepares** ~~provides access to~~ Licensed Practical Nurses to become Registered **Nurses providing nursing care in collaboration with other health care professionals with people of all ages in a variety of settings.** ~~Nurses.~~ **The graduate will apply critical thinking, skills and evidenced-informed practice to plan, coordinate and provide care for individuals, families, groups and communities in a complex, ever-changing health care system.**

Graduates of the program are eligible to write the national registration exams, and to apply for registration as a Registered Nurse in British Columbia. Registration is required through the British Columbia College of Nursing Professionals (BCCNP) before **employment** ~~being employed~~ as a RN in BC.

Admission Requirements

Graduate of a Practical Nursing Program or equivalent (transcripts required) ~~AND~~
Current Canadian registration as a Licensed Practical Nurse (proof of license **required)** ~~required).~~
Six months or 900 hours worked to the ~~Worked to~~ full scope of Licensed Practical Nurse practice ~~for a minimum of six months or 900 hours, and~~ within **the** ~~the~~ last five years, ~~as~~ verified by a letter from **the employer**
~~their employer.~~ **18 credits in first-year level university courses:**

6 credits in English:

~~Three University Transfer first year courses equivalent to 18.0 credits, which include thefollowing:~~**ENGL 1100 and ENGL 1200** ~~VCC English ENGL 1100 and ENGL 1200 or equivalent~~ with a **minimum** C+ **grade** or **equivalent,** *or* ~~*better*OR~~

ENGL 1101 and ENGL 1102 with a minimum C+ grade, ~~VCC ENGL 1101/ ENGL 1001 and ENGL 1102/ ENGL 1002,~~ for students **who** ~~whose~~ first language is not **English and who** ~~English, and who~~ have entered the ~~PN~~ program **with** ~~with~~ an ELA score or any other second language assessment

6 credits in BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 with a minimum C+ grade or equivalent

~~VCC BIOL 1120 Human Anatomy & Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2, or equivalent within the last five years with a C+ or better~~ **6 credits** ~~Two terms (six credits)~~ of **courses with a minimum C+ grade in** one of the following Humanities **or Social Sciences:** ~~courses:~~ Psychology, Sociology, **Anthropology** ~~Anthropology,~~ or equivalent

~~with a C+ or betterPlease note:~~**Four (4) Bridging LPN to BScN courses:**

NURS 1357, NURS 1399, NURS 1358 and NURS 1359

NURS 1399 must be successfully completed before starting NURS 1358 & NURS 1359

These pre-requisite ~~These~~ **courses are offered together in one year** ~~term~~ **and must** ~~need to~~ **be successfully completed within two years**

~~years.~~ ~~These courses are in addition to the credits of the Bachelor of Science in NursingProgram.~~**Students are eligible to take the four Bridging courses after** ~~Upon successful~~ completion of the **18 credits in university-level courses listed above**

~~University Transfer courses, students will then be eligible to take the 4 Bridging LPN to BScN courses: NURS 1357, NURS 1358, NURS 1359, NURS 1399.~~ **English Language Proficiency demonstrated by** *one* of the following:

Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the language of instruction and is also one of the country's official languages. English as Additional Language courses are not included in this three-year calculation, *or*

IELTS (International English Language Testing System)with an overall minimum score of 7.0, and minimum scores of: Speaking 7.0, Listening 7.5, Reading 6.5, Writing 7.0, *or*

CELBAN (Canadian English Language Benchmarks Assessment for Nurses)* with minimum scores of: Speaking 8.0, Listening 10.0, Reading 8.0, Writing 7.0

* CELBAN is only suitable for those who have studied nursing in a country other than Canada

Knowledge of mathematics demonstrated by *both* **of the following:**

Pre-Calculus 11 ~~VCC BIOL 1120 Human Anatomy & Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2,~~ *or* **Foundations of Math 11** ~~equivalent within the last five years~~ **with a minimum C grade** ~~C+~~ **or equivalent completed in the past 10 years,** *or* ~~*better*~~

~~These courses are offered together in one term and need to be successfully completed within twoyears. Upon Acceptance into the Program~~

~~*If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service. ICES is located at the British Columbia Institute of Technology campus in Burnaby. You must have a comprehensive evaluation of your education. For information, fee schedules and to request an~~

evaluation application, contact ICES at:

International Credential Evaluation Service

3700 Willingdon Ave

Burnaby, BC V5G 3H2

Tel: 604-432-8800 Toll-free: 1-866-434-9197

Facsimile: 604-435-7033

Website: http://www.bcit.ca/ices

Email: icesinfo@bcit.ca

VCC Health Sciences Math Assessment with a minimum 80% overall *and* in Criminal Record CheckIn accordance to the **application section of** Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the **assessment or if unsuccessful, completion of MATH 1054 Math for Health Sciences with a minimum grade of 80%**

Ministry of Public Safety and the Solicitor General.**A minimum of 30 hours of volunteer or work experience with adults or children in acute care, long-term care or community health care agency, verified by a written reference from a volunteer coordinator or employer that details the length and nature of the experience.**

UPON ACCEPTANCE TO THE PROGRAM:

Criminal Record Check

In accordance with the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must Access http://www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm to complete **a Criminal Records Check through** the review request. Applicants to the **Ministry of Justice. Applicants to the** program will be responsible for any costs incurred in **the Criminal** the Criminal Record **check.**

Check.**Please Note: The regulatory body, the British Columbia College of Nursing Professionals (BCCNP) asks each applicant about criminal offenses. If you have ever been convicted of a criminal offense (other than a minor traffic violation) you should consider whether your application for membership would be accepted. Registration to practice is mandatory in B.C.**

Current CPR Level C CPR Level C includes the following

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR – **two-rescuer** two rescuer

Adult/Child/Baby – choking

Adult/Child/Baby – choking CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above. In Health Care your

Please note:CPR **certificates expire** expires one year from the date of issue. **The current** Current status is required for all clinical and practicum **experiences.** experiences.

TB Screening*

Submission of a negative TB skintest.**Within six months of** If the **start of the program, students must submit** skin test is positive, proof of a negative TB **skin test.** chest x-ray is required. **If the** Submission of a negative **TB skin test is positive, a negative TB chest x-ray is required.** test.

Immunizations*

An Immunization Record must be completed (forms and more detail obtained per

Registrar'sOffice).Immunizations in the following **are** are *strongly recommended* **and in some case** , and *may be required* **for practicum placements:** for practice placement in the program:

> **Diphtheria/Tetanus/Pertussis**
>
> Pertussis/Diphtheria/TetanusPolio
>
> Measles, **Mumps &** Mumps, and Rubella
>
> **Varicella (Chickenpox)**
>
> Hepatitis B
>
> **Influenza**

N95 Respiratory Mask

Influenza (required on an annual basis)Chicken Pox Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TBscreening.Respiratory Protection Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratoryinfections.**An** The respiratory mask must be a N95 respirator **mask** that is individually fitted by a trained **provider, following CSA guidelines.** and certified person.

The This individual mask fitting should be done just prior to beginning **the program.** your program and is good for one year and must be performed annually. **Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.**

The original certificate must be presented to your program during the **department on the** first **day** week of **class.** classes.

* Chicken Pox **Clinical facilities** Facilities **may decline individual students for their placement if a student is unable to provide proof of immunizations,** immunizations or **satisfactory serum titers and TB screening.**

NOTES:

> **Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service (ICES) https://www.bcit.ca/ices/ in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.**

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Students may be granted formal recognition for knowledge and skills alreadyacquired.This recognition may be in the form of transfer credit for nursing courses completed at another post-secondaryinstitution.Through credit for previous learning, students may be granted credit that can be applied toward the admission requirements of a program, toward the graduation requirements of a program or to meet the prerequisite requirements for individualcourses.Applicants should note that the application of credit granted may differ for the purposes of admission, registration orgraduation.PLAR applicants must meet with the BScNDept.Head.

Program Duration & Maximum Time for Completion

~~The Advanced Entry to BScN Program is 1.5 years inlength.~~Practicing LPNs will receive advanced standing into term 5 of the BScN program following completion of admission requirements and 4 Bridging LPN to BScN courses. **The BScN Advanced entry degree program is 4 terms and should be completed in one and one half (1.5) years. There is a possibility of extending the period of time for completion up to three (3) years due to extenuating circumstances with appropriate consultation with Department Head or Dean.** ~~Students must complete the program in 3 years from the initial start date to completiondate.~~

Program Learning Outcomes

Graduates of the program will have acquired the **knowledge, skills,** ~~knowledge~~ and **abilities** ~~ability~~ to:

> **Maintain** ~~Demonstrate~~ professional responsibility and **accountability of** ~~accountability for safe, compassionate, competent and ethical~~ nursing **practice, and professional conduct.** ~~care.~~
> ~~Use knowledge from the biological, behavioural and nursing sciences and related disciplines in the promotion, preservation and restoration ofhealth.~~Apply **clinical judgment in nursing practice based on** ~~a process of critical inquiry and~~ evidence **from nursing science, other sciences, and humanities.** ~~informed practice to develop, deliver and evaluate holistic nursing care in multiple contexts.~~
> **Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.**
> **Uphold** ~~Use knowledge from the biological, behavioural~~ **and promote the ethical standards** ~~nursing sciences and related disciplines in the promotion, preservation and restoration~~ **of the nursing profession.** ~~health.~~
> **Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

~~Demonstrate competency in professional judgement by applying ethical and legal principles topractice.Collaborate as a member of an interdisciplinary team within an evolving health caresystem.Establish partnerships with persons respecting experience, diversity andchoice.Demonstrates self-regulation by developing and enhancing ownpractice.~~

Instructional Strategies, Design, and Delivery Mode

This program is offered on a full time basis **and is divided into four terms each with a different clinical focus such as mental health, complex acute medical/surgical care and community health.** ~~over 1.5 years.~~ **Each term contains a clinical experience. There is also a consolidated practice** ~~clinical~~ **experience provided at the end of Term 6 designed to build upon** ~~which will reinforce~~ **the learning from previous** ~~that has taken place over two~~ **terms. In Term 8 a preceptorship prepares the learner for the role and expectations of the graduate. The clinical component offers students an opportunity to integrate theory to practice with emphasis on patient safety and patient-centred care.**

Each term must be successfully completed before the next one can be **started.** ~~attempted.~~ **The VCC BScN Framework for Healing and Health Promotion integrates several theories for study in this program. This framework looks at the relationships between the (person, family, community and population), environment, and nurse. The nurse uses "Relational Inquiry" (Doanne & Varcoe, 2015) and "Safe Care Nursing Framework" (Hundial, 2017) as a basis for nursing care.**

A major emphasis of this program is active student participation. Throughout the program the **instructor** ~~teacher~~ will encourage the students to become increasingly more **self-directed** ~~self directed~~ and responsible for their own learning. Students are expected to come to class ~~well~~ prepared for active participation in **classroom, nursing lab** ~~classroom~~ and clinical activities. **Course guides provide direction of learning for each class and/or lab.** ~~All courses are presented in the form of learningpackages.Learning activities guide the student through eachpackage/module.~~**These guides may be presented online using the VCC learning platform Moodle.** The **instructor** ~~teacher~~ acts as facilitator and expert to promote **a positive learning** ~~an~~ environment ~~conducive to learning~~ through **activities** ~~activities,~~ such as **small group seminars, group activities, case studies,** ~~guided discussion, debate, audio-visual presentation,~~ and **formative and summative lab activities designed to simulate clinical reality.** ~~skill building exercises.~~ **Some courses may be offered in a blended delivery mode.**

Hartrick Doane, G. & Varcoe, C. (2015). *How to nurse: Relational inquiry with individuals and families in changing health and health care contexts*. **Philadelphia: Lippincott, Williams & Wilkins.**

Hundial, H. (2017). *Safe Care Nursing Framework*. **Retrieved from** http://www/safecarenursing.com

~~The clinical component of the courses provides the learner with the opportunity to integrate practice and theory in a safe and caringway.This clinical practice encompasses a variety of supportive and healingmeasures.Each term includes a clinical experience related to the particular clientpopulation.There is a consolidated clinical experience at the end of Term 6 which will reinforce the learning that has taken place over twoterms.~~

Evaluation of Student Learning

Student ~~Students'~~ progress in ~~both~~ the **classroom, nursing lab** ~~classroom~~ and ~~the~~ clinical setting will be evaluated. Theoretical concepts may be evaluated through **oral presentations,** multiple choice exams, case **studies, lab simulation** ~~studies~~ and written **assignments. Assessment of clinical practice will be based on mid-term and final evaluations.** ~~assignments.~~ **Students are required to attend all classes, labs and clinical.**

All students must receive a passing grade of 60% (GPA 2.0) in each of the BScN Program nursing and non-nursing courses (Math 1111, elective) with the exception of the following courses: NURS 3160 Mental Health Nursing, NURS 3262 Pathophysiology Complex Illness require a passing grade of 72%

NURS 3264 Nursing Clinical Practice 6 also require a passing grade of 72% in the classroom theory and clinical assignments, 100% in the dosage calculation component and a "Satisfactory" grade in the lab and clinical components. The student will have two opportunities to retake the dosage calculation component.

A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

~~Assessment of clinical practice will be based on mid-term and finalevaluations.~~

Recommended Characteristics of Students

A caring **attitude.** ~~attitude.~~

A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing **life-threatening** ~~life threatening~~ situations, **confused,** ~~confused~~ or requiring rehabilitation.

Basic computer skills: email, word processing, use of search engines and simple web-based programs.

Good manual dexterity.

~~Command of oral and writtenEnglish.Manualdexterity.A basic foundation in mathematical calculations of decimals, fractions and metricconversions.~~Flexibility to adjust to early **morning, evening, or weekend** ~~morning and evening~~ practicum **shifts,** ~~shifts~~ to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a registered nurse, please review: Becoming a Registered Nurse in BC: Requisite Skills and Abilities <u>**BCCNP - RN Requisite skills and abilities**</u>

~~Please Note : The regulatory body, the College of Registered Nurses of British Columbia asks each applicant about criminal offences.If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for membership would be accepted.Registration to practice is mandatory in B.C.~~

Courses

Plan of Study Grid

Term Five	Credits
NURS 3160 Mental Health Nursing	6
NURS 3163 Situational Transitions	3
NURS 3164 Clinical Mental Health	3
MATH 1111 Introduction to Statistics	3
NURS 3265 Nursing Research	3
Credits	18
Term Six	
NURS 3262 Pathophysiology of Complex Illness	2
NURS 3263 Multiple Transitions	2
NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
NURS 3266 Focused Practice: Preceptorship Preparation	2
NURS 3370 Clinical Consolidation 3	6
Credits	21
Term Seven	
NURS 4163 Community Health	3
NURS 4164 Community Health Clinical	3
NURS 4166 Canadian Health Care System	2
NURS 4168 Ethics in Health Care	2
NURS 4169 Health Law	2
Non-Nursing Elective *	3
Credits	15
Term Eight	
NURS 4261 Nursing Leadership	3
NURS 4264 Focused Preceptorship	12
Credits	15
Total Credits	69

***Please Note:** Courses taken for elective credit must be approved by the Nursing Department.

~~PleaseNote:~~**Eligibility** ~~Eligibility~~ to move into the next term or clinical experience is dependent upon the successful completion of all of the other courses in the term. This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale
for this proposal.

The current PCG is not reflected in the PCG that was transcibed to the Course Leaf and there are changes that need to be made to update admission requirements.

Are there any

expected costs to

this proposal.

The use of the assessment center for the math

Consultations

Consultated Area	Consultation Comments
Assessment Centre	Wed 10/9/2019 2:00 PM - 3:00 PM Wendy LaFrance & Pat Mori Health Sciences Math Assessment - Students on the waiting list will be grandfathered without the assessment but will be given an example text and high recommendation made to self administer and access the free Math 1054 course if they have any concerns. When looking at the exam itself it is recommended that the overall mark be at least 80% with 3/4 correct in the algebra section and 7/9 in the applications section as well.

Consultated Area	Consultation Comments
Registrar's Office	Leah St Louis February 21, 2020 - a discussion of math pre-assessment and suggestion of giving the students the exam paper and VCC Health Sciences Math Assessment with a minimum 80% or completion of MATH 1054 Math for Health Sciences with a minimum grade of 80% (for those on the waiting list make it a suggestion to take this course) - created a notification for the website regarding changes to admission requirements Bonnie Chan - Associate Registrar of Admissions - December 2019 – January 2020 - ICES – values for the BScN program - Discussion of the restrictions on the types or delineation of types of Humanities courses that qualify for admission, Leah to be informed of further decisions. Les Apoutche, Associate Registrar, Records & Systems November 2019 – February 2020 Consulted over several meetings regarding: - Review of language of admission requirements - Discussion about what appears on Banner - What is assessed by the VCC Board of Governors in the document review. Joined by Dave McMullen, Registrar - Discussion of expiry of admission requirements in relation to student qualifications – stale dating admission requirements
Advising & Recruitment	Doreen Chui-Chai, Senior Academic Advisor – November 21, 2019 - Look at Requisite Skills & abilities document - Discussion of preferential admission for VCC LPN students. - Discussion of High School Math & English curriculum

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Julie Gilbert, IA May 2019 - April 2020 - consulted BScN team - Supported the changes and preparations needed to put the existing Program Content Guides and Course Outlines through the VCC Curriculum and Education Council committees for approval. - Assisted in multiple team and curriculum meetings Marilyn Heaps IA April 2018 – May 2019 - consulted with BScN team - supported changes and preparations needed to put the existing Program Content Guides and Course Outlines through the VCC Curriculum and Education Council committees for approval.
Affiliation, Articulation, and/or Accreditation Bodies	Pervin Fahim, Operations Manager SHS October 23, 2019 - Degree Quality Assessment Board - discussion of goals and degree program review criteria - Craig Mayer - DQAB Secretariat – sent document for review
Faculty/Department	BSN Curriculum Committee April 2018 - present - discussion and approval of program goals (learning outcomes) admission requirements, course descriptions, and maintenance of hours. - ongoing reports of the progress of work
Student Services	Dave Stevenson – November 15, 2019 - Discussion of recommended characteristics - Discussion of professional presence objective – is this at a program or course level
Affiliation, Articulation, and/or Accreditation Bodies	BCCNP website - RN requisite skills & abilities - Professional Standards of Registered Nurses and Nurse Practitioners - RN Entry Level Competencies

Consultated Area	Consultation Comments
Other	Todd Rowlatt - EDCO curriculum committee chair – consulted May 2019 – April 2020 - Language and formatting consistent with Course Leaf templates - Learning Outcome review
Other Department(s)	College & Career Access - Ellen Turone – Math/Science Coordinator - November 5, 2019 - consult regarding the Math Assessment Test - Math 1054 course - consult pending regarding development of Math Assessment Test Margaret Buxton – English Coordinator - Discussion of the English courses that might be available to help some of the EAL students – - Discussion about English assessment
Other Department(s)	Costa Karavas - Mathematics Department Head – December 2019 - math courses for admissions - Discussion of the length of time from high school mathematics courses to admission in the program.
Financial Aid	Murray McGregor - financial aid supervisor – February 2020 - re: the impact of moving the CPE courses NURS 2370 and NURS 3370 to different terms in different places in the program. - it would actually be favorable to the amount of financial aid the student would be receiving.
Other	Academic Timetabling - Pricilla Stone – February 19, 2020 - discussion when the changes of classes to different terms would affect the cohorts.
Marketing & Communications	April 14, 2020 - Email sent to the department to advise of PCG and course changes so website and brochure updates can be made as necessary.

Additional Information

Provide any additional information if necessary.

Please note regarding the English language proficiency:
We have added a description of what is expected that is similar to the PN diploma and access programs.

There was a loop in the wording, with no definition for the BScN programs.
Present English Language Equivalents.
VCC English 1101 and 1102, for students whose first language is not English, with an ELA score or any other second language assessment
Proof of School of Health Science English Language proficiency.

Proof of School of Health Science English Language proficiency take the student back to the the page that gives the above definition.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for:

Marketing Description

Apply your previous Practical Nursing training to gain advanced entry into year 3 of VCC's Bachelor of Science in Nursing **program.**
~~program.~~

What you will learn

What to expect

Reviewer
Comments
   Nicole Degagne (ndegagne) (03/03/20 3:55 pm): Rollback: As requested.
   Darija Rabadzija (drabadzija) (04/16/20 1:59 pm): Rollback: Rollback as requested

Key: 5

Course Change Request

Date Submitted: 05/06/20 5:54 pm

Viewing: **NURS 1160 : Nursing Pharmacotherapeutics 1**

Last edit: 05/11/20 1:27 pm
Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Nursing Pharmacotherapeutics 1

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader
2. 02/25/20 5:35 pm
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 03/03/20 2:22 pm
   Nicole Degagne
   (ndegagne):
   Rollback to SHS
   Dean for Curriculum
   Committee Chair
4. 03/03/20 2:27 pm
   Jo-Ellen Zakoor
   (jzakoor): Rollback
   to 5031 Leader for
   SHS Dean
5. 03/03/20 3:55 pm
   Nicole Degagne
   (ndegagne):
   Rollback to Initiator
6. 04/15/20 3:28 pm
   Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 1:59 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:38 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:31 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Deirdre Duncan	**dduncan@vcc.ca**	**604-871-7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604-871-7000/5090**

Banner Course
Name: Nursing Pharmacotherapeutics 1

Subject Code: NURS - Nursing

Course Number   1160

Year of Study   **1st Year Post-secondary**

Credits: 1.5

Course Description:
This course introduces the study of pharmacology **with an overview** ~~and the nurse's role in the safe administration~~ of **important concepts and principles of pharmacotherapeutics.** ~~pharmacologic agents.~~ **Emphasis will be given to the nurse's role in the safe administration of pharmacologic agents including**

ethical and legal considerations of drug administration. Students **begin to** apply pharmacological knowledge **to** ~~to~~ selected pathophysiological states **using critical thinking and the nursing process.** ~~addressed in Healing. This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

NURS 1161

NURS 1162

NURS 1163

NURS 1164

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Describe basic pharmacological concepts as applied to the nursing role.** ~~Understand basic pharmacological concepts.~~
CLO #2	Identify basic medication administration **systems used in nursing.** ~~systems.~~
	~~Apply mathematics for accurate and safe medication calculations.~~
CLO #3	Describe the nurses' role in applying the nursing **process** ~~process, assessment and evaluation in relation~~ to **safe medication administration.** ~~the administration of medications.~~
CLO #4	Apply pharmacological knowledge regarding actions, side effects and nursing considerations for common drugs used to treat pathophysiological states or alterations in selected systems.
	~~Describe the nurses' role in patient education and advocacy in relation to specific drug therapies.~~
CLO #5	Explain the legal and ethical professional responsibilities of the nurse related to medication administration.

Instructional
Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and

capacity building.

Evaluation and Grading

Grading System:　　　Letter Grade (A-F)　　　　Passing grade:

72 %

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**30** ~~25~~	~~Pharmacology Theory Evaluations~~
~~Exam~~	~~10~~	~~Pharmacology Calculations Exam~~
Quizzes/Tests ~~Midterm Exam~~	**35** ~~30~~	~~Pharmacology Theory Evaluations~~
Final Exam	35	~~Pharmacology Theory Evaluations~~

Hours by Learning Environment Type

Lecture, Seminar, Online

22.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- Introduction to basic concepts of pharmacology
- Nursing process in pharmacology
- Drug regulation and legislation
- Drug classes and schedules
- Pharmacologic principles
- Effects of drugs on body systems
- Selected Drug classifications related to clinical context.
- BCCNP practice standards, competencies, and code of ethics for drug administration.
- Principles of safe medication administration ~~Introduction to basic concepts of pharmacology~~

Course Topics:
~~CRNBC practice standards, competencies and code of ethics for drug administration~~
~~CRNBC practice standards, competencies and code of ethics for drug administration~~
~~Drug classes and schedules~~
~~Pharmacologic principles~~
~~Drugs and aging~~
~~Nursing process in pharmacology~~
~~Drug classifications:~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 05/06/20 5:55 pm

Viewing: **NURS 1161 : Introduction to Collaboration**

Last edit: 05/11/20 1:28 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

Course Name:

Introduction to Collaboration

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)
Contact(s)	

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:35 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:22 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:27 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:28 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 1:59 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:38 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:31 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 700/5090**

Banner Course
Name: Introduction to Collaboration

Subject Code: NURS - Nursing

Course Number   1161

Year of Study   **1st Year Post-secondary**

Credits: 2

Course Description:
This course introduces the nurse's legal scope of practice and ethical responsibility to provide professional nursing care. The standards of practice and the code of ethics are the guides for safe practice and continued professional growth. **Relational inquiry, therapeutic relationships, collaboration,** ~~Collaboration, effective~~

group dynamics, ~~conflict resolution~~ and **relational skills** ~~clear professional communications~~ are emphasized ~~as competencies~~ for **effective professional communication.** ~~professional nursing and effective human relations. This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

NURS 1160

NURS 1162

NURS 1163

NURS 1164

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Apply relational inquiry to interpersonal communication skills.** ~~Describe theories of relational practice and the foundation it provides to nursing practice~~
CLO #2	**Demonstrate** ~~Understand~~ therapeutic use of self within a professional communication process.
CLO #3	**Apply** ~~Examine the socio-cultural~~ competencies required for effective collaboration **in the nursing profession.**
	~~Understand principles of ethical reasoning as bases for ethical decision making~~
CLO #4	**Describe the values, beliefs and standards that define the professional practice of nursing.** ~~Understand key legal concepts governing nursing in BC~~
CLO #5	**Articulate** ~~Understand~~ the purpose of a philosophy in nursing
CLO #6	**Discuss** ~~Explore selected~~ theoretical **foundations** ~~works~~ of ~~how~~ nursing **practice.** ~~is conceptualized.~~
CLO #7	**Employ** ~~Understand~~ the process of critical inquiry and evidence informed care in **nursing.** ~~nursing~~
CLO #8	**Identify characteristics of relational leadership in the nursing context.**
CLO #9	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional

Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is encouraged as a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade: **60%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	30	Skills Reflections ~~(6)~~
Assignments	30	Taped Dialogue Assignment
Other	15	Skills Demonstration
Final Exam	25	Final Exam

Hours by Learning Environment Type

Lecture, Seminar, Online

           30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- **Introduction to professional nursing organizations & code of ethics**

- **Competencies for effective collaboration**

- **Inquiry as a form of action**

- **Relational consciousness**

- **Nursing obligations - the 5 C's**

- **Effective Communication Process**

- **Introduction to Nursing research and evidence-informed practice**

- **Therapeutic relationships**

- **Theoretical foundations of nursing**

- **Program philosophy & VCC framework for healing and health promotion** ~~Introduction to professional nursing care~~

~~Personal versus professional caring~~

~~Philosophy in Nursing~~

~~Evidenced based practice-supporting a culture of care in nursing~~

~~Relational Practice~~

~~Conflict Resolution~~

~~Values clarification~~

~~code of ethics~~

~~Partnerships~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

Course Change Request

Date Submitted: 05/06/20 5:55 pm

Viewing: **NURS 1162 : Intro to Pathophysiology**

Last edit: 05/28/20 4:41 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

Course Name:

Introduction to Pathophysiology

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:35 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:22 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:27 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:28 pm Deirdre Duncan

256

         (dduncan):
Approved for 5031
Leader

7. 04/16/20 1:59 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:38 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:31 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Intro to Pathophysiology

Subject Code: NURS - Nursing

Course Number   1162

Year of Study   **1st Year Post-secondary**

Credits: 2

Course Description:

This course introduces the study of pathophysiology. Students build on existing knowledge of human
anatomy and physiology by examining altered functions for selected body systems. Pertinent microbiology,
immunology, epidemiology, pharmacology, diagnostic ~~haematology and immunology~~ content **and nursing**

interventions are ~~is~~ integrated to reflect the interrelated and holistic nature of the **body's** ~~body's~~ responses to illness and healing. **Students use a process of critical inquiry to support evidence-informed practice as they engage with course material focusing on the older adult.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

NURS 1160

NURS 1161

NURS 1163

NURS 1164

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Identify concepts of health, illness, homeostasis and the pathophysiology of disease as they apply to older adults.** ~~Understand concepts of pathophysiology.~~
CLO #2	**Describe the pathophysiological processes at the cellular, tissue and organ levels for selected disorders in various body systems.** ~~Understand the concepts of health, disease, and illness as they apply to older adults.~~
CLO #3	**Apply principles of microbiology, immunology, epidemiology, pharmacology diagnostics and nursing interventions to selected health challenges and healing.** ~~Understand the concept of integrative body functions.~~
CLO #4	**Explain mechanisms of infectious diseases and the physiology of body defenses.** ~~Integrate principles of microbiology, immunology and diagnostics to selected health challenges and healing.~~
CLO #5	**Outline** ~~Understand~~ the **mechanisms** ~~physiology~~ of alterations in **homeostasis.** ~~body defenses.~~
	~~Understand the physiology of alterations in cell function and growth.~~
	~~Understand the physiology of alterations in the hematopoietic system.~~
	~~Understand common diagnostic procedures and treatments for selected physiological alterations.~~

	Upon successful completion of this course, students will be able to:
	~~Apply a process of critical inquiry to support evidence informed care for selected health challenges of older adults.~~

Instructional

Strategies:

This course is delivered in the classroom using large group discussion, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade:

72%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests ~~Other~~	**65** ~~35~~	**2-4 quizzes** ~~Plain Language Description~~
~~Other~~	~~30~~	~~Presentation~~
Final Exam	35	~~Final Exam~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- **Introduction to pathophysiology concepts**
- **Mechanisms of infectious disease and inflammatory response**
- **Alterations in temperature regulation**
- **Acute and Chronic Pain**
- **Disorders of:**
--**blood pressure regulation**
--**visual and hearing function**
--**the neural function: Parkinson's Disease**
--**musculoskeletal function: Osteoarthritis, Osteoporosis**
--**blood flow in the venous systemic circulation**
--**respiratory function: Pneumonia**
--**gastrointestinal function: motility, C. Difficile diarrhea, Constipation**
--**genitourinary function: Neurogenic bladder, incontinence, stones, UTI** ~~Introduction to pathophysiology concepts~~

~~Health, disease & illness~~

~~Altered health in older adults~~

~~Critical inquiry in pathophysiology,~~

~~Critical analysis of resources to support evidenced informed care for selected health challenges of older adults~~

~~Threats to Body Defences~~

~~Alterations in body defences~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Course Change Request

Date Submitted: 05/06/20 5:55 pm

Viewing: **NURS 1163 : Determinants of Health**

Last edit: 05/11/20 1:29 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Determinants of Health

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:35 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:22 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:27 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:28 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 1:59 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:38 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:31 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name:

Determinants of Health

Subject Code: NURS - Nursing

Course Number 1163

Year of Study **1st Year Post-secondary**

Credits: 2.5

Course Description:

This course provides students with an overview of the determinants of health. Health is viewed as a holistic
perspective. The World Health Organization definition of health provides direction as to the resources and
environmental factors which interact to influence health. Students learn the importance of using a holistic

framework to assess multiple factors influencing an individual's **health.** ~~health including culture, development, religion, spirituality and psycho-social elements.~~ **Relational inquiry and clinical reasoning are introduced as ways of examining client experiences.** Students also examine the personal meaning of health and health promotion within the primary health care philosophy of health care delivery. This course also introduces students to the concept of transitions and how individual choices regarding transitions (developmental, health/illness, situational and organizational) have health implications. ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

NURS 1160

NURS 1161

NURS 1162

NURS 1164

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Explain the philosophy & principles of primary health care within the Canadian Health care system.** ~~Examine personal perspectives of health/wellness.~~
CLO #2	**Discuss nursing situations and nursing practice using the process of relational inquiry.** ~~Explore the concepts of health and health promotion.~~
CLO #3	**Describe how interpretive** ~~Explain the determinants of health~~ and **power analysis can support the relational inquiry process.** ~~how they influence the health of Canadians.~~
	~~Understand the historical development of the Canadian health care system.~~
CLO #4	**Apply the VCC BScN Framework for Health & Healing Promotion to analyze contextual, interpersonal and intrapersonal factors influencing healing and health promotion.** ~~Describe how primary health care philosophy and principles give direction for nursing practice.~~
CLO #5	**Discuss theories of healing and health promotion.** ~~Understand the major concepts of the VCC Framework for Health with a focus on the inter-relationship between the personal resources and the determinants of health.~~

	Upon successful completion of this course, students will be able to:
	~~Understand ethnic and cultural factors that influence health and health promotion.~~
CLO #6	**Identify the ways in which health is socially determined and how contexts can produce inequities.** ~~Examine theoretical aspects of lifespan development including theories and scientific method.~~
	~~Apply a holistic health promotion framework to determine individual health impacts.~~
	~~Understand links between health promotion strategies and health outcomes.~~
	~~Understand the importance of the nurses' health promotion in maintaining "Fitness to Practice".~~
	~~Apply Transitions theory.~~
CLO #7	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional

Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other ~~Assignments~~	35	**Research and Presentations** ~~Health Assignment~~
Assignments ~~Midterm Exam~~	**20** ~~30~~	**Self-Reflections** ~~Midterm Exam~~
Participation ~~Final Exam~~	**15** ~~35~~	**Group Skills** ~~Final Exam~~
Project	**30**	**Final paper**

Hours by Learning Environment Type

Lecture, Seminar, Online

37.5

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Process of Inquiry as a form of action
Relational Inquiry - Contextual Theoretical Perspectives
Definitions of health
Concepts of Population Health
Contextual factors influencing health
Individual Health Transitions
Theories of growth and development
Primary Health Care
Health Care System
Health Promotion – Individual and Population ~~Personal Perspectives on Health and Wellness~~
~~Definition of Health~~
~~Determinants of Health~~
~~Introduction to Canadian Health Care System~~
~~Primary Health Care~~
~~VCC Framework for Health~~
~~Transitions~~

Course Topics:

~~Health Promotion~~

~~Ethnic and Cultural Factors Influencing Health~~

~~Lifespan Development~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Nicole Degagne (ndegagne) (03/03/20 2:22 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:27 pm): Rollback: review

Course Change Request

Date Submitted: 05/06/20 5:55 pm

Viewing: **NURS 1164 : Nursing Clinical Practice 1**

Last edit: 05/28/20 4:42 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Nursing Clinical Practice 1

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:35 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:28 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:28 pm Deirdre Duncan

267

      (dduncan):
Approved for 5031
Leader

7. 04/16/20 1:59 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:38 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:31 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**

Banner Course
Name: Nursing Clinical Practice 1

Subject Code: NURS - Nursing

Course Number   1164

Year of Study   **1st Year Post-secondary**

Credits: 6.5

Course Description:

~~This course uses the nursing process to teach students the application of nursing knowledge with clients in multiple clinicalsettings.~~**This course introduces professional** ~~Organizational skills, creating a quality~~ practice **themes including nursing health** ~~environment, basic~~ assessment skills, **self-regulation, knowledge**

application, psychomotor skills, evidence-informed practice, collaboration, organizational skills, patient safety, and relational practice. ~~therapeutic communication are underlying themes in Nursing Arts.~~ Students apply ~~This course uses~~ the nursing process as a foundational framework for ~~to teach students the application of nursing knowledge with clients in multiple~~ clinical reasoning and decision-making in subacute/rehabilitation settings. Clinical practice including nursing labs, simulation and ~~The~~ clinical placements ~~component~~ provides experiences for integration of ~~the learner with an opportunity to integrate the~~ theory to ~~into~~ practice. Theory from nursing science, other sciences and humanities informs practice. ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

NURS 1160

NURS 1161

NURS 1162

NURS 1163

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain** ~~Demonstrates~~ professional responsibility and accountability **of** ~~for safe, competent and ethical~~ nursing **practice, and professional conduct.** ~~care.~~
CLO #2	**Apply clinical judgment in** ~~Uses knowledge from the biological, behavioral and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Applies a process of critical inquiry and evidence informed practice to develop, deliver and evaluate holistic nursing care in multiple contexts.~~
CLO #4	**Uphold and promote the ethical standards of the nursing profession.** ~~Demonstrates competency in professional judgement by applying ethical and legal principles to practice.~~
	~~Collaborates as a member of an interdisciplinary team within an evolving health care system.~~
	~~Establishes partnerships with persons respecting experience, diversity and choice.~~

	Upon successful completion of this course, students will be able to:
	~~Demonstrates self regulation by developing and enhancing own competence.~~
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level..

Instructional
Strategies:

This course is delivered through lectures, laboratory and clinical experiences, small and large group discussions/exercises, and reflective exercises. The format of this course gives students an opportunity to practice thinking and acting like professional nurses.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

An average of 72% for the laboratory components and clinical assignments is required to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Other~~	~~S/U~~	~~Problem-based Learning Evaluation~~
~~Other~~	~~S/U~~	~~Group Skills Evaluation~~
~~Quizzes/Tests~~	~~S/U~~	~~Lab quizzes~~
~~Other~~	~~S/U~~	~~Lab Integration Evaluation~~
Final Exam	**40** ~~S/U~~	Final Exam
~~Other~~	~~S/U~~	~~Structured Reflective Journal~~
~~Other~~	~~S/U~~	~~Resident Assessment & Care Plan~~
~~Other~~	~~S/U~~	~~Self and Instructor Clinical Practice Evaluations~~
Quizzes/Tests	**60**	**4-6 quizzes**
Quizzes/Tests	**S/U**	**Drug Calculation Exam *Satisfactory = 100% (3 attempts given to achieve 100%)**

Type	Percentage	Brief description of assessment activity
Other	**S/U**	**Clinical Self and Instructor Evaluation**
Assignments	**S/U**	**Lab and Clinical Assignments**
Clinical Examination	**S/U**	**Integrations**

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

90 ~~45~~

Practicum   **105**

Self Paced / Individual Learning

Course Topics

Course Topics:
- Principles of Patient Safety
- Concepts of Infection control
- Body mechanics/MSIP - Lifts and transfers
- Thinking as a Nurse -Critical thinking/clinical reasoning/ Nursing Process - Evidence-informed practice
- Understanding Frameworks for Assessment
- Personal care of the patient - elimination - nutrition and hydration
- Documentation and collaboration Systems
- Introduction to Lab Values: preparation for diagnostic tests/specimen collection
- Principles of Safe Medication Administration - foundational math - rectal & percutaneous medications ~~•~~ ~~Quality practice environment~~
~~• Nursing process~~

Course Topics:

- Assessment

- Documentation

- Personal care

- Introduction to medication delivery

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Course Change Request

Date Submitted: 05/06/20 5:56 pm

Viewing: **NURS 1260 : Nursing Pharmacotherapeutics 2**

Last edit: 05/06/20 5:56 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

Course Name:

Nursing Pharmacotherapeutics 2

Effective Date: January 2021

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader
2. 02/25/20 5:35 pm
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 03/03/20 2:23 pm
   Nicole Degagne
   (ndegagne):
   Rollback to SHS
   Dean for Curriculum
   Committee Chair
4. 03/03/20 2:28 pm
   Jo-Ellen Zakoor
   (jzakoor): Rollback
   to 5031 Leader for
   SHS Dean
5. 03/03/20 3:55 pm
   Nicole Degagne
   (ndegagne):
   Rollback to Initiator
6. 04/15/20 3:28 pm
   Deirdre Duncan

(dduncan): Approved for 5031 Leader

7. 04/16/20 1:59 pm Darija Rabadzija (drabadzija): Rollback to Initiator

8. 05/06/20 6:38 pm Deirdre Duncan (dduncan): Approved for 5031 Leader

9. 05/08/20 8:31 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean

10. 05/28/20 4:44 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Deirdre Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604.871.7000/5090**

Banner Course Name: Nursing Pharmacotherapeutics 2

Subject Code: NURS - Nursing

Course Number   1260

Year of Study   **1st Year Post-secondary**

Credits: 2

Course Description:

This course continues the study of **pharmacology.** ~~pharmacology with a focus on the impact of age and psychogeriatrics.~~ Building on previous **concepts** ~~pharmacology~~ and **principles of pharmacotherapeutics and** existing knowledge **of** ~~of~~ human anatomy **and** ~~and~~ physiology, pharmacological knowledge **will be** ~~is~~ applied

to the pathophysiological states related to chronic health **challenges.** ~~challenges experienced by the older adult.~~ **The role of critical inquiry is applied to the nurse's responsibilities of safe and effective medication administration.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1160, NURS 1161, NURS 1162, NURS 1163, NURS 1164

Course Co-requisites (if applicable):

NURS 1261

NURS 1262

NURS 1263

NURS 1264

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Display behaviours that demonstrate professional comportment.~~
CLO #1	Apply the nursing process to the research and administration of commonly used drug classifications and selected medications within each classification.
CLO #2	Describe the therapeutic actions, side effects and nursing considerations of drug classifications commonly used to treat disorders of each of the body systems.
	~~Apply mathematics for accurate and safe medication calculations~~
	~~Describe patient education and the advocacy role of the Registered Nurse in relation to specific drug therapies.~~
	~~Describe nursing considerations related to safe administration of medications to the older adult.~~
CLO #3	Explain the legal, ethical and professional practice responsibilities of the Registered Nurse related to medication administration.
CLO #4	**Explore non-pharmacological pharmacological alternative health considerations for chronic conditions.**

Instructional
Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade:

72%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Midterm Exam~~	30	~~A.Pharmacology Theory Evaluations~~
Quizzes/Tests ~~Final Exam~~	35	~~A.Pharmacology Theory Evaluations~~
~~Assignments~~	~~25~~	~~A.Pharmacology Theory Evaluations~~
Final Exam ~~Exam~~	**35** ~~10~~	~~B.Drug Calculations Exam~~ ~~a.Pharmacology Exam~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

276

Course Topics:

Applying drug classification information to the Safe Care Nursing Framework ®
- Complementary Alternative Medications (CAM) and the interaction with over- the – counter (OTC) vitamins and minerals and with prescription (Rx) medications - Natural health products, vitamin and mineral supplements
- Drugs for Nutritional disorders - enteral feedings, vitamin deficiencies
- Drugs for pulmonary disorders - COPD, Asthma, Antihistamines, Decongestants, Antitussives, and Expectorants
- Drugs for the Endocrine disorders - Diabetes Types 1&2, Thyroid
- Drugs for cardiovascular disorders - Angina, HTN, Heart Failure, Artherosclerosis, Diuretics
- Non-opioid analgesics
- Drugs for Bone and Joint disorders - osteoporosis
- Drugs for degenerative diseases of the Nervous System- Parkinson's, Alzheimer's
- Drugs for Gastrointestinal disorders - GERD, Nausea & Vomiting, ulcers, H.pylori, ~~Pharmacology with an emphasis on chronic illness and the geriatric population~~

~~Medications for the treatment of cardiovascular disorders~~

~~Medications for coagulation disorders~~

~~Medications for the treatment of pulmonary disorders~~

~~Medications for gastrointestinal disorders~~

~~Medications for endocrine disorders~~

~~Medications for targeting the nervous system~~

~~Geriatric psychotropic medications~~

~~Medications for bone and joint disorders~~

~~Medications for infections~~

Course Change Request

Date Submitted: 05/06/20 6:22 pm

Viewing: **NURS 1261 : Collaboration with Older Adult**

Last edit: 05/20/20 10:24 am

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Collaboration with Older Adults

Effective Date:	January 2021
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader
2. 02/25/20 5:35 pm
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 03/03/20 2:23 pm
   Nicole Degagne
   (ndegagne):
   Rollback to SHS
   Dean for Curriculum
   Committee Chair
4. 03/03/20 2:28 pm
   Jo-Ellen Zakoor
   (jzakoor): Rollback
   to 5031 Leader for
   SHS Dean
5. 03/03/20 3:55 pm
   Nicole Degagne
   (ndegagne):
   Rollback to Initiator
6. 04/15/20 3:28 pm
   Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 1:59 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:38 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:31 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name:

Collaboration with Older Adult

Subject Code: NURS - Nursing

Course Number   1261

Year of Study   **1st Year Post-secondary**

Credits: 2

Course Description:
This course introduces the **nurse's** ~~nurse's~~ professional role ~~as a leader~~ in health care with an ethical
responsibility to communicate clearly and advocate for the older adult. **Relational** ~~Communication~~ skills
focus on the older adult within the contexts of aging, **chronicity,** ~~chronicity~~ and psychogeriatrics.

Communication with family members as partners in caring **will be** ~~is~~ addressed. Ethical and legal professional responsibilities in caring for the older adult **will be explored,** ~~is explored~~ considering trends and issues in aging. Students continue to refine writing skills with an appreciation of the critical inquiry process. **Leadership with professional** ~~Professional~~ responsibility for **self-evaluation, conflict resolution/prevention** ~~self evaluation~~ and lifelong learning for **professional** ~~personal professional~~ growth **will be introduced.** ~~is introduced through journal writing. This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1160, NURS 1161, NURS 1162, NURS 1163, NURS 1164

Course Co-requisites (if applicable):

NURS 1260

NURS 1262

NURS 1263

NURS 1264

PLAR (Prior Learning Assessment & Recognition)

          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Apply** ~~Understand~~ principles guiding gerontological nursing **practice.** ~~practice~~
CLO #2	**Apply** ~~Use~~ a process of relational inquiry and **evidence-informed** ~~evidence informed~~ practice to identify **communication and environmental** ~~collaboration~~ strategies for older adults.
CLO #3	**Demonstrate** ~~Identifies~~ the competencies required for effective collaboration with the interprofessional team in creating **patient-centered** ~~patient centered~~ care of the older adult.
CLO #4	Describes the **potential challenges** ~~issues~~ of the older adult within the context of family.
	~~Identifies the competencies required for effective collaboration with older adults in achieving their preferred health outcomes.~~
CLO #5	**Relate core leadership practices to quality work environments and nursing care.** ~~Recognizes the importance of leadership in creating healthy and culturally safe workplaces~~
CLO #6	**Apply** ~~Identify~~ legal and ethical considerations in caring for the older adult.

	Upon successful completion of this course, students will be able to:
CLO #7	**Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.** ~~Display behaviors that demonstrate professional comportment.~~

Instructional

Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	**30** ~~20~~	~~4 quizzes (worth 5% each)~~
Assignments	**25** ~~10~~	~~Clinical Assignment – Reflection on Collaboration~~
Assignments ~~Other~~	**15** ~~30~~	~~Collaboration Demonstration – Conflict Scenarios~~
Project ~~Other~~	**30** ~~40~~	~~Presentation/Paper:Bringing Knowledge Together (Group work)~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Relational Practice (Gerontological Focus)
- Issues in Gerontological Nursing - Community Based Resources for families doing elder care
- The 3 D's: Depression, Delirium, emphasis on Dementia
- Therapeutic communication strategies for the older adult (PIECES – Responsive Behavior)
Nursing Leadership (Gerontological Focus)
- Nursing Leadership; Lifelong learners, self-evaluation
- Inter-professional Collaboration
- Basic Principles of Conflict Prevention and Resolution
Legal and ethical considerations (Gerontological Focus)
- Ethical considerations – (Introduction) - Standards of practice & Code of ethics – Values and cultural factors affecting collaboration
- Legal considerations - Advanced Directives
- Elder abuse
~~Relational Practice (Gerontological Focus)~~
~~Nursing Leadership (Gerontological Focus)~~
~~Legal and ethical considerations (Gerontological Focus)~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Course Change Request

Date Submitted: 05/06/20 6:22 pm

Viewing: **NURS 1262** : Pathophysiology-ChronicDisease ~~Pathophysiology Chronic Illnes~~

Last edit: 05/28/20 4:41 pm

Changes proposed by: rklann

Programs referencing this course

44: Bachelor of Science in Nursing (First Year Entry)

Course Name:

Pathophysiology of Chronic Disease

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:35 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:28 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:28 pm Deirdre Duncan

283

(dduncan):
Approved for 5031
Leader

7. 04/16/20 1:59 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:38 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:31 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000 Ext. 5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: **Pathophysiology-ChronicDisease**
~~Pathophysiology Chronic Illnes~~

Subject Code: NURS - Nursing

Course Number 1262

Year of Study 1st Year Post-secondary

Credits: **2** ~~1.5~~

Course Description:

This course continues the study of pathophysiology with a focus on chronic health **disorders.** ~~disorders experienced by the older adult.~~ Students build on existing knowledge of human **anatomy, physiology,** ~~anatomy~~ and **pathophysiology** ~~physiology~~ by examining altered functions for selected body systems.

Pertinent microbiology, immunology, epidemiology, pharmacology, diagnostic content ~~Disorders related to body systems are integrated to reflect the interrelated~~ and **nursing interventions are integrated to reflect the interrelated** ~~holistic nature of the body's responses to illness~~ and **holistic nature of the body's responses to illness and** healing. **Students use a process of critical inquiry to support evidence-informed practice as they engage with course material.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1162

Course Co-requisites (if applicable):

NURS 1260
NURS 1261
NURS 1263
NURS 1264

PLAR (Prior Learning Assessment & Recognition)

No ~~Yes~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Develop a process of critical inquiry to support evidence-informed care for selected chronic illnesses.** ~~Explains the concept of chronic illness.~~
	~~Explains the pathophysiology of chronic wound healing; etiology, risk factors, and sign and symptoms of selected chronic disorders.~~
	~~Applies principles of epidemiology, microbiology, immunology and diagnostics to selected health challenges and healing.~~
	~~Describes the pathophysiology of selected chronic disorders of musculoskeletal function.~~
CLO #2	**Describe the pathophysiological processes at the cellular, tissue and organ levels for selected disorders in various body systems.** ~~Describes the pathophysiology of selected chronic disorders of the respiratory system.~~
	~~Describes the pathophysiology of selected chronic disorders of the central nervous system.~~
CLO #3	**Apply principles of microbiology, immunology, epidemiology, pharmacology, diagnostics and nursing interventions to selected health challenges and healing.** ~~Describes the pathophysiology of selected chronic disorders of endocrine function.~~

	Upon successful completion of this course, students will be able to:
	~~Describes the pathophysiology of selected chronic disorders of gastrointestinal function.~~
	~~Describes complimentary and alternative therapies commonly used for chronic health challenges of older adults.~~
	~~Describes common diagnostic procedures and treatment for chronic illness.~~
	~~Apply a process of critical inquiry to support evidence informed care for selected chronic health challenges.~~
CLO #4	**Explain** ~~Describes~~ the **inflammatory process, the stages** ~~pathophysiology~~ of **wound healing and the pathophysiology** ~~selected chronic disorders~~ of **chronic wounds.** ~~cardiovascular function.~~

Instructional

Strategies:

This course is delivered **in the classroom using** ~~through lectures, small and~~ large group **discussion, small group application activities, and case studies.** ~~discussions/exercises, and reflective exercises.~~ **Active participation is a foundation of professional practice, critical thinking and capacity building.** ~~The student must actively participate in all activities.~~

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade:

72% ~~C~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests ~~Midterm Exam~~	**65** ~~35~~	**2-4 quizzes** ~~Quiz~~
~~Midterm Exam~~	~~30~~	~~Quiz~~
~~Final Exam~~	~~35~~	~~Final exam~~
Final Exam	**35**	

Hours by Learning Environment Type

Lecture, Seminar, Online

         30 ~~22.5~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- Concept of chronicity
- Uncertainty and morbidity
- Chronic disorders of the respiratory system: Chronic bronchitis, Emphysema, COPD
- Chronic disorders of endocrine function: diabetes mellitus and hyper/hypothyroidism
- Chronic disorders of cardiac function: heart failure, chronic ischemic heart disease, angina
- Inflammation, tissue repair and wound healing
- Chronic disorders of the central nervous system: Strokes and Cerebral Vascular Accident (CVA)
- Chronic disorders of the gastrointestinal system: GERD, Gastric Ulcers, Barrett's Esophagus ~~• Concept of chronicity:~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
BSN PCG

Course Change Request

Date Submitted: 05/06/20 6:22 pm

Viewing: **NURS 1263 : Transitions Older Adults**

Last edit: 05/06/20 6:22 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Developmental Transitions Older Adult

Effective Date: January 2021

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:35 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:28 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:28 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:00 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:38 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:32 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
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Ruth Klann	**rklann@vcc.ca**	**604-871-70000/5090**

Banner Course
Name: Transitions Older Adults

Subject Code: NURS - Nursing

Course Number   1263

Year of Study   **1st Year Post-secondary**

Credits: **2** ~~2.5~~

Course Description:

This course focuses on the interrelationship between **social** ~~the~~ determinants of health, transition to older
adulthood and health promotion. Holistic assessment emphasizes normal growth and development
processes of the older adult providing students with the tools to begin planning health promotion

strategies. The concepts of **relational inquiry, clinical reasoning, active aging, quality of life, cultural safety,** ~~transcultural caring, family nursing theory~~ and health promotion research are introduced and explored within the context **of** ~~of~~ older adult. ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1160, NURS 1161, NURS 1162, NURS 1163, NURS 1164

Course Co-requisites (if applicable):

NURS 1260

NURS 1261

NURS 1262

NURS 1264

PLAR (Prior Learning Assessment & Recognition)

                  No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Analyze** ~~Examine~~ personal and societal beliefs on aging.
CLO #2	**Explain the development transitions of aging and the health promotion strategies to create positive health outcomes for older adults.** ~~Examine the developmental transitions of aging.~~
CLO #3	**Examine multiple contexts influencing** ~~Explore how~~ the **health** ~~determinants~~ of **older adults.** ~~health impact aging.~~
	~~Discuss the relationship between health promotion, healthy aging and positive health outcomes.~~
CLO #4	**Evaluate theories for direction in healing and health promotion for older adults.** ~~Apply theoretical frameworks and program philosophy to inform the nursing perspective.~~
	~~Examine the transition process in relation to a variety of transitions and resulting health implications.~~
CLO #5	Apply critical inquiry and evidence informed practice to the care of a family experiencing **developmental transition of aging.** ~~transitions.~~
CLO #6	**Apply** ~~Reflect and apply~~ knowledge and skills of relational practice with a family experiencing transition.
CLO #7	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.** ~~Display behaviors that demonstrate professional comportment.~~

Instructional
Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	35	~~Weekly~~ Research **and Presentations**
Other	**25** ~~35~~	**Self-Reflections** ~~Group Skills Evaluation and Self-reflection~~
Project ~~Other~~	30	Final **Paper** ~~Assignment~~
Participation	**10**	**Group Skills**

Hours by Learning Environment Type

Lecture, Seminar, Online

30 ~~37.5~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

• **Inquiry**

- **Clinical Reasoning**

- **Contextual Theoretical Perspectives**

- **Beliefs on aging**

• **Health**

-**Theories of aging**

-**Transitions for older adults**

-**Determinants of Health for older adults**

• **Primary Health Care - Health Promotion for older adults** • ~~Beliefs on aging~~

• ~~Growth and Development~~

• ~~Determinants of Health~~

• ~~Primary Health Care/Health Promotion~~

• ~~Transitions~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Course Change Request

Date Submitted: 05/06/20 6:22 pm

Viewing: **NURS 1264 : Nursing Clinical Practice 2**

Last edit: 05/28/20 4:42 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

Course Name:

Nursing Clinical Practice 2

Effective Date: January 2021

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:36 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:29 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:29 pm Deirdre Duncan

293

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:00 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:32 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**

Banner Course
Name:
Nursing Clinical Practice 2

Subject Code: NURS - Nursing

Course Number   1264

Year of Study   **1st Year Post-secondary**

Credits: 6.5

Course Description:
This course expands the professional practice themes including nursing health assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed practice, collaboration, organizational skills, patient safety, and relational practice. Students apply ~~This course uses~~ the nursing

process **as a foundational framework for** ~~to teach students the application of nursing knowledge with clients in multiple~~ clinical **reasoning and decision-making in subacute/rehabilitation** settings. ~~Organizational skills, creating a quality practice environment, basic assessment skills as related to medication administration, and therapeutic communication are underlying themes in NursingArts.~~**Clinical** ~~The clinical component provides the learner an opportunity to integrate theory to~~ practice **including nursing labs, simulation and clinical placements provides experiences** ~~in caring~~ for **integration of theory to practice.** ~~the older adult in diverse care settings.~~ **Theory from nursing science, other sciences and humanities informs practice.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1160, NURS 1161, NURS 1162, NURS 1163, NURS 1164

Course Co-requisites (if applicable):

NURS 1260, NURS 1261, NURS 1262, NURS 1263

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain professional responsibility and accountability of nursing practice, and professional conduct.** ~~Demonstrate self regulation by taking responsibility and accountability for own actions and decisions in chronic care settings.~~
CLO #2	**Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.** ~~Practice professionally in the nursing role in chronic care settings.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Use knowledge from the biological, behavioral and nursing sciences as a basis for clinical judgment when caring for persons in chronic care in predictable situations.~~
CLO #4	**Uphold** ~~Apply the nursing process~~ and **promotes the ethical standards** ~~critical inquiry to develop, implement and evaluate evidence informed plans~~ of ~~care to promote, protect and restore~~ the **nursing profession** ~~health of persons in chronic care settings.~~
	~~Collaborate with selected persons in chronic care and health team members to develop effective partnerships respecting experience, culture and preference.~~
	~~Communicate effectively with persons experiencing chronic illness as well as with health care team members.~~

Upon successful completion of this course, students will be able to:	
	~~Adapt own knowledge, skills, attitude and clinical judgment to changing situations when caring for persons in chronic care settings.~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional

Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide the student opportunities to safely apply theory from all courses.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

An average of 72% for the laboratory components and clinical assignments is required to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Other~~	~~S/U~~	~~Medication integration~~
~~Other~~	~~S/U~~	~~Wound Care Integration~~
~~Other~~	~~S/U~~	~~Peer and Self Lab Integration Evaluation~~
~~Other~~	~~S/U~~	~~Self and instructor clinical evaluation~~
~~Other~~	~~S/U~~	~~Structured reflective journal~~
~~Other~~	~~S/U~~	~~Holistic Assessment~~
~~Other~~	~~S/U~~	~~Care Plans~~
~~Other~~	~~S/U~~	~~Problem Based Learning Group Skills~~
~~Other~~	~~S/U~~	~~Problem Based Learning Evaluation~~
Final Exam	**40** ~~S/U~~	Final Exam
Quizzes/Tests	**60**	**4-6 quizzes**

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	S/U	Drug Calculation Exam*Satisfactory = 100% (3 attempts given to achieve)
Other	S/U	Clinical Self and Instructor Evaluation
Assignments	S/U	Lab & Clinical assignments
Clinical Examination	S/U	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

75 ~~45~~

Practicum   **120**

Self Paced / Individual Learning

Course Topics

Course Topics:
- Concepts in Patient safety
- Holistic assessment (VCC Framework for Healing & Health Promotion; Safe Care Nursing Framework™)
Safe medication administration process -
- Oral medications: sublingual, rapid dissolving medications, narcotics
- Parenteral medications: subcutaneous, intramuscular, subcutaneous injections & butterfly administration
- Math concepts for medication administration
Collaboration & communication with a focus on physician orders and processing
Safe Wound Management process – skin integrity & chronic wounds
- Rehabilitation/transitional care nursing – advocacy for the patient with disability
- Nutrition through gastrostomy and jejunostomy tubes
- Urinary/bowel elimination via a stoma
- Preparation for diagnostic procedures and treatments ~~• Assessment~~

Course Topics:

• Documentation

• Medication delivery systems

• Quality practice environment

• Wound Management

• Rehabilitation nursing

• Clinical judgment

• Personal care:

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Course Change Request

Date Submitted: 05/06/20 6:27 pm

Viewing: **NURS 1370 : Clinical Consolidation 1**

Last edit: 05/06/20 6:26 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Clinical Consolidation 1

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:36 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:29 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:29 pm Deirdre Duncan

299

(dduncan):
Approved for 5031
Leader
7. 04/16/20 2:00 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator
8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader
9. 05/08/20 8:32 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
10. 05/28/20 4:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ruth Klann	**rklann@vcc.ca**	**604 8717000/5090**

Banner Course Name: Clinical Consolidation 1

Subject Code: NURS - Nursing

Course Number   1370

Year of Study   **1st Year Post-secondary**

Credits: 6

Course Description:

This ~~The intent of the~~ consolidated clinical experience **supports the** ~~is to support the~~ integration of theory to **practice in subacute/rehabilitation settings.** ~~practice. During this time, the student works on a health care team.The student gains further insights, awareness and knowledge through the realities of the work setting.This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain professional responsibility and accountability of nursing practice, and professional conduct.** ~~Demonstrate self regulation by taking responsibility and accountability for own actions and decisions in chronic care settings.~~
CLO #2	**Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.** ~~Practice professionally in the nursing role in chronic care settings.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Use knowledge from the biological, behavioural and nursing sciences as a basis for clinical judgment when caring for chronic care clients in predictable situations.~~
CLO #4	**Upholds** ~~Apply the nursing process~~ and **promotes the ethical standards** ~~critical inquiry to develop, implement and evaluate evidence informed plans~~ of ~~care to promote, protect and restore~~ the **nursing profession** ~~health of persons in chronic care settings.~~
	~~Collaborate with selected chronic care clients and health team members to develop effective partnerships respecting experience, culture and preference.~~
	~~Communicate effectively with persons experiencing chronic illness as well as with health care team members.~~
	~~Adapt own knowledge, skills, attitude and clinical judgment to changing situations when caring for clients in chronic care settings.~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional
Strategies:

Professional practice experience.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

An average of 72% on the clinical assignments is required for a satisfactory grade.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Other~~	~~S/U~~	~~Self clinical evaluation~~
Other	S/U	**Clinical Self and Instructor Evaluation** ~~Instructor clinical evaluation~~
Assignments ~~Other~~	S/U	**Clinical assignments** ~~Structured reflective journal~~
~~Other~~	~~S/U~~	~~Resident case~~

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum **180**

Self Paced / Individual Learning

Course Topics

Course Topics:
Clinical consolidation

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Course Change Request

Date Submitted: 05/06/20 6:23 pm

Viewing: **NURS 2160 : Nursing Pharmacotherapeutics 3**

Last edit: 05/06/20 6:23 pm

Changes proposed by: rklann

Programs referencing this course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Nursing Pharmacotherapeutics 3

Effective Date:　　　　June 2020

School/Centre:　　　　Health Sciences

Department:　　　　Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:52 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:36 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:29 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:29 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:00 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:32 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Nursing Pharmacotherapeutics 3

Subject Code: NURS - Nursing

Course Number   2160

Year of Study   **2nd Year Post-secondary**

Credits: 2

Course Description:

This course is a continuation of the study of pharmacology. Building on previous **concepts** ~~pharmacology courses~~ and **principles of pharmacotherapeutics and** existing knowledge **of** ~~of~~ human anatomy **and** ~~and~~ physiology, pharmacological knowledge **will be** ~~is~~ applied to the pathophysiological states **related to**

~~addressed in the Healing course with a focus on safe medication administration in~~ acute **medical-surgical** ~~medical surgical~~ health **challenges.** ~~conditions.~~ **Critical inquiry is applied to the nurse's responsibilities for safe and effective medication administration.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264, NURS 1370

Course Co-requisites (if applicable):

NURS 2161

NURS 2162

NURS 2163

NURS 2164

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the nursing process to the research and administration of commonly used drug classifications and selected medications within each classification.
CLO #2	Describe the therapeutic action, side effects, drug interactions, safe dosage and nursing considerations of drug classifications commonly used to treat disorders of each of the body systems.
	~~Apply mathematics for accurate and safe medication calculations including intravenous medications.~~
	~~Describes patient education and the advocacy role of the Registered Nurse in relation to specific drug therapies.~~
	~~Apply the nursing process and pharmacological knowledge to provide pain management for perioperative clients.~~
CLO #3	Explore **non-pharmacological therapeutics** ~~pharmacological alternative health considerations~~ for acute **medical-surgical** ~~medical surgical~~ conditions.
CLO #4	Explain the legal, ethical and professional practice responsibilities of the nurse related to medication administration.

305

Instructional
Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade: **72%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Midterm Exam~~	**30** ~~35~~	~~A. Pharmacology theory:Midterm Exam~~
Quizzes/Tests ~~Final Exam~~	**35** ~~40~~	~~A. Pharmacology theory:Final Exam~~
Final Exam ~~Project~~	**35** ~~25~~	~~A. Pharmacology theory:Group Project~~
~~Midterm Exam~~	~~50~~	~~B. Pharmacology Calculations Midterm Exam~~
~~Final Exam~~	~~50~~	~~B. Pharmacology Calculations Final Exam~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Pharmacology for acute medical and surgical conditions

- Patient education and advocacy

- Fluid & electrolytes, acid-base balance

- Autonomic nervous system - Medications for hypotension and shock

- Acute pain management

- Medications for inflammation and infection

- Medications for immune system modulation

- Medications for the endocrine system: adrenal medication

- Medication for Cardiovascular system: Coagulation Modifiers • Pharmacology for medical surgical conditions

• Medications for pain management:

• Medications for inflammation and infection:

• Medications for cardiovascular and hematopoietic management:

• Medications for renal management:

• Medications for nervous system management:

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

Date Submitted: 05/06/20 6:23 pm

Viewing: **NURS 2161 : Professional Collaboration**

Last edit: 05/06/20 6:23 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Collaboration Nursing Profession

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)
Contact(s)	

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:36 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:29 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:29 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:00 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:32 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
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Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Professional Collaboration

Subject Code: NURS - Nursing

Course Number   2161

Year of Study   **2nd Year Post-secondary**

Credits: 2

Course Description:

This course focuses on the nurse's professional role as a leader in health care organizations ~~with an ethical responsibility~~ to promote quality practice environments. Emphasis is on ~~the~~ professional **relational communication** ~~communication~~ skills required to ~~work in an organizational structure and~~ enhance a healthy workplace

culture within the context of acute care. ~~Collaboration through interdisciplinary communication to meet the health care needs of the client is addressed.Ethical and legal professional responsibilities in the acute health care environment are explored considering ethical issues and dilemmas with end of life care.Students continue to refine writing skills, begin utilizing the critical inquiry process and explore the impact of patient care delivery methods on the communication process within the workplace environment.Insight is gained regarding the self regulation process for the profession of nursing.This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264, NURS 1370

Course Co-requisites (if applicable):

NURS 2160

NURS 2162

NURS 2163

NURS 2164

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Analyze how multiple contexts have shaped nursing image and strategies to enhance the contemporary image of nursing.** ~~Use professional resources in nursing to ensure consistent provision of safe and competent care~~
	~~Critically explore image and identity of nursing and concept of professional socialization of nursing and identify key strategies to promote contemporary image of nursing~~
CLO #2	**Define culture using relational inquiry theory and lenses.** ~~Examine the concept of culturally safe care.~~
CLO #3	**Compare** ~~Understand~~ theories underlying workplace/organization structures
CLO #4	Apply ethical legal principles to issues and dilemmas in acute **care nursing practice.** ~~care.~~
CLO #5	**Evaluate** ~~Understand~~ theories of change **as they apply to nursing.**
CLO #6	Apply a process of critical inquiry and evidence informed practice to identify the organizational, team and individual level factors that influence productive interprofessional collaboration for patient centered care.

	Upon successful completion of this course, students will be able to:
CLO #7	Examine the role of nurse as leader in promoting healthy and culturally safe practice environments.
CLO #8	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional

Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking, and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade: **60%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation ~~Assignments~~	**30** ~~35~~	**Participation Readings/Discussion** ~~Assignment # 1~~
Assignments	**40** ~~30~~	~~Assignment # 2~~
~~Other~~	~~35~~	~~Presentation~~
Project	**30**	

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- **Nursing Image, Identity and Professional Formation**
- **Nursing as a Regulated Profession**
- **All Nursing is Cultural and Contextual, Promoting Cultural Safety**
- **Change Theory: Improving the Quality of Patient Care**
- **Legal-ethical issues and dilemmas in acute care**
- **Nursing leadership in promoting quality practice environments**
- **Inter-professional Collaboration**
- **Leader and Group Communication Team Building**
- **Organizational Structures** • Professional resources
• Nursing Image
• Health care organizational structure
• Workplace culture
• Theories of change
• Culturally safe and healthy workplaces
• Interdisciplinary collaborative practice
• Nursing leadership in promoting quality practice environments
• Legal-ethical issues and dilemmas in acute care

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

Course Change Request

Date Submitted: 05/06/20 6:23 pm

Viewing: **NURS 2162 : Pathophysiology Acute Illness**

Last edit: 05/28/20 4:41 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

Course Name:

Pathophysiology Acute Illness

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:36 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:29 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:00 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:32 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklan@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Pathophysiology Acute Illness

Subject Code: NURS - Nursing

Course Number   2162

Year of Study   **2nd Year Post-secondary**

Credits: 2

Course Description:

This course broadens the **study** ~~knowledge~~ of pathophysiology to encompass acute **disorders.** ~~disorders in health.~~ Students **build** ~~draw~~ on existing knowledge of human **anatomy,** ~~anatomy and~~ physiology **and pathophysiology** by examining **altered functions** ~~pathophysiological states~~ for selected body systems.

Pertinent ~~Related~~ microbiology, **immunology, epidemiology, pharmacology, diagnostic** ~~immunology and pharmacology~~ content **and nursing interventions are** ~~is~~ integrated ~~throughout~~ to reflect the interrelated and holistic nature of the **body's responses** ~~body's response~~ to illness and healing for **clients in acute care.** ~~clients.~~ **Students use a process of critical inquiry to support evidence-informed practice as they engage with course material.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264, NURS 1370

Course Co-requisites (if applicable):

NURS 2160

NURS 2161

NURS 2163

NURS 2164

PLAR (Prior Learning Assessment & Recognition)
                 No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Use critical inquiry to support evidence-informed care for selected acute health challenges.** ~~Understand the concept of acuity and acute hospitalization.~~
CLO #2	**Describe the pathophysiological processes at the cellular, tissue and organ levels for selected disorders in various body systems.** ~~Discuss the etiology, risk factors and signs and symptoms of selected acute illnesses.~~
CLO #3	**Apply principles of microbiology, immunology, epidemiology, pharmacology, diagnostics and nursing interventions to selected health challenges and healing.** ~~Understand the pathophysiology of acute disorders of the cardiovascular system~~
CLO #4	**Distinguish acute illness from chronic health challenges.** ~~Understand the pathophysiology of acute disorders of the respiratory system~~
CLO #5	**Analyze the process of homeostasis in relation to selected disorders.** ~~Understand the pathophysiology of acute disorders of the digestive system.~~
	~~Understand the pathophysiology of acute disorders of the endocrine system~~
	~~Understand the pathophysiology of acute disorders of the genitourinary system.~~

Upon successful completion of this course, students will be able to:
~~Understand the pathophysiology of acute disorders of the musculoskeletal system.~~
~~Apply knowledge of epidemiology, immunology and microbiology to selected acute illnesses.~~
~~Discuss common diagnostic procedures and treatment for selected acute illnesses, including complimentary and alternative health care.~~
~~Describe critical pathways in delivering patient care.~~
~~Apply a process of critical inquiry to common acute health challenges~~

Instructional

Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System:　　　**Percentages** ~~Letter Grade (A-F)~~　　　Passing grade:

72%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests ~~Portfolio~~	**65** ~~35~~	**2-4 quizzes** ~~Portfolio of resident cases~~
~~Other~~	~~30~~	~~Group presentation~~
Final Exam	35	~~Final Exam~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- Introduction to the Concept of Acute Illness

- Critical Inquiry in Pathophysiology of Acute Illness

- Acute Disorders of Genitorurinary function: Fluid/electrolytes, edema, acid-base balance

- Acute disorders of Musculoskeletal system: Osteomyelitis, neoplasms, fractures

- Acute Disorders of Endocrine function: Adrenocortical insufficiency, parathyroid disorders

- Acute Disorders of the Gastrointestinal function: Pancreatitis, Hepatitis, Ulcerative Colitis, Crohn's disease

- Acute Disorders of Respiratory function: O2 supply and demand, atelectasis, pulmonary embolism

- Acute disorders of the Female Reproductive system: Endometriosis and PID, disorders of pelvic support, STI's

- Hematological disorders • Acuity

• Disorders in cardiovascular function:

• Disorders of respiratory function:

• Disorders in digestive function:

• Disorders in endocrine function

• Disorders in genitourinary function:

• Disorders in musculoskeletal function

• Critical pathways

• Evidence informed practice in acute care

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Course Change Request

Date Submitted: 05/06/20 6:23 pm

Viewing: **NURS 2163 : Health Illness Transitions Transistions**

Last edit: 05/06/20 6:23 pm

Changes proposed by: rklann

Programs
referencing this
course
  44: Bachelor of Science in Nursing (First Year Entry)

Course Name:
  Health Illness Transitions

Effective Date: June 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:36 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:30 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

318

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:01 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:32 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Deirdre Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course Name: Health Illness **Transitions** ~~Transistions~~

Subject Code: NURS - Nursing

Course Number   2163

Year of Study   **2nd Year Post-secondary**

Credits: 2

Course Description:
This course **builds** ~~focuses~~ on **prior knowledge of health, social determinants of health, health** ~~the~~ promotion **and transition theory to focus on young to middle adults** ~~of health for individuals across the lifespan~~ in acute care. ~~Health promotion programs areexamined.~~ The **course explores health-illness**

transitions by assessing "where ~~role of~~ the **person is situated"** ~~practical nurse~~ in **terms of health, developmental stage** ~~supporting~~ and **transitions** ~~assisting clients in acquiring information is explored~~ to **understand their readiness for learning tailored to** ~~include~~ the **individual** ~~maternal~~ and **their family.** ~~child client group.~~ **Emphasis is on principles of adult teaching and learning and the design of health promotion strategies that are tailored to the individual and their family.** ~~The responsibilities of accurate reporting and documenting are discussed.The nurse also needs to understand the collaboration between various health sectors in order to ease transition when clients enter or leave acute care.Opportunities for client teaching and learning are stressed.This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264

Course Co-requisites (if applicable):

NURS 2160

NURS 2161

NURS 2162

NURS 2164

PLAR (Prior Learning Assessment & Recognition)

              No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Examine the transitions from health to **illness, hospitalization** ~~illness~~ and **return to health.** ~~hospitalization~~
CLO #2	Explore the application of Primary Care principles in health and illness transitions
CLO #3	Develop an understanding of the impact of the determinants of health on health- illness transitions.
CLO #4	Apply **the VCC BScN** ~~a holistic health assessment framework (VCC~~ Framework for **Healing** ~~Health) to young~~ and **Health Promotion to young and** middle adults.
CLO #5	**Apply adult** ~~Understand theories of~~ learning **theories** ~~and teaching related~~ to **patient** ~~adult~~ education
	~~Apply principles adult education to create client centered teaching and learning plans~~
CLO #6	Review self management frameworks that sustain and promote health and well being
CLO #7	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional
Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade: **60%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	**34** ~~10~~	**Research & presentations** ~~Reading summary and discussion questions~~
Other	**26** ~~30~~	**Self reflections** ~~Promoting successful transition outcomes paper~~
Participation ~~Other~~	**10** ~~30~~	**Group skills** ~~Poster presentation~~
Project ~~Other~~	30	Teaching ~~and learning group~~ presentation

Hours by Learning Environment Type

Lecture, Seminar, Online

         30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- Introduction to Health Illness Transitions - **Critical Reasoning** - **Relational Inquiry: Theoretical Perspectives & Ways of Knowing** - **Uncertainty, Resilience, Hope and Shifting Perspectives** - **Health Promotion Teaching & Learning: Adult Learning Theory, Assessing the Learner and Learning Environment** - **Social Determinants of Health and Determinants of Inequities: Income & Social Status, Education & Literacy, Housing and Food Security** - **Primary Health Care Principles: Advocacy and Social Justice as Health Promotion** - **Transitions: Growth & Development: Young and Middle-age adult and Health Risks** - **Simulations & teaching demonstrations** - **Harm Reduction** - **Substance Abuse** - **Teaching and Learning presentations**
~~Teaching and Learning 1:Theories of adult teaching and learning~~
~~Teaching and Learning 2:Developing teaching and learning plans~~
~~Understanding "where the person is at":Part of a holistic assessment~~
~~Health Promotion strategies appropriate for "where the person is at"~~
~~Managing Health Illness Transitions:Coping with uncertainty & finding strength~~
~~Seeing the big picture:Discharge planning and continuity of care (including Primary Care)~~
~~Harm Reduction~~
~~Substance Abuse~~
~~Teaching and Learning presentations~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 05/06/20 6:23 pm

Viewing: **NURS 2164 : Nursing Clinical Practice 3**

Last edit: 05/28/20 4:43 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Nursing Clinical Practice 3

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:36 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:30 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

(dduncan): Approved for 5031 Leader

7. 04/16/20 2:01 pm Darija Rabadzija (drabadzija): Rollback to Initiator

8. 05/06/20 6:37 pm Deirdre Duncan (dduncan): Approved for 5031 Leader

9. 05/08/20 8:32 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean

10. 05/28/20 4:45 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**

Banner Course Name: Nursing Clinical Practice 3

Subject Code: NURS - Nursing

Course Number   2164

Year of Study   **2nd Year Post-secondary**

Credits: 6.5

Course Description:

This course expands the professional practice themes including focused and comprehensive nursing assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed care, collaboration, leadership, organizational skills, patient safety, and relational practice. Students apply ~~This~~

~~course emphasizes~~ the ~~development of~~ nursing **process as a foundational framework** ~~skills in the promotion of health and healing when caring~~ for **clinical reasoning and decision-making with stable persons experiencing** ~~individuals who require~~ acute **health issues in the acute care setting.** ~~nursing interventions. Building on the theory and practice from previous terms, a nursing process approach to the management of care is reinforced while integrating new knowledge and technical skills relevant in an acutesetting.The focus is on performing accurate comprehensive nursing assessments and using the nursing process to determine care for clients requiring acute care across thelifespan.Opportunities for client teaching and learning arestressed.~~**Clinical practice including nursing labs, simulation and clinical experiences** ~~The laboratory setting as well as the hospital setting~~ provides **an** ~~the~~ opportunity for integration of **theory.** ~~theory to practice.~~ **Theory from nursing science, other sciences and humanities informs practice.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1164

NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264

NURS 1370

Course Co-requisites (if applicable):

NURS 2160

NURS 2161

NURS 2162

NURS 2163

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain** ~~Demonstrate~~ professional responsibility and accountability **of** ~~for safe, compassionate, competent, and ethical~~ nursing **practice, and professional conduct.** ~~care in the acute care setting.~~
CLO #2	**Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.** ~~Use of knowledge from the biological, behavioral and nursing sciences and related disciplines in the promotion, preservation and restoration of health when caring for selected clients experiencing acute episodes of illness.~~

	Upon successful completion of this course, students will be able to:
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Apply a process of critical inquiry and evidence informed practice to develop, deliver and evaluate holistic nursing care to selected individuals experiencing acute episodes of illness.~~
CLO #4	**Uphold and promote the ethical standards of the nursing profession** ~~Demonstrate competency in professional judgment by applying ethical and legal principles to changing situations with selected clients experiencing acute illness.~~
	~~Collaborate as a member of an interprofessional team in an acute care setting.~~
	~~Establish partnerships with persons respecting experience, diversity and choice in acute care settings.~~
	~~Demonstrate self regulation by developing and enhancing own competence in acute care settings.~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.** ~~Displays behaviours that demonstrate professional comportment.~~

Instructional

Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

An average of 72% for the laboratory components and clinical assignments is required to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	S/U	**Lab & clnicial assignments** ~~Clinical • Discharge Planning Assignment~~
~~Other~~	~~S/U~~	~~Clinical • One nursing care plan~~
~~Other~~	~~S/U~~	~~Clinical • One (1) Structured Journal~~

Type	Percentage	Brief description of assessment activity
~~Other~~	~~S/U~~	~~Clinical • Midterm & Final Clinical Self Evaluation~~
Other	S/U	Clinical **Self and** ~~• Midterm & Final Clinical~~ Instructor Evaluation
~~Other~~	~~S/U~~	~~CBL • Group Skills Evaluation~~
~~Other~~	~~S/U~~	~~CBL • CBL Knowledge Paper~~
Clinical Examination ~~Midterm Exam~~	**S/U** ~~10~~	**Integrations** ~~Laboratory • Midterm Integration~~
~~Other~~	~~S/U~~	~~Laboratory • Instructor & Self Lab Evaluation~~
Quizzes/Tests	**S/U**	**Drug Calculation Exam*Satisfactory = 100% (3 attempts in total)**
Quizzes/Tests	**60** ~~50~~	**4-6 Lab quizzes** ~~Laboratory • Lab Quizzes~~
~~Final Exam~~	~~30~~	~~Laboratory • Lab Final Exam~~
~~Other~~	~~10~~	~~Laboratory • Lab Integration~~
~~Other~~	~~S/U~~	~~Laboratory • CPE Prep Integration~~
Final Exam	**40**	**Comprehensive Exam (NCLEX style)**

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

75 ~~45~~

Practicum   **120**

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Focused assessment & clinical judgment relating to acute medical/surgical clients - Emergencies in acute care

- Care of the perioperative client - pain management - neurological assessment

- Medication administration in acute care - infusion therapy

- Acute & Surgical wound care

- Neurovascular assessment & orthopedic surgeries

- Urinary catheterization and bladder irrigation

- Nasogastric tubes and decompression

• ~~Health illness transitions~~

• ~~Concepts related to health illness transitions~~

• ~~Creating Quality Practice Environments~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Course Change Request

Date Submitted: 05/06/20 6:28 pm

Viewing: **NURS 2261 : Collaboration with Families**

Last edit: 05/11/20 1:39 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Collaboration with Families

Effective Date: January 2021

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:36 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:30 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:55 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:01 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:32 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Collaboration with Families

Subject Code: NURS - Nursing

Course Number   2261

Year of Study   **2nd Year Post-secondary**

Credits: 2

Course Description:
**This course builds on concepts developed in relational practice from previous collaboration courses.
Using multiple ways of knowing, students will explore healing and health promotion with families.
Students will explore trends and issues and develop conceptual and experiential knowledge regarding**

relational techniques/processes that foster health-promoting relationships with families. ~~This course focuses on the nurse's professional communications with family members of the child or neonate requiring health care.The nurse's ethical responsibility to be a change agent and advocate for the safety of the child or neonate is addressed.Collaboration, interdisciplinary communication and therapeutic use of self to provide health care and support for both the patient and family during stressful situations is reviewed and applied in the context of pediatric care.Ethical and legal issues are explored considering dilemmas with end of life care.Post traumatic stress is discussed, highlighting the nurse's professional responsibility for self care.This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 2160, NURS 2161, NURS 2162, NURS 2163, NURS 2164, NURS 2370

Course Co-requisites (if applicable):

NURS 2263

NURS 2264

NURS 2265

NURS 2266

PLAR (Prior Learning Assessment & Recognition)

                          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explore personal characteristics that may influence relational practice with families.
CLO #2	Examine ~~the impact of various~~ theoretical perspectives **regarding** ~~on~~ family within our **culture.** ~~culture~~
CLO #3	**Develop** ~~Understand~~ conceptual and experiential knowledge in relational processes to promote collaboration with **families** ~~the family~~ in assessment, planning and implementing health promotion **strategies.** ~~strategies~~
CLO #4	Analyze contemporary issues and challenges that impact families.
CLO #5	Engage in critical reflection to promote ethical, **safe,** ~~safe~~ and responsive family centered care.
CLO #6	Know nurses' legal and ethical accountability and responsibility in family **nursing.** ~~nursing~~
CLO #7	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional
Strategies:

This course is delivered through lectures, small and large group discussions/exercises and reflective exercises. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	**60** ~~100~~	**Reflections** ~~Guided Reflections on Readings &Class Discussions (5 in total — 20% each)~~
Project	**30**	**Presentation**
Participation	**10**	**Class attendance and engagement**

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Contextual trends in families and family nursing

Models of family nursing

Processes and skills of relational practice with families

Challenges in family nursing: Responding relationally

Legal practice in family nursing

Theoretical perspectives and lenses for viewing family relationally

Relational Inquiry and ethics ~~Introduction to Relational Practice in Collaboration with Families~~

~~Lenses and Perspectives for viewing Family Holistically~~

~~Nursing Theory and directions for Family Nursing Care~~

~~Processes and Skills of Relational Practices with families~~

~~Challenges in Family Nursing~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 05/06/20 6:29 pm

Viewing: **NURS 2263 : Childbearing Family Transition**

Last edit: 05/06/20 6:29 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Childbearing Family Transition

Effective Date:	January 2021
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:23 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:30 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

334

    (dduncan):
Approved for 5031
Leader

7. 04/16/20 2:01 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:33 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Childbearing Family Transition

Subject Code: NURS - Nursing

Course Number   2263

Year of Study   **2nd Year Post-secondary**

Credits: 2

Course Description:

This course explores relational inquiry that considers context, culture and the lived experience of individuals and families. ~~This course provides an opportunity to apply family theory to forming partnerships with~~~~families.~~Emphasis is placed on developing ~~novice level~~ assessment, planning and

intervention skills with child bearing families **that incorporates diversity and explores health promotion and prevention strategies.** ~~as well as heightening student's sensitivity to family diversity.~~ **There is a strong emphasis on growth and development, social determinants of health and culturally appropriate healing-centered nursing care.** ~~Themes of health promotion and transition throughout the lifespan continue in this course with focus on holistic assessment of growth and development from conception through to adolescence.This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 2160, NURS 2161, NURS 2162, NURS 2163, NURS 2164, NURS 2370

Course Co-requisites (if applicable):

NURS 2261

NURS 2264

NURS 2265

NURS 2266

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explore the transitions **and** ~~(and~~ implications of the **transitions** ~~transitions)~~ that occur from pre-pregnancy through to adolescence **and** ~~and~~ the **transitions** ~~transitions~~ evident in the CBL situation.
CLO #2	**Apply** ~~Using~~ holistic assessment frameworks **such** ~~(such~~ as the VCC framework for **healing & health promotion to** ~~health),~~ consider the multitude of factors that impact an individual/family's transition.
	~~Determine health promotion and prevention strategies that can assist families towards healthy transition outcomes.~~
CLO #3	Analyze ~~and discuss~~ variances ~~(wording keeps to the idea of normal variance rather than abnormality)~~ in growth and development that arise for individuals and families from preconception through to adolescence.
	~~Practice self-awareness of values and personal beliefs and identify when these conflict with best practice guidelines.~~
	~~Explore community resources to anticipate referrals that are an appropriate 'fit' for various social or cultural groups.~~

	Upon successful completion of this course, students will be able to:
CLO #4	Examine the scope of maternal child nursing **practice.** ~~practice (for the simulation aspect of the course).~~
CLO #5	Apply critical inquiry and evidence informed practice to **promote health with** ~~the care of~~ a family experiencing **transitions.** ~~transitions (for the simulation aspect of the course).~~
CLO #6	Reflect on ~~and apply~~ knowledge and skills of relational practice with a family experiencing **transition.** ~~transition (for the simulation aspect of the course).~~
CLO #7	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional
Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	**35** ~~25~~	**Research and presentations** ~~Community Resource visit and analysis~~
Other	**25** ~~35~~	**Self-reflections** ~~Group Skills Evaluation (was a paper)~~
Participation ~~Other~~	**10** ~~40~~	**Group skills** ~~Teaching tool/resource/Lesson~~
Project	**30**	**Knowledge paper**

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- • Growth and **Development:** ~~Development~~ **preconception to adolescence** - **Social Determinants of Health** - **Health Promotion** - **Illness Prevention: gene-linked risk factors, communicable diseases, Rh incompatibility** - **Health Restoration: pertussis, neonatal jaundice** - **Transitions: developmental (family), health/illness (pertussis, neonatal jaundice), situational (homeland, refugee/immigrant, work)**
• ~~Social Determinants of Health~~
• ~~Health Promotion~~
• ~~Illness Prevention~~
• ~~Health Restoration~~
• ~~Transitions~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

338

Course Change Request

Date Submitted: 05/06/20 6:29 pm

Viewing: **NURS 2264 : Nursing Clinical Practice 4**

Last edit: 05/11/20 1:40 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Nursing Clinical Practice 4

Effective Date: January 2021

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:24 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:30 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

339

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:01 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:33 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**
Deirdre Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**

Banner Course
Name:

Nursing Clinical Practice 4

Subject Code: NURS - Nursing

Course Number   2264

Year of Study   **2nd Year Post-secondary**

Credits: 6.5

Course Description:

This course expands the professional practice themes including focused and comprehensive nursing assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed care, collaboration, leadership, organizational skills, patient safety, and relational practice. Students apply the

nursing process as a foundational framework for clinical reasoning and decision-making within maternal and pediatric care settings. Clinical practice including nursing labs, simulation and clinical experiences provides an opportunity for integration of theory. Theory from nursing science, other sciences and humanities informs practice. ~~This course uses the nursing process to teach students the application of nursing knowledge with new mothers, infants and children.Organizational skills, creating a quality practice environment and basic assessment skills as related to development of newborn, infant and child are practiced.Therapeutic communication and culturally relevant care are underlying themes.This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1164, NURS 1264, NURS 1370,
NURS 2160, NURS 2161, NURS 2162, NURS 2163, NURS 2164, NURS 2370

Course Co-requisites (if applicable):

NURS 2261
NURS 2263
NURS 2265
NURS 2266

PLAR (Prior Learning Assessment & Recognition)
         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain professional responsibility and accountability in nursing practice, and professional conduct.** ~~Use self-reflection and constructive feedback to assess, evaluate and modify own practice in the lab and maternal/newborn and pediatric care settings.~~
CLO #2	**Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.** ~~Use knowledge from the biological, behavioural and nursing sciences as a basis for decision-making and problem solving when caring for selected pediatric and maternal/newborn clients experiencing health concerns.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Apply the nursing process and critical inquiry to develop evidence informed plans of care for selected individuals from conception to adolescence and for new mothers.~~

	Upon successful completion of this course, students will be able to:
CLO #4	**Upholds and promotes the ethical standards of the nursing profession** ~~Implement nursing interventions to achieve the goals of health promotion and/or healing with maternal, newborn and pediatric clients experiencing health transitions and/or challenges.~~
	~~Apply principles of pharmacology to safely administer medications in the lab and maternity and pediatric settings.~~
	~~Practice professionally in the nursing role in maternal/newborn and pediatric care settings.~~
	~~Integrate successfully into the role of team member.~~
	~~Communicate and collaborate effectively with pediatric clients and families experiencing acute and/or chronic illness, as well as maternity clients in childbearing transitions as well as with health care team members.~~
	~~Adapt own knowledge, skills, attitude and clinical judgment to changing situations when caring for clients in maternal/newborn and pediatric settings.~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional
Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

An average of 72% for the laboratory components and clinical assignments is required to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination ~~Lab Work~~	S/U	Integrated lab **assessments** **Case study research** **ORID** ~~assessments~~

Type	Percentage	Brief description of assessment activity
~~Other~~	~~S/U~~	~~Case study research~~
Assignments ~~Other~~	S/U	**Lab and clinical assignments** ~~Guided Journal~~
~~Other~~	~~S/U~~	~~Learning Plan~~
Other	S/U	**Clinical Self and Instructor Evaluation** ~~Formal Evaluation~~
~~Other~~	~~S/U~~	~~CBL~~
Final Exam	S/U	**NCLEX style exam** ~~Final Exam~~
Exam	**S/U**	**Drug Calculation Exam*Satisfactory = 100% (3 attempts in total)**

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60 ~~95~~

Practicum   **144**

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- **Pre partum assessments**
- **Care of Maternity client**
- **Stages of Labour**
- **Birthing interventions**
- **Management of high risk pregnancies**
- **Management of spontaneous abortion**
- **Postpartum care**
- **Care of the newborn**
- **Discharge teaching**
- **Child's experience of hospitalization**
- **Care of child with sensory/neurological condition**
- **Care of child with musculoskeletal condition**
- **Care of child with respiratory/cardiac condition**
- **Care of child with condition of the blood or lymph system**
- **Care of child with a GI condition**
- **Care of child with endocrine/metabolic disorders**
- **Immunizations: policies and practice** ~~Pre partum assessments~~

~~Care of Maternity client~~

~~Stages of Labour~~

~~Birthing interventions~~

~~Management of high risk pregnancies~~

~~Management of spontaneous abortion~~

~~Postpartum care~~

~~Care of the newborn~~

~~Discharge teaching~~

~~Child's experience of hospitalization~~

~~Care of child with sensory/neurological condition~~

~~Care of child with musculoskeletal condition~~

~~Care of child with respiratory/cardiac condition~~

~~Care of child with condition of the blood or lymph system~~

~~Care of child with a GI condition~~

~~Care of child with endocrine/metabolic disorders~~

Course Topics:
~~Immunizations:policies and practice~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:24 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:30 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:56 pm): Rollback: As requested.

Darija Rabadzija (drabadzija) (04/16/20 2:01 pm): Rollback: Rollback as requested

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Course Change Request

Date Submitted: 05/06/20 6:29 pm

Viewing: **NURS 2265 : Child Health and &**

Pharmacology

Last edit: 05/28/20 4:41 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

Course Name:

Child Health and Pharmacology

Effective Date:	January 2021
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)
Contact(s)	

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:24 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:30 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:01 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:33 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course Name: Child Health **and** ~~&~~ Pharmacology

Subject Code: NURS - Nursing

Course Number   2265

Year of Study   **2nd Year Post-secondary**

Credits: 2

Course Description:

This course focuses on child health care. The content builds on previous Nursing Pharmacotherapeutics courses and on existing knowledge of human anatomy and physiology in examining pathophysiology in pediatric body systems. This course ~~also~~ expands on drug calculations previously learned in the context of

adult populations, **emphasizing** ~~to an emphasis on~~ pediatric drugs and dosages. ~~Implicit in safe drug administration is critical inquiry and adherence to the CRNBC medication practicestandards.~~Childhood illnesses, developmental disabilities and the impact on the family **are** ~~will be~~ addressed. **Pertinent microbiology, immunology, epidemiology,** ~~Microbiology, immunology and~~ pharmacology and **diagnostic** ~~nursing theory~~ content will be integrated throughout the course to reflect the interrelated and holistic nature of the body's response to illness and healing. **Students use critical inquiry to support evidence-informed practice as they engage with course material.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 2160, NURS 2161, NURS 2162, NURS 2163, NURS 2164

Course Co-requisites (if applicable):

NURS 2261

NURS 2263

NURS 2264

NURS 2266

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Discuss** ~~Describe~~ the pathophysiology, **epidemiology, immunology, pharmacology** ~~etiology, risk factors,~~ and **microbiology** ~~signs & symptoms~~ of selected illnesses **of the pediatric population.** ~~in children~~
	~~Apply epidemiology, immunology and microbiology concepts to selected illnesses of children~~
CLO #2	Explain the therapeutic action, side effects, and nursing consideration for drug classifications administered for acute medical-surgical conditions in children.
	~~Interpret nursing considerations for making decisions about pain management in children~~
CLO #3	**Integrate the VCC BScN Framework for Health Promotion & Healing to develop a holistic plan of care for the pediatric population and their families.** ~~Apply the nursing process to case studies of children with selected illnesses and specific pharmacotherapies~~
CLO #4	Explore **non-pharmacological therapeutics** ~~pharmacological alternative health considerations~~ for acute **medical-surgical** ~~medical surgical~~ conditions in children

	Upon successful completion of this course, students will be able to:
CLO #5	Relate the legal, ethical and professional practice responsibilities of the nurse to medication administration in children
	~~Explain pharmacological considerations in administering intravenous medications in children~~
	~~Apply mathematics to ensure accurate calculations for medications related to children~~
	~~Provide patient education about the advocacy role of the Registered Nurse in relation to drug therapies for children and their families~~
	~~Displays behaviours that demonstrate professional comportment~~

Instructional
Strategies:

This course is delivered through lectures, small and large group discussions/exercises and reflective exercises. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade: **72%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	**65** ~~45~~	**2-4 quizzes** ~~Quizzes x3 (15% each)~~
~~Exam~~	~~15~~	~~Math Calculations Exam~~
~~Final Exam~~	~~40~~	~~Final~~
Final Exam	**35**	**Theory Pathophysiology and Pharmacology**

Hours by Learning Environment Type

Lecture, Seminar, Online

       30 ~~25~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- Reaction to Illness and Hospitalization and Pharmacotherapy and Pharmacokinetics in children **- Respiratory Dysfunction** **- Pharmacology: Pain Management** **- Cardiovascular and Hematological Dysfunction** **- Neuromuscular disorders & Neurological Disorders** **- Immunological Disorders and Issues related to medication administration in maternal-child nursing care** **- Advocacy and education roles for nurses, children and families; Legal and ethical responsibilities of the nurse** **- Infectious and Communicable disorders** **- Gastrointestinal and Genitourinary Dysfunction** **- Nursing Care of the Child with Special Needs and Neoplastic disorders**

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

350

Provide any additional information if necessary.

See 3264 for rationale regarding final exam at 40%

Supporting
documentation:

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:24 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:31 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:56 pm): Rollback: As requested.

Darija Rabadzija (drabadzija) (04/16/20 2:01 pm): Rollback: Rollback as requested

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Key: 6836

Preview Bridge

Course Change Request

Date Submitted: 05/06/20 6:29 pm

Viewing: **NURS 2266 : Maternal Health & Pharmacology**

Last edit: 05/28/20 4:41 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Maternal Health and Pharmacology

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)
Contact(s)	

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader
2. 02/25/20 5:37 pm
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 03/03/20 2:24 pm
   Nicole Degagne
   (ndegagne):
   Rollback to SHS
   Dean for Curriculum
   Committee Chair
4. 03/03/20 2:31 pm
   Jo-Ellen Zakoor
   (jzakoor): Rollback
   to 5031 Leader for
   SHS Dean
5. 03/03/20 3:56 pm
   Nicole Degagne
   (ndegagne):
   Rollback to Initiator
6. 04/15/20 3:30 pm
   Deirdre Duncan

<div style="text-align:right">

352

(dduncan): Approved for 5031 Leader

7. 04/16/20 2:01 pm Darija Rabadzija (drabadzija): Rollback to Initiator

8. 05/06/20 6:37 pm Deirdre Duncan (dduncan): Approved for 5031 Leader

9. 05/08/20 8:33 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean

10. 05/28/20 4:45 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

</div>

Name	E-mail	Phone/Ext.
Dee Duncan	dduncan@vcc.ca	604 871 7000/5131
Ruth Klann	rklann@vcc.ca	604 871 7000 / 5090

Banner Course Name: Maternal Health & Pharmacology

Subject Code: NURS - Nursing

Course Number   2266

Year of Study   **2nd Year Post-secondary**

Credits: 2

Course Description:

The focus of this course is on maternal nursing care. The content builds on previous Nursing Pharmacotherapeutics courses, and on existing knowledge of human anatomy, physiology, and pathophysiology. Physiological changes and responses to pregnancy and birth, gynecological and

reproductive complications, prenatal and antenatal risks, birthing interventions and postpartum complications **are discussed.** ~~will be discussed Microbiology, immunology and pharmacology content and nursing theory will be integrated throughout the course to reflect the interrelated and holistic nature of the body's response to illness and healing.~~ **Pertinent microbiology, immunology, epidemiology, pharmacology and diagnostic content will be integrated throughout the course to reflect the interrelated and holistic nature of the body's response to illness and healing. Students use critical inquiry to support evidence-informed practice as they engage with course material.** ~~This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 2160, NURS 2161, NURS 2162, NURS 2163, NURS 2164, NURS 2370

Course Co-requisites (if applicable):

NURS 2261

NURS 2263

NURS 2264

NURS 2265

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Identify anatomy** ~~Understand growth~~ and **physiology** ~~development~~ of **reproductive systems and growth and development of** the **fetus.** ~~fetus~~
CLO #2	**Describe** ~~Understand~~ the **physiological adaptations** ~~physiology~~ of pregnancy, labour and **delivery as well as extrauterine adaptation of the newborn.** ~~delivery.~~
CLO #3	**Discuss** ~~Understand alterations in normal growth and development~~ ~~• Understand~~ the **pathophysiology, epidemiology, immunology, pharmacology and microbiology** ~~pathophysiology~~ of **selected illnesses** ~~genetics~~ and **complications** ~~fetal abnormalities.~~ ~~• Understand the pathophysiology~~ of **childbearing women and neonates.** ~~perinatal disorders~~
CLO #4	**Discuss pharmacology for pregnancy, labour and delivery, postpartum complication, as well as lactation and reproductive disorders.** ~~Discuss the pathophysiology, etiology, risk factors, and signs & symptoms of selected illnesses of childbearing women and neonates.~~
CLO #5	**Apply the nursing process in the management of preconception, conception, pregnancy, childbearing and postpartum period of childbearing women, fetus and newborns.**

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	Upon successful completion of this course, students will be able to:
CLO #6	Integrate the VCC BScN Framework for Health Promotion & Healing to develop a holistic plan of care for childbearing families including those experiencing complications. Discuss the related pharmacology for pregnancy, labour and delivery, postpartum complication, as well as lactation and reproductive disorders.
	Apply epidemiology, immunology, pharmacology and microbiology to selected illnesses of childbearing women and neonates.
	Apply a process of critical inquiry to care of neonates and childbearing women.
	Use the VCC Framework for Health to develop a holistic plan of care for childbearing families experiencing selected examples of common health challenges.
	Display behaviours that demonstrate professional comportment

Instructional

Strategies:

This course is delivered in the classroom using large group discussion, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** Letter Grade (A-F)   Passing grade:

72%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	45	Quizzes x3 (15% each)
Quizzes/Tests Other	**65** 20	**Quizzes** Presentation
Final Exam	35	Final
Final Exam	**35**	
Assignments	**S/U**	

Hours by Learning Environment Type

Lecture, Seminar, Online

30 ~~24~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~6~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- Review of Anatomy and Physiology of Pregnancy **- Preconception and Contraception/Assisted Reproductive technology/Genetic screening** **- Gynecological Disorders/Sexually Transmitted Infections** **- Pregnancy at Risk** **- Labour and Birth at Risk** **- Medications commonly used in labour and delivery** **- Postpartum Complications** **- The Newborn at Risk**

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Course Change Request

Date Submitted: 05/06/20 6:32 pm

Viewing: **NURS 2370 : Clinical Consolidation 2**

Last edit: 05/06/20 6:32 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

Course Name:

Clinical Consolidation 2

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:24 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:31 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

357

(dduncan): Approved for 5031 Leader

7. 04/16/20 2:01 pm Darija Rabadzija (drabadzija): Rollback to Initiator

8. 05/06/20 6:37 pm Deirdre Duncan (dduncan): Approved for 5031 Leader

9. 05/08/20 8:33 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean

10. 05/28/20 4:45 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**
Dee Duncan	**dduncan@vcc.ca**	**604-871-7000/**

Banner Course Name: Clinical Consolidation 2

Subject Code: NURS - Nursing

Course Number 2370

Year of Study **2nd Year Post-secondary**

Credits: 6

Course Description:

~~Students have a six week clinical experience on an acute medical or surgical nursing unit in a hospitalsetting.This experience provides opportunities to consolidate and integratetheory.The practicum focuses on various transitions experienced by the individual and involved familymembers.~~**This consolidated**

clinical experience supports ~~Students have opportunities to apply~~ the **integration of theory to practice with stable** ~~Framework for Health to~~ persons **with** ~~needing~~ acute **health issues In the acute care setting.** ~~care. This course is part of the full-time Nursing (BScN) Year 1 Entry Program.~~

Course Pre-Requisites (if applicable):

NURS 1164

NURS 1264, NURS 1260, NURS 1262, NURS 1263, NURS 1261

NURS 1370

NURS 2164

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain professional** ~~Demonstrates~~ responsibility and accountability ~~for own actions and decisions~~ in **nursing practice and professional conduct.** ~~acute care settings.~~
CLO #2	**Apply clinical judgment in** ~~Uses knowledge from the biological, behavioural and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health when caring for persons in acute settings.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Applies a process of critical inquiry and evidence informed practice to develop and deliver holistic nursing care to selected persons experiencing complex illness in acute care settings.~~
CLO #4	**Upholds and promotes the ethical standards of the nursing profession.** ~~Demonstrates competency in professional judgment by applying ethical and legal principles to situations within acute care settings.~~
	~~Collaborates as a member of an interprofessional team within an acute care setting.~~
	~~Establishes partnerships with persons respecting their experience, diversity and choice in acute care settings.~~
	~~Demonstrates self-regulation by developing and enhancing own competence.~~
	~~Displays behaviours that demonstrate professional comportment.~~

	Upon successful completion of this course, students will be able to:
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional

Strategies:

Professional practice experience.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

An average of 72% on the clinical assignments is required for a satisfactory grade.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Other~~		~~Midterm Clinical Formative Evaluation~~
Other	S/U	~~Final~~ Clinical **Self and Instructor** ~~Summative~~ Evaluation
Assignments ~~Other~~	S/U	~~Structured Reflective Journals (2)~~
~~Other~~	~~S/U~~	~~Weekly On-line Discussion Forums~~

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum   **180**

Self Paced / Individual Learning

Course Topics

Course Topics:

Clinical practice in acute care.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:24 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:31 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:56 pm): Rollback: As requested.

Julie Gilbert (jgilbert) (04/16/20 12:02 pm): NURS 2370 - CLO # 1 does not Match PLO#1. I believe the clinical CLO's all match the PLO's.

Darija Rabadzija (drabadzija) (04/16/20 2:01 pm): Rollback: Rollback as requested

Marketing Information

Course Change Request

Date Submitted: 05/06/20 6:30 pm

Viewing: **NURS 3160 : Mental Health Nursing**

Last edit: 05/08/20 8:37 am

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

[5: Bachelor of Science in Nursing (Advanced Entry)](#)

Course Name:

Mental Health Nursing

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:53 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:24 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:31 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:01 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:37 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	dduncan@vcc.ca	604 871 7000/5131
Ruth Klann	rklann@vcc.ca	604 871 7000/5090

Banner Course
Name: Mental Health Nursing

Subject Code: NURS - Nursing

Course Number   3160

Year of Study   3rd Year Post-secondary

Credits: 6

Course Description:

This course focuses on mental health, mental illness, and addictions in the Canadian context. Psychiatric disorders are discussed with a focus on the applications of the core concepts of relational nursing practice. Examples of these core concepts are: the determinants of health and well-being; therapeutic,

interprofessional collaboration with clients and families; cultural ~~competence;~~ safety and **humility;** ~~humility,~~ ³⁶³ and trauma-informed practice. These core concepts will be integrated throughout the course. ~~The College of Registered Nurses of B.C.Practice Standards, and relational inquiry are integrated through case study, problem-based learning, and arts-based approaches to enhance student application of nursing practice related to mental health and illness.~~

Course Pre-Requisites (if applicable):

NURS 2261, NURS 2263, NURS 2264, NURS 2265, NURS 2266
or
NURS 1357, NURS 1358, NURS 1359, NURS 1399

Course Co-requisites (if applicable):

NURS 3163
NURS 3164
NURS 3265

PLAR (Prior Learning Assessment & Recognition)

No ~~Yes~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Explain contemporary theories of mental illness and addictions.~~
CLO #1	Examine the **multiple contexts that shape societal views on** ~~relationship between culture and~~ mental **illness and additions.** ~~health.~~
CLO #2	Practice principles of trauma informed practice and relational inquiry for mental health nursing in simulated acute psychiatric situations.
CLO #3	**Integrate the VCC BScN Framework for Health Promotion & Healing to develop a holistic plan of care for persons and families experiencing various psychiatric disorders, mental illness and addiction.** ~~Apply core competencies of mental status assessment.~~
	~~Apply pharmacological treatment for clients with mental illness and addiction.~~
CLO #4	Apply cognitive and behavioural therapy for simulated clients with mental illness and addiction.
CLO #5	**Explain** ~~Apply~~ non-pharmacological and integrative treatments for simulated clients with mental illness and addiction.
CLO #6	**Describe** ~~Apply~~ existing mental health legislation and policies related to mental health nursing.

	Upon successful completion of this course, students will be able to:
CLO #7	Develop effective therapeutic communication strategies for working with clients experiencing mental health challenges.
	~~Describe the pathology of various psychiatric disorders~~
CLO #8	**Integrate principles of microbiology, immunology, epidemiology, pharmacology, diagnostics and nursing interventions related to various psychiatric disorders, mental illness and addiction.**
CLO #9	**Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional

Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building. ~~Instructional strategies within this course may include:Lecture, seminar and problem based learning of case study examples.Group work, role play, online activities, and field experience will also be included as strategies to optimize student learning.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

An average of 72% from all ~~C 60-63% All~~ evaluation **criteria** ~~components~~ must be completed

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	25	~~on line~~
Final Exam	25	~~on line~~
Assignments	**50** ~~25~~	**Two assignments** ~~in class presentation~~
~~Assignments~~	~~25~~	~~written paper~~
~~Other~~		~~peer evaluation of communication skills as per rubric~~
~~Other~~		~~proof of completion of online addiction module~~

Hours by Learning Environment Type

Lecture, Seminar, Online

            90

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
● **Introduction to mental health in Canada**
● **Culture and mental health.**
● **Mental status assessment, nursing diagnosis and intervention.**
● **Relational inquiry, motivational interviewing and therapeutic use of self.**
● **Trauma informed practice and relational approaches to therapeutic interviewing**
● **Etiology, care and assessment of persons with selected mental health disorders.**
● **Psychopharmacology and non- biological treatments.**
● **Epigenetics, addiction, and substance related disorders.**
● **Sex/Gender, variations of gender expression and identity.** ~~Introduction to Canadian Mental Health Acts:legal and ethical implications~~
~~Culture and mental health~~
~~Mental health assessment~~
~~Motivational interviewing, relational inquiry and therapeutic use of self~~
~~Mood disorders~~
~~Suicide epidemiology and social determinants~~
~~Psychotic disorders~~
~~Anxiety disorders~~
~~Theories of addiction, substances abuse and epigenetics~~
~~HIV and cognitive disorders~~
~~Psycho-pharmacology~~

Course Change Request

Date Submitted: 05/06/20 6:30 pm

Viewing: **NURS 3163 : Situational Transitions**

Last edit: 05/06/20 6:30 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

[5: Bachelor of Science in Nursing (Advanced Entry)](#)

Course Name:

Situational Transitions

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:24 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:31 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:30 pm Deirdre Duncan

367

      (dduncan):
      Approved for 5031
      Leader

7. 04/16/20 2:02 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to Initiator

8. 05/06/20 6:37 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader

9. 05/08/20 8:33 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean

10. 05/28/20 4:45 pm
    Todd Rowlatt
    (trowlatt): Approved
    for Curriculum
    Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Situational Transitions

Subject Code: NURS - Nursing

Course Number   3163

Year of Study   **3rd Year Post-secondary**

Credits: 3

Course Description:

This course **uses health promotion and population health frameworks** ~~introduces students~~ to **inform an understanding** ~~issues~~ of ~~power and social justice within health care as well as to explore psychiatric and~~ mental **health that goes beyond diseases and individual behaviors to consider** ~~health challenges faced by~~

~~individuals and families across~~ the **social determinants of mental health (SDMH).** ~~lifespan.~~ **Situational transitions that are layered onto the SDMH create further health challenges. Health promotion focuses on advocating for the principles** ~~Nursing models related to psychiatric and mental health nursing are introduced to provide holistic assessment~~ of **primary health care to achieve resilience, justice and empowerment for individuals** ~~clients~~ and families **living with addictions** ~~experiencing psychiatric mental health disorders~~ and **mental health challenges.** ~~planning creative nursing interventions to increase empowerment, assist with coping and resilience. This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 2261, NURS 2263, NURS 2264, NURS 2265, NURS 2266
or
NURS 1357, NURS 1358, NURS 1359, NURS 1399

Course Co-requisites (if applicable):

NURS 3160
NURS 3164
NURS 3265

PLAR (Prior Learning Assessment & Recognition)
         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Examine theoretical approaches to power and social justice in health~~
CLO #1	**Investigate clinical reasoning and relational inquiry in mental health nursing.** ~~Explore social and cultural perspectives in relation to values and beliefs about situational transitions~~
CLO #2	**Apply the transitions framework to people and families experiencing mental health challenges.** ~~Use a process of critical inquiry to evaluate impact of social determinants of health on situational transitions~~
CLO #3	**Explore the Social Determinants of Mental Health (SDMH).** ~~Apply principles of primary health care~~
CLO #4	Integrate theories of hope, empowerment, resilience and coping to create health promotion within the context of psychiatric and mental health nursing

	Upon successful completion of this course, students will be able to:
CLO #5	**Examine advocacy** ~~Demonstrate knowledge of the origins of the health disparities of selected populations~~ and **policy changes needed** ~~the contributions of nursing practice~~ to **establish the principles of primary health care in mental** ~~the achievement of positive~~ health **nursing** ~~outcomes~~
CLO #6	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional

Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	**35** ~~25~~	**Research, Presentations & Challenges** ~~Literature Review~~
Other	25	**Self-reflection** ~~Situational Transitions Paper~~
Participation ~~Midterm Exam~~	**10** ~~25~~	**Group skills** ~~Midterm Exam~~
Project ~~Other~~	**30** ~~25~~	**Final Paper** ~~Partners in Education~~

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Clinical reasoning and Relational Inquiry - Theoretical perspectives, Culture, Ways of Knowing
Transitions: Transitions Theory, Situational Transitions Framework and processes in Mental Health
Social Determinants of Mental Health (SDMH)
Primary Health Care – Principles & Mental Health Promotion
Promoting Mental Health - Building Recovery: Hope, Identify and Meaning
Promoting Mental Health - Empowerment and Social Justice ~~Social Determinants of Health~~
~~Introduction to Situational Transitions~~
~~Health Promotion and Transitions:Coping, Hope, Resilience~~
~~Sociocultural Constructions of Mental Illness – historical constructs, cultural diversity in viewpoints on mental health, concepts of stigma, marginalization, and vulnerability~~
~~Conceptual Overview of Power, Empowerment and Social Justice~~
~~Intersectoral Collaboration in achieving health~~
~~Gender, Race and Ethnicity~~
~~Poverty~~
~~Homelessness~~
~~Harm Reduction and Addiction~~
~~Violence~~
~~Immigration~~
~~Aboriginal People and Transitions~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

Course Change Request

Date Submitted: 05/06/20 6:30 pm

Viewing: **NURS 3164 : Clinical Mental Health**

Last edit: 05/28/20 4:43 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

[5: Bachelor of Science in Nursing (Advanced Entry)](#)

Course Name:

Clinical Mental Health

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:24 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:31 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:31 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:02 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to Initiator

8. 05/06/20 6:37 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader

9. 05/08/20 8:34 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean

10. 05/28/20 4:45 pm
    Todd Rowlatt
    (trowlatt): Approved
    for Curriculum
    Committee Chair

Name	E-mail	Phone/Ext.
Deirdre Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Clinical Mental Health

Subject Code: NURS - Nursing

Course Number   3164

Year of Study   **3rd Year Post-secondary**

Credits: 3

Course Description:
This clinical course will provide students with opportunities to apply relational practice to the establishment, maintenance, and termination of therapeutic relationships with clients experiencing psychiatric-mental health challenges in the acute care setting. Students will engage with community

mental health services. Students identify how Social Determinants of Mental Health influence the lives of individuals and lead to the exacerbation or amelioration of mental health issues. Theory from nursing science, other sciences, and humanities informs practice. ~~This course is a clinical experience in inpatient and community based mental health settings.Students have the opportunity to apply theory from NURS 3161 and NURS 3163.This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 2261, NURS 2263, NURS 2264, NURS 2265, NURS 2266
or
NURS 1357, NURS 1358, NURS 1359, NURS 1399

Course Co-requisites (if applicable):

NURS 3160
NURS 3163
NURS 3265

PLAR (Prior Learning Assessment & Recognition)

               No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain professional** ~~Demonstrates self regulation by taking~~ **responsibility and accountability** ~~for own actions and decisions~~ **in nursing practice, and professional conduct.** ~~acute and community mental health settings.~~
CLO #2	**Apply clinical judgment in** ~~Draws on knowledge from the biological, behavioural and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health when caring for the client experiencing mental health challenges.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Apply a process of critical inquiry and evidence informed practice to develop and deliver holistic nursing care to selected clients experiencing mental health challenges in acute and community mental health settings with instructor support.~~
CLO #4	**Upholds and promotes the ethical standards of the nursing profession.** ~~Demonstrates competency in professional judgment by applying ethical and legal principles to changing situations with the client experiencing mental health disorders with instructor support.~~

	Upon successful completion of this course, students will be able to:
	~~Collaborate as a member of an interdisciplinary team within a psychiatric /mental health community setting with instructor support.~~
	~~Establish partnerships with persons respecting experience, diversity and choice in acute and community mental health settings with instructor support.~~
	~~Use knowledge, skills and clinical judgment to adapt practice to changing health care practice in psychiatric mental health community settings with instructor support.~~
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional Strategies:

This course is delivered through clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in the theory courses. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

An average of 72% for the clinical assignments is required to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	S/U	Two critical reflections on practice
Assignments	S/U	Nursing assignment
Other	S/U	Clinical Self and Instructor Evaluation ~~Instructor clinical evaluation~~
~~Other~~	~~S/U~~	~~Student clinical evaluation~~

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum   **90**

Self Paced / Individual Learning

Course Topics

Course Topics:
- Personal Safety **- Mental Status Assessment** **- Therapeutic Communication Techniques** ~~Personal Safety~~
~~Mental Status Assessment~~
~~Therapeutic Communication Techniques~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 05/06/20 6:31 pm

Viewing: **NURS 3262 : Pathophys Complex Illness**

Last edit: 05/28/20 4:42 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Pathophysiology of Complex Illness

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)
Contact(s)	

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader
2. 02/25/20 5:37 pm
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 03/03/20 2:24 pm
   Nicole Degagne
   (ndegagne):
   Rollback to SHS
   Dean for Curriculum
   Committee Chair
4. 03/03/20 2:32 pm
   Jo-Ellen Zakoor
   (jzakoor): Rollback
   to 5031 Leader for
   SHS Dean
5. 03/03/20 3:56 pm
   Nicole Degagne
   (ndegagne):
   Rollback to Initiator
6. 04/15/20 3:31 pm
   Deirdre Duncan

377

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:02 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:37 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:38 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5135**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Pathophys Complex Illness

Subject Code: NURS - Nursing

Course Number   3262

Year of Study   **3rd Year Post-secondary**

Credits: 2

Course Description:

This pathophysiology course focuses on high acuity with medical-surgical health conditions requiring complex care. Students **build** ~~draw~~ on existing knowledge of human **anatomy,** ~~anatomy and~~ physiology **and pathophysiology** by examining **altered functions for selected body systems.** ~~pathophysiological states.~~

~~Physiologic changes and responses to trauma, surgery and acute medical illnesses are addressed encompassing the effects of illness on selected body systems andfunctions.~~**Pertinent** ~~Related~~ microbiology, **immunology, epidemiology, pharmacology, diagnostic** ~~immunology and pharmacology~~ content **and nursing interventions are** ~~is~~ integrated ~~throughout~~ to reflect the interrelated and holistic nature of the **body's responses** ~~body's response~~ to **illness and healing for clients in acute care.** ~~illness.~~ **Students use a critical inquiry to support evidence-informed practice as they engage with course material.** ~~This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 2160, NURS 2162, NURS 2265, NURS 2266, NURS 3160, NURS 3163, NURS 3164

Course Co-requisites (if applicable):

NURS 3263

NURS 3264

NURS 3266

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Integrate critical inquiry to support evidence-informed care of selected health challenges for the complex, acutely ill adult.** ~~Understand complex illness and co morbidities.~~
CLO #2	**Describe the pathophysiological processes at the cellular, tissue and organ levels for selected disorders in various body systems.** ~~Apply pathophysiological knowledge to nursing care and symptom management for persons with complex care needs.~~
CLO #3	**Integrate principles of microbiology, immunology, epidemiology, pharmacology, diagnostics and nursing interventions related to health challenges and healing.** ~~Integrate knowledge of Integrative Therapies to the care of individuals experiencing complex illness.~~
CLO #4	**Predict the impact of multiple comorbidities in the care of individuals experiencing complex acute illness.** ~~Understands diagnostic procedures and treatment for complex health problems.~~
CLO #5	**Explain the pathophysiology of shock syndromes, trauma, and code management for the complex, acutely ill adult.** ~~Explore clinical pathways in complex medical surgical care.~~
	~~Understand and apply a process of critical inquiry related to high acuity medical surgical care.~~

Upon successful completion of this course, students will be able to:
~~Integrate theories of palliative symptom management, trauma care, and special issues related to the aging process.~~
~~Use the Framework for Health to develop a holistic plan of care for adults experiencing selected examples of complex health challenges (including palliative care and end of life care).~~

Instructional

Strategies:

This course is delivered through a blend of large group discussions, small group application activities, online activities and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade:

72%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Exam~~	~~25~~	~~Exam #1~~
Quizzes/Tests ~~Exam~~	**65** ~~25~~	**Quizzes** ~~Exam #2~~
Final Exam ~~Exam~~	**35** ~~25~~	~~Exam #3~~
~~Other~~	~~5~~	~~Reflection of complex illness~~
~~Other~~	~~20~~	~~Presentation:Advanced Case Study~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~30~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- Complex care and impact of multiple comorbidities
- Fluid and electrolyte imbalance in the acutely ill adult
- Disorders of Ventilation and gas exchange, ABG's advanced, O2 Supply and Demand, V/Q mismatch disorders, alterations in lung compliance and diffusion, oxyhemoglobin disassociation curve
- Disorders of Cardiac function - acute ischemic heart disease, cardiomyopathy, electrical disorders
- Neoplasms
- Disorders of Renal function - acute renal injury, acute on chronic renal disease, ESRD
- Multiple Trauma, Code Management
- Sepsis and Shock, types of shock
- Advanced Case Study presentations
- Evidenced based practice in high acuity

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 05/06/20 6:31 pm

Viewing: **NURS 3263 : Multiple Transitions**

Last edit: 05/06/20 6:31 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Multiple Transitions

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:32 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:31 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:02 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to Initiator

8. 05/06/20 6:36 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader

9. 05/08/20 8:34 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean

10. 05/28/20 4:45 pm
    Todd Rowlatt
    (trowlatt): Approved
    for Curriculum
    Committee Chair

Name	E-mail	Phone/Ext.
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course Name: Multiple Transitions

Subject Code: NURS - Nursing

Course Number   3263

Year of Study   **3rd Year Post-secondary**

Credits: 2

Course Description:

This course **uses health promotion** ~~focuses on the study of individuals~~ and **population health frameworks to inform an understanding of** ~~families experiencing~~ multiple **transitions.** ~~transitions, specifically palliative care, HIV/AIDS, end of life care and trauma. Emphasis is given to the continuum of health from high acuity settings to nursing in thehome.~~**Examination** ~~A continued theme~~ of the **acutely ill adult and their family**

beyond the diseases and individual ~~determinants of~~ health ~~and transitions in health involves critical analysis of~~ issues **to consider the** ~~facing First Nations people as well as the~~ impact of **social determinants of health (SDOH) on transitions.** ~~immigration and violence.~~

Health promotion focuses on advocating for the principles of primary health care to facilitate hope, coping, resilience, social justice and empowerment for individuals and families living with multiple transitions. ~~This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 3160

NURS 3163

NURS 3164

MATH 1111 or equivalent

NURS 3265

Course Co-requisites (if applicable):

NURS 3262

NURS 3264

NURS 3266

PLAR (Prior Learning Assessment & Recognition)

                   No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Understands the significance of the concept fitness to practice in the context of individual self regulation and public protection.~~
	~~Examine the nature of community home health care practice across the life span.~~
CLO #1	Analyze the use of complementary and alternative therapies in managing complex symptoms with individuals and families experiencing ~~multiple~~ transitions.
CLO #2	Apply critical inquiry and evidence informed practice to the care of individuals and families experiencing multiple transitions.
CLO #3	**Apply** ~~Reflect and apply~~ knowledge and skills of relational practice with individuals and families in regards to ~~multiple~~ transitions

	Upon successful completion of this course, students will be able to:
CLO #4	**Describe** ~~Understand~~ legal and ethical issues in relation to populations experiencing multiple transitions.
CLO #5	**Discuss** ~~Understand~~ the relationship between the determinants of **health, choice** ~~health~~ and the process of health promotion for people experiencing ~~multiple health~~ transitions.
CLO #6	Explore collaboration in relation to community service providers and health care professionals that provide support for individuals and families with complex health challenges.
	~~Critically reflect on the impact of culture, diversity and choice in managing individuals and families experiencing multiple health transitions~~
CLO #7	**Critically reflect on the impact of culture, diversity and choice in managing individuals and families experiencing transitions**
CLO #8	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional
Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

Evaluation and Grading

Grading System:　　　　Letter Grade (A-F)　　　　　　Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Participation~~	~~5~~	~~Class Participation~~
~~Other~~	~~15~~	~~Multiple Transitions Paper~~ ~~Part A – Interview, selection and discussion of theme (empowerment, resilience, hope, or coping)~~

Type	Percentage	Brief description of assessment activity
~~Other~~	~~15~~	~~Multiple Transitions Paper Part B—Research Paper - How does the literature on this theme offer direction to understanding nurse's role in facilitating a healthy transition for this client~~
~~Other~~	~~5~~	~~Communication Skills Demonstrations Communication for Collaboration-Reflections on role play~~
~~Other~~	~~10~~	~~Communication Skills Demonstrations Communication for Multiple Transitions (Palliative Care role play)~~
~~Other~~	~~20~~	~~Communication Skills Demonstrations Reflection on Palliative Care role play~~
Project ~~Other~~	**25** ~~30~~	**Knowledge Paper** ~~Group Project and Presentation~~
Participation	**10**	**Group Skills**
Assignments	**35**	**Research presentations challenges**
Other	**30**	**Self reflections**

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:		

Course Topics:

Clinical Reasoning & Relational Inquiry: application to a family case study with multiple transitions

Multiple Transitions theory (managing complexity)

Multiple Transitions: Situational, Organizational, Developmental and Health illness

Social Determinates of Health: Social connectedness, Housing, Food security

Social Determinates of Health: Social Safety Net, Health Services, Disability

Health promotion: Empowerment and Social justice

Health Promotion: Spirituality, Complementary and Alternative therapies. ~~Introduction to Multiple Transitions~~

~~Transitions to Community Based Care~~

~~Communicating for Collaboration~~

~~Palliative Care~~

~~Communicating in Multiple Transitions~~

~~Multiple Transitions:~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Course Change Request

Date Submitted: 05/06/20 6:31 pm

Viewing: **NURS 3264 : Nursing Clinical Practice 6**

Last approved: 09/27/19 5:04 am

Last edit: 05/28/20 4:44 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

    Nursing Clinical Practice 6: Care of the Acutely Ill Adult

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:32 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:31 pm Deirdre Duncan

388

(dduncan): Approved for 5031 Leader

7. 04/16/20 2:02 pm Darija Rabadzija (drabadzija): Rollback to Initiator

8. 05/06/20 6:36 pm Deirdre Duncan (dduncan): Approved for 5031 Leader

9. 05/08/20 8:34 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean

10. 05/28/20 4:45 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Sep 27, 2019 by Ruth Klann (rklann)

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan**	**604 871 7000/5131**
Ruth Klann ~~Suzanne Touahria~~	**rklann@vcc.ca** ~~stouahria@vcc.ca~~	604 871 **7000/5090** ~~7000/5131~~

Banner Course Name: Nursing Clinical Practice 6

Subject Code: NURS - Nursing

Course Number   3264

Year of Study   3rd Year Post-secondary

Credits: 9

Course Description:

This course expands the professional practice themes including focused and comprehensive nursing assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed care, collaboration, leadership, organizational skills, patient safety, and relational practice. Students apply ~~This course focuses on~~ the nursing **process as a foundational framework for clinical reasoning** ~~knowledge, skills~~ and **decision-making with highly** ~~abilities required to provide~~ complex **persons experiencing multiple acute** ~~care and manage critical~~ health **issues** ~~changes encountered~~ in **the acute care setting.** ~~high acuity.~~ **Clinical practice including nursing labs, simulation and clinical experiences provides an opportunity for integration of theory. Theory from nursing science, other sciences and humanities informs practice.** ~~Selected medical-surgical conditions are simulated in the laboratory to prepare the student for the clinical environment.Students draw on existing knowledge of human anatomy and physiology to perform assessments of body systems affected by pathophysiological states.Nursing knowledge regarding the physiologic changes and responses to trauma, surgery and acute medical illnesses is integrated.The nurses' role in collaborating with the physician and multidisciplinary team members to meet the holistic needs of the client is emphasized.The cooperative clinical experience supports the consolidation of learning.This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 3 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS **3160** ~~3160,~~
NURS **3163** ~~3163,~~
NURS **3164** ~~3164,~~
MATH **1111 or equivalent** ~~1111,~~
NURS 3265

Course Co-requisites (if applicable):

NURS **3262** ~~3262,~~
NURS **3263** ~~3263,~~
NURS 3266

PLAR (Prior Learning Assessment & Recognition)

                 No

Course Learning
Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain professional responsibility and accountability in nursing practice and professional conduct.** ~~Perform accurate assessments for higher acuity health conditions.~~
CLO #2	**Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.** ~~Apply knowledge of pathophysiology to case-studies, simulations and clinical situations.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Perform nursing skills required for complex care and co-morbidities.~~
CLO #4	**Upholds and promotes the ethical standards of the nursing profession** ~~Implement nursing interventions and symptom management during trauma care or rapidly changing conditions utilizing simulations and or experiences in clinical setting.~~
~~CLO #5~~	~~Demonstrate collaboration in higher acuity simulations and clinical situations.~~
~~CLO #6~~	~~Demonstrate ability to perform complex wound management.~~
~~CLO #7~~	~~Use self reflection and constructive feedback to assess, evaluate and modify own practice in the lab and acute clinical care setting.~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional
Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course. ~~Simulation, Case study work, Demonstration, Skill Development~~

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S =72% for theory and all other
components of the evaluation
plan must be *Satisfactory - See
Below

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination ~~Other~~	S/U	Laboratory: Integration Assessments
~~Other~~	~~S/U~~	~~Laboratory:Student Self-evaluation~~
~~Other~~	~~S/U~~	~~Clinical:Student Self-evaluation~~
~~Other~~	~~S/U~~	~~Laboratory:Instructor evaluation~~
Other	S/U	**Clinical Self and Instructor Evaluation** ~~Clinical:Instructor evaluation~~
Assignments	S/U	**Lab and** Clinical Assignments
~~Assignments~~	~~S/U~~	~~Pre-class assignments~~
Exam	S/U	Theory: Drug Calculation Exam *Satisfactory = 100% **(3** ~~with 2~~ attempts **in total)**
Quizzes/Tests	60	**4-6 quizzes - Formative: Theory** ~~Theory: Quizzes - Formative~~
Final Exam	40	Theory: Final Exam - Summative

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

                                    102 ~~270~~

Practicum   **168**

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- **Comprehensive and focused assessments for the acutely ill adult**

- **Airway and oxygenation management for the higher-acuity adult**

- **Management of the unstable client with chest pain, shock, and multiple trauma**

- **Managing complex IV infusions, central lines and fluid and electrolyte imbalance**

- **Managing complex pain**

- **Care for clients receiving chemotherapy and radiation**

- **Care for clients with acute kidney injury and chronic kidney disease**

- **Managing care of the adult in palliative care**

- **Interdisciplinary collaboration during rapid changes in client status**

- **Participation in simulated and actual clinical pathways** • ~~Body systems assessment for complex care and co-morbidities~~

• ~~Care of intravascular devices~~

• ~~IV medications~~

• ~~Intradermal injections~~

• ~~Code management~~

• ~~Diagnostic tests~~

• ~~Case studies~~

• ~~Nurse-physician collaboration~~

• ~~Communicating with the health care team when rapid changes occur in higher acuity transitions~~

• ~~Simulated clinical pathways~~

• ~~Quality practice environments~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Curriculum Change Request form - NURS 3264 Evaluation percentages - March 22, 2019.doc

Curriculum Change Request form - NURS 3264 Evaluation percentages - May 7 from SHS Curriculum Committee Recommendations.doc

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:25 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:32 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:56 pm): Rollback: As requested.

Darija Rabadzija (drabadzija) (04/16/20 2:02 pm): Rollback: Rollback as requested

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Key: 6856

Preview Bridge

394

Course Change Request

Date Submitted: 05/06/20 6:32 pm

Viewing: **NURS 3265 : Nursing Research**

Last edit: 05/06/20 6:32 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

[5: Bachelor of Science in Nursing (Advanced Entry)](#)

Course Name:

Nursing Research

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader
2. 02/25/20 5:37 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 03/03/20 2:25 pm
Nicole Degagne
(ndegagne):
Rollback to SHS
Dean for Curriculum
Committee Chair
4. 03/03/20 2:32 pm
Jo-Ellen Zakoor
(jzakoor): Rollback
to 5031 Leader for
SHS Dean
5. 03/03/20 3:56 pm
Nicole Degagne
(ndegagne):
Rollback to Initiator
6. 04/15/20 3:31 pm
Deirdre Duncan

395

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:02 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:36 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:34 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**

Banner Course Name: Nursing Research

Subject Code: NURS - Nursing

Course Number   3265

Year of Study   **3rd Year Post-secondary**

Credits: 3

Course Description:

This **introductory** research course incorporates a study of research concepts and techniques that enables students to analyze nursing studies and apply pertinent findings to nursing care. Students **will** acquire familiarity with the process of scientific inquiry as the basis for generation of nursing knowledge. Underlying paradigms shaping nursing research **will be** ~~are~~ described in the analysis of qualitative and quantitative

research. Students **will** gain knowledge and skill in research utilization as the foundation of evidence-based nursing practice. ~~This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 2261, NURS 2263, NURS 2264, NURS 2265, NURS 2266
or
NURS 1357, NURS 1358, NURS 1359, NURS 1399

Course Co-requisites (if applicable):

NURS 3160
NURS 3163
NURS 3164

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the purpose and importance of research in nursing.
CLO #2	Describe how theory, practice and research are related.
CLO #3	Describe concepts and principles basic to the research process.
CLO #4	Identify the major characteristics of quantitative and qualitative research designs.
CLO #5	Analyze selected nursing and health-related studies.
CLO #6	Use research findings to address nursing practice problems.
CLO #7	Evaluate nursing practice situations for evidence-base.
	~~Displays behaviours that demonstrate professional comportment.~~

Instructional
Strategies:

This course is delivered through mini-lectures, small and large group discussions, individual and group presentations and reflective exercises. Pre-class "readers" prepare the students each week to contribute to the class discussions. Active participation is the foundation of professional practice, critical thinking and capacity building to facilitate the individual student understanding of the course outcomes.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Midterm Exam~~	~~25~~	~~Midterm Exam~~
Final Exam	**35** ~~25~~	Final Exam
Assignments	**30** ~~20~~	Research Article Critiques
Assignments	**35** ~~30~~	Research Utilization Project

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Role of research in nursing

Overview of the research process

Reading research reports

Ethics in research

Research problems, questions and hypotheses

Literature review//Quantitative research designs

Theoretical and conceptual frameworks

Qualitative research designs

Data collection methods

Sampling

Principles of measurement

Research utilization and evidence-based practice

Research Symposium (Student Presentations)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Course Change Request

Date Submitted: 05/06/20 6:32 pm

Viewing: **NURS 3266 : Focused Practice Preparation**

Last edit: 05/20/20 10:27 am

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

[5: Bachelor of Science in Nursing (Advanced Entry)](#)

Course Name:

Focused Practice: Preceptorship Preparation

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:32 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:31 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:02 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:36 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:34 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Focused Practice Preparation

Subject Code: NURS - Nursing

Course Number   3266

Year of Study   **3rd Year Post-secondary**

Credits: 2

Course Description:
This course is an independent study intended to provide students with additional knowledge in preparation for their final preceptorship. Using ~~In consultation with the course instructor,~~ a **process** ~~self directed plan is developed for an area~~ of **inquiry and in collaboration with faculty, students will identify a**

401

specific nursing practice **area of personal and professional** ~~that holds special~~ interest **and source activities to expand their knowledge and understanding of the nurse's role in** ~~for~~ the **selected practice context.** ~~student. The plan is implemented and evaluated by the student with the guidance of a mentor.Completion of this course requires consistent safe standards in accordance with CRNBC entry level competencies.This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 3160

NURS 3163

NURS 3164

MATH 1111 or equivalent

NURS 3265

Course Co-requisites (if applicable):

NURS 3262

NURS 3263

NURS 3264

PLAR (Prior Learning Assessment & Recognition)

            No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Displays behaviors that demonstrate professional comportment.~~
CLO #1	**Demonstrate** ~~Demonstrates~~ self direction, independence and skill in identifying learning needs, learning outcomes, and learning activities necessary to advance knowledge of self selected nursing practice focus.
CLO #2	**Use** ~~Uses~~ curriculum philosophy, foundational program threads and concepts from previous and current courses in expanding knowledge of self selected nursing practice focus.
CLO #3	**Engage** ~~Engages~~ in ~~a process of~~ critical inquiry through analysis and synthesis of recent research findings to enhance knowledge of concepts, emerging issues and trends in self selected nursing practice focus.
CLO #4	Critically **reflect** ~~reflects~~ on current legal and ethical issues that may impact self selected nursing practice.

	Upon successful completion of this course, students will be able to:
CLO #5	**Collaborate** ~~Collaborates~~ with a broad range of inter-professional team members in self selected nursing practice to fully develop the different theoretical perspectives on health, healing, health promotion and caring and understand the nursing role.
CLO #6	**Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional
Strategies:

Independent study, consultation with faculty, implementation of a learning contract, portfolio development.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	**S/U**	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

30

Course Topics

Course Topics:
Self-directed.

Course Change Request

Date Submitted: 05/06/20 6:33 pm

Viewing: **NURS 3370 : Clinical Consolidation 3**

Last edit: 05/06/20 6:33 pm

Changes proposed by: rklann

Programs
referencing this
course
44: Bachelor of Science in Nursing (First Year Entry)
5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Clinical Consolidation 3

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:32 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:57 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:31 pm Deirdre Duncan

404

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:02 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to Initiator

8. 05/06/20 6:36 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader

9. 05/08/20 8:35 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean

10. 05/28/20 4:45 pm
    Todd Rowlatt
    (trowlatt): Approved
    for Curriculum
    Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Clinical Consolidation 3

Subject Code: NURS - Nursing

Course Number   3370

Year of Study   **3rd Year Post-secondary**

Credits: 6

Course Description:
~~Students have a six-week clinical experience on an acute medical or surgical nursing unit in hospitalsetting.~~ The intent of the **consolidated** clinical experience is to **support the integration** ~~provide consolidation~~ of theory **and practice from all previous terms.** ~~to practice.~~ **The nurse's role in the**

interdisciplinary team is emphasized. ~~During this time, the student works on a health care team.The student gains further insights, awareness and knowledge through the realities of the work setting.This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 3262

NURS 3263

NURS 3264

NURS 3266

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

           No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate professional responsibility and accountability **to standards of** ~~for safe, competent and ethical~~ nursing **practice, and professional conduct.** ~~care in acute care settings~~
CLO #2	**Apply clinical judgment in** ~~Uses knowledge from the biological, behavioral and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Applies a process of critical inquiry and evidence informed practice to develop, deliver and evaluate holistic nursing care to selected clients within acute care settings.~~
CLO #4	**Upholds and promotes the ethical standards of the nursing profession** ~~Demonstrates competency in professional judgment by applying ethical and legal principles to rapidly changing situations within acute care settings.~~
	~~Collaborates as a member of an interprofessional team within acute care settings.~~
	~~Establishes partnerships with persons respecting experience, diversity and choice in acute health settings.~~
	~~Demonstrates self regulation by developing and enhancing own competence.~~
	~~Displays behaviors that demonstrate professional comportment.~~

	Upon successful completion of this course, students will be able to:
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional

Strategies:

Professional practice experience in acute medical surgical units with higher acuity patients

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

An average of 72% on all clinical assignments is required to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**S/U**	**Structured Journal**
Participation	**S/U**	**Moodle forum**
Participation	**S/U**	**200 NCLEX questions/week X5**
Other	**S/U**	**Clinical Self and Instructor Evaluation**

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum   **180**

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Clinical practice experience in acute medical surgical units with higher acuity patients

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
  BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:25 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:32 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:57 pm): Rollback: As requested.

Darija Rabadzija (drabadzija) (04/16/20 2:02 pm): Rollback: Rollback as requested

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Course Change Request

Date Submitted: 05/06/20 6:33 pm

Viewing: **NURS 4163 : Community Health**

Last edit: 05/08/20 8:23 am

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Community Health

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:33 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:56 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:31 pm Deirdre Duncan

409

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:02 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:36 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:35 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Community Health

Subject Code: NURS - Nursing

Course Number   4163

Year of Study   **4th Year Post-secondary**

Credits: 3

Course Description:

The philosophy of Primary Health Care **will** ~~is to~~ provide direction to an exploration of public health nursing. Students **will** learn how to do a holistic community assessment and plan **and evaluate** ~~a~~ health promotion **activities** ~~plan~~ relevant to an identified community population. Students **will** understand the role and scope

of the public health nurse. An understanding of epidemiological concepts is central to public health nursing and **will be** ~~is~~ integrated throughout the course to expand the understanding of community as client. An exploration of local and global socio-political trends **will** emphasize the need for **inter-sectoral** ~~intersectoral~~ collaboration and action. ~~Finally a study of organizational transitions includes transitions into agencies within which nurses' practice, communities in transitions and transitions in nursing practice.This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 3262

NURS 3263

NURS 3264

NURS 3266

NURS 3370

Course Co-requisites (if applicable):

NURS 4164

NURS 4166

NURS 4168

NURS 4169

PLAR (Prior Learning Assessment & Recognition)

                                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Examine the role of primary health care and its significance for population **health.** ~~health~~
CLO #2	**Discuss** ~~Understands~~ how to engage a community in identifying health needs, strengths, capacities and **goals.** ~~goals~~
CLO #3	**Articulate** ~~Demonstrates knowledge of~~ epidemiological concepts in planning and implementing strategies for disease prevention and health promotion in school, home, workplace, and with special populations.
CLO #4	Apply theory and frameworks related to disease and illness prevention and health promotion in planning, implementing and evaluating programs with a health promotion **focus.** ~~focus~~
CLO #5	**Demonstrate** ~~Demonstrates~~ knowledge of population health research and population health issues on a local, national and international **level.** ~~level~~

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	Upon successful completion of this course, students will be able to:
CLO #6	Analyze emerging local, national and global community health trends and issues and the context in which they **occur.** ~~occur~~
CLO #7	Investigate accessibility, utility and issues related to health care for diverse populations
CLO #8	Explore the core competencies for public health **nursing.** ~~nursing~~
CLO #9	**Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional

Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project ~~Other~~	**40** ~~30~~	**Evidence Based Population Health Promotion Practice Two Parts** ~~Critical Public Health Research Paper~~
~~Exam~~	~~20~~	~~Epidemiology Exam~~
Assignments	**30** ~~20~~	~~Program planning and evaluation assignment~~
~~Other~~	~~15~~	~~Global Health presentation~~
Exam ~~Participation~~	**25** ~~15~~	**Epidemiology Exam** ~~Class Participation~~
Participation	**5**	**Class Participation**

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Primary Health Care **Community as Partner** **Health promotion, program planning, program evaluation, and project outcomes** **Epidemiology** **Local and Global public health** • ~~Primary Health Care~~
• ~~Community as Client~~
• ~~Population based practice~~
• ~~Epidemiology~~
• ~~Health promotion program planning and evaluation~~
• ~~Local and Global public health~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

Course Change Request

Date Submitted: 05/06/20 6:34 pm

Viewing: **NURS 4164 : Community Health Clinical**

Last edit: 05/08/20 8:25 am

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Community Health Clinical

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:37 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:33 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:57 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:31 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader
7. 04/16/20 2:02 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator
8. 05/06/20 6:36 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader
9. 05/08/20 8:35 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name:
Community Health Clinical

Subject Code: NURS - Nursing

Course Number   4164

Year of Study   **4th Year Post-secondary**

Credits: 3

Course Description:
This clinical course provides **students** ~~the student~~ with the opportunity to utilize the nursing knowledge,
skills and abilities required to provide care in public health settings. Students **further their understanding**
~~draw on existing knowledge from Health courses perform assessments~~ of **the principles of primary**

~~communities and populations in relation to~~ health **care, teaching and learning, advocacy, community organizing,** ~~promotion~~ and **the concept of epidemiology as they establish partnerships to promote health with persons in homes, health clinics, schools,** ~~illness prevention~~ and **community settings.** ~~care for clients in this context.~~ **Theory from nursing science, other sciences and humanities informs practice.** ~~This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 3262

NURS 3263

NURS 3264

NURS 3266

NURS 3370

Course Co-requisites (if applicable):

NURS 4163

NURS 4166

NURS 4168

NURS 4169

PLAR (Prior Learning Assessment & Recognition)

               No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain** ~~Demonstrates~~ professional responsibility and accountability **in** ~~for safe, compassionate, competent and ethical~~ nursing **practice, and professional conduct.** ~~care.~~
CLO #2	**Apply clinical judgment in** ~~Draws on knowledge from the biological, behavioural and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health when caring for clients in a population health setting.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Applies a process of critical inquiry and evidence-based informed practice to develop and deliver holistic nursing care to selected clients in population health with instructor and agency mentor support.~~
CLO #4	**Uphold and promote the ethical standards of the nursing profession.** ~~Collaborates as a member of an interdisciplinary team within population health with instructor support.~~

	Upon successful completion of this course, students will be able to:
	~~Establishes partnerships with persons, respecting experience, diversity and choice in population health with instructor support.~~
	~~Demonstrates self-regulation by developing and enhancing own competence.~~
	~~Displays behaviours that demonstrate professional comportment:professionalism, accountability and integrity, openness to learning and treating others with respect and dignity~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional

Strategies:

This course is delivered through clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

To achieve satisfactory any graded assignment must average 72% or greater.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Attendance~~	~~S/U~~	~~Attendance and participation in all pre and post education seminars related to Immunization and communicable disease control.~~
Assignments ~~Other~~	S/U	**Clinical assignments** ~~Delivery of a Teaching session addressing Hepatitis A or Hepatitis B viruses and prevention~~
~~Other~~	~~S/U~~	~~Completion of the BCCDC Immunization vaccination course for RN's~~

Type	Percentage	Brief description of assessment activity
~~Participation~~	~~S/U~~	~~Participation in community based Hepatitis A and Hepatitis B Vaccine clinics with administration of immunization- as eligible for the designated population which is determined by clinical faculty.~~
~~Other~~	~~S/U~~	~~Population Health Project:12 hours of time working on the project per week (10 weeks total).This includes working on the assigned health promotion project and completing the following assignments (part of clinical hours):VCC-Agency partnership agreement and timeline, weekly progress reports, work with peers in collaborative seminars, and final project presentation~~
Other	S/U	**Clinical self & instructor evaluation** ~~Satisfactory evaluations of performance:midterm and final student/instructor evaluations which include feedback from community agency mentors/guides~~

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum   **90**

Self Paced / Individual Learning

Course Topics

Course Topics:
Placement dependent

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:25 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:33 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:57 pm): Rollback: As requested.

Darija Rabadzija (drabadzija) (04/16/20 2:02 pm): Rollback: Rollback as requested

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Course Change Request

Date Submitted: 05/06/20 6:34 pm

Viewing: **NURS 4166 : Canadian Health Care System**

Last edit: 05/06/20 6:34 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Canadian Health Care System

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:38 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:33 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:57 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:31 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:03 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:36 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:35 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name:

Canadian Health Care System

Subject Code: NURS - Nursing

Course Number   4166

Year of Study   **4th Year Post-secondary**

Credits: 2

Course Description:

~~This course provides students with a framework for understanding the development, evolution and refinement of policy making and leadership issues within the health care systems in~~~~Canada.~~**This course introduces** ~~Selected readings facilitate exploration of~~ the **student to** ~~governance, structure and function of~~

the **ways that nurses influence healthy public policymaking** ~~Canadian health care system, and the role of the nurse~~ in **Canada, including public policy processes** ~~the changing landscape of health care delivery~~ in **the context of health care issues.** ~~Canada.~~ **The student will explore how nurses can influence policy reform and its implications to the health care system. The student will practice formulating and articulating a position. This course will help** ~~provides students with a framework for understanding~~ **the student to advance critical thinking** ~~development, evolution~~ **and understanding** ~~refinement~~ **of Canada's evolving** ~~policy making and leadership issues within the~~ **health care system** ~~systems~~ **in political, social, economic, and historical contexts.** ~~Canada. This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 3262

NURS 3263

NURS 3264

NURS 3266

NURS 3370

Course Co-requisites (if applicable):

NURS 4163

NURS 4164

NURS 4168

NURS 4169

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Identify how** ~~Understand~~ public policy influences **health.** ~~health~~
CLO #2	Define key policy issues confronting Canadian **nurses.** ~~nurses~~
CLO #3	**Discuss** ~~Appreciate~~ the context and process of policy development in **Canada.** ~~Canada~~
CLO #4	Formulate and articulate a position on a policy **issue.** ~~issue~~
CLO #5	**Explain** ~~Recognize~~ how nurses can influence public policy on local, national and international **levels.** ~~levels~~

	Upon successful completion of this course, students will be able to:
CLO #6	**Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional

Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project ~~Other~~	30	**Poster** ~~Influencing Public Policy Part I:Selecting a Policy Issue (a poster presentation)~~
~~Other~~	~~30~~	~~Influencing Public Policy Part II:Preparing to Lead Change (written paper)~~
Other	30	**Presentation** ~~Influencing Public Policy Part III:Moving your initiative forward (media pitch)~~
Assignments ~~Other~~	**35** ~~10~~	~~Influencing Public Policy Part I::Accessing Media, Following Issues~~
Participation	**5**	**Peer Evaluation**

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Defining Healthy Public Policy **The Canadian Health Care System** **Engaging Others** **Policy Development: The Canadian Context** **Policy Development: Briefing Notes** **Global Connections** **Being Strategic** **Leading Change** **Making your Pitch**

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

Date Submitted: 05/06/20 6:34 pm

Viewing: **NURS 4168 : Ethics in Health Care**

Last edit: 05/06/20 6:34 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Ethics in Health Care

Effective Date:　　　September 2020

School/Centre:　　　Health Sciences

Department:　　　Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:38 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:33 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:57 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:32 pm Deirdre Duncan

425

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:03 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/06/20 6:36 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/08/20 8:35 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Ethics in Health Care

Subject Code: NURS - Nursing

Course Number   4168

Year of Study   **4th Year Post-secondary**

Credits: 2

Course Description:

This course is designed to provide students with an in-depth study of ethics as it applies to the nursing profession. The course activities **will** facilitate exploration of numerous ethical **issues related to health promotion work.** problems in nursing, and the role of the nurse in working toward the resolution of ethical

~~conflict.~~ **Emphasis includes philisophical theories,** ~~The content examines theories and~~ principles of health care ethics, ~~basic~~ decision making **processes, and** ~~processes in ethics,~~ morality **as they inform** ~~and moral decision making, and~~ a detailed discussion of ethical issues in nursing from ~~both~~ a **professional,** ~~professional and~~ interdisciplinary **and structural (organizational ethics and political-economic)** perspective. **A core aspect of this experience is to learn how to co-create safe moral communities of practice and to engage in reflexive dialogue and praxis with peers, interdisciplinary partners and the various people that nurses will encounter within their health promotion practice.** ~~Selected case studies are reviewed and reflected upon as situations for the application of ethical decision making.This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 3262

NURS 3263

NURS 3264

NURS 3266

NURS 3370

Course Co-requisites (if applicable):

NURS 4163

NURS 4164

NURS 4166

NURS 4169

PLAR (Prior Learning Assessment & Recognition)

               No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Understand the various foundational theories of ethics.~~
CLO #1	Describe the role of professional ethics in nursing and analyze current nursing practice with the use of various ethical lenses
	~~Understand the factors that influence ethical decision making in nursing.~~
	~~Engage in in-depth case-based analyses of ethical problems in nursing practice.~~
CLO #2	**Apply** ~~Understand~~ principles of ethics **to ethical decision making in-depth case-based analyses of ethical issues** in **nursing and** health care.

	Upon successful completion of this course, students will be able to:
	~~Understand College of Registered Nurses of B.C.(CRNBC) and Canadian Nurses Association (CNA) ethical guidelines, values and standards of practice.~~
	~~Apply principles of ethics to selected ethical issues in nursing and health care.~~
	~~Apply principles of ethics to ethical decision making.~~
CLO #3	Identify/analyze structural (organizational, political-economic) resources and/or constraints that may facilitate/challenge the resolution of ethical problems in nursing practice.
CLO #4	Explore ways of engaging relational knowledge and ways of being in ethical decision making within an interdisciplinary and inter-sectoral care context.
	~~Display behaviors that demonstrate professional comportment.In this context a key goal is to support co-learners to bring caring, respectful, sensitive, reflexive and curious ways of being to class dialogue.~~
CLO #5	**Describe the role of ethics in healing and health promotion initiatives that involve research, program development and evaluation and community organizing/policy advocacy**
CLO #6	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional
Strategies:

This course is delivered through lectures, small and large group discussions/exercises and reflective exercises. Students engage in reflexive dialogue and praxis with peers and interdisciplinary community partners. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam ~~Exam~~	**30** ~~60~~	~~Semi-open book mid-term and final exam (30% each)~~
Final Exam ~~Project~~	30	~~Group project:Socio-Drama Activity~~
Project ~~Participation~~	**30** ~~10~~	~~Class participation mark~~

428

Type	Percentage	Brief description of assessment activity
Participation	**10**	

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introduction to Health Care Ethics and Ethical Decision **Making**   **Contemporary Notions of Nursing Ethics**   **Moral Distress and Agency in Practice**   **Ethical Decision-Making Frameworks/Processes**   **Moral Agency in Practice:** ~~Making~~ **Advocating for Safe, Equitable and Just Health Care and Social Policies**   **Moral Agency in Practice: Social Justice**   **Ethical Issues in Data Collection within Population Health Promotion/Prevention Work**   **Moral Communities of Practice**
~~Ethics Theories~~
~~Ethical Principles~~
~~Application of Principles~~
~~Introduction to Nursing Ethics~~
~~Integrity of Nursing—Nurses as Moral Agents~~
~~Nursing Code of Ethics~~
~~Interdisciplinary Collaboration~~
~~Advocating for Safe and Equitable Delivery of Health Care and Socially Just Health and Social Policies~~
~~End of Life Decision-Making~~

Course Topics:
~~Contemporary Notions of Nursing Ethics, Cultural Awareness & Relativism~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

This course is under review this summer.

Supporting
documentation:

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:25 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:33 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:57 pm): Rollback: As requested.

Darija Rabadzija (drabadzija) (04/16/20 2:03 pm): Rollback: Rollback as requested

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Course Change Request

Date Submitted: 05/06/20 6:34 pm

Viewing: **NURS 4169 : Health Law**

Last edit: 05/28/20 4:40 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Health Law

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 04/15/20 3:32 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 04/16/20 2:03 pm Darija Rabadzija (drabadzija): Rollback to Initiator
3. 05/06/20 6:36 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
4. 05/08/20 8:35 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
5. 05/28/20 4:45 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**

Banner Course Name: Health Law

Subject Code: NURS - Nursing

Course Number   4169

Year of Study   **4th Year Post-secondary**

Credits: 2

Course Description:

This course **gives students the opportunity** ~~is designed~~ to **develop** ~~provide students with~~ an **understanding** ~~in-depth study~~ of **the** ~~the~~ origin and sources of **the** ~~the~~ law as it applies to **the** ~~the~~ Canadian health care system.

The course stimulates ~~Course activities stimulate~~ an appreciation for legal terminology, **reasoning,** ~~reasoning~~ and processes **and** ~~as well as~~ the basic principles of law **that** ~~which~~ apply to **and** ~~and~~ govern the delivery of health care services in Canada, **emphasizing** ~~particularly in~~ British Columbia.

The ~~This~~ course **develops** ~~is also designed to help students develop~~ an ability to identify the legal aspects of health care practice, governance and **administration and** ~~administration, as well as~~ an ability to determine when **and** ~~and~~ how to use legal counsel effectively. ~~This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 3262
NURS 3263
NURS 3264
NURS 3266
NURS 3370

Course Co-requisites (if applicable):

NURS 4163
NURS 4164
NURS 4166
NURS 4168

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Name and discuss basic** ~~Basic~~ legal principles, the legal process **and** ~~and~~ the most important implications of the Canadian Charter of Rights **and** ~~and~~ Freedoms for the health care field.
CLO #2	**Explain the basis** ~~Basis~~ of contract and tort law.
CLO #3	**Describe the** ~~The~~ legal relationships between patients/clients and **the** ~~the~~ health care providers and institutions caring for them as well as **the** ~~the~~ governmental agencies involved, including governance of health authorities, relationships between boards, physicians and employees, powers of government, licensure and registration of professionals and **the** ~~the~~ coroner's system.
CLO #4	**Discuss the law** ~~Law~~ relating to patients' rights and patient care, including statutory duties, contractual duties and tort duties, in particular a discussion of negligence, direct, vicarious and corporate liability, medical products liability, risk management and quality assurance as well as insurance.
CLO #5	**Explain consent** ~~Consent~~ to health care and the roles of physicians and other health care workers as well as the rights and responsibilities of patients, including minors and persons with developmental handicaps and other mental disabilities.
CLO #6	**Discuss bioethical** ~~Bioethical~~ issues such as death and dying, advance directives, "do not resuscitate" and "degree of intervention" orders, abortion, sterilization, reproductive technologies, organ donation and transplantation and HIV/AIDS.
CLO #7	**Outline health** ~~Health~~ records: maintenance, contents, retention and destruction, ownership of information, duty of confidentiality and mandatory disclosure of information, liability for unauthorized disclosure, access to information and records by clients, incident reports and peer review documentation.
CLO #8	**State legal** ~~Legal~~ aspects of mental incapability and the treatment of patients with mental disorders.
CLO #9	**Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.**
CLO #10	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional
Strategies:

433

This course is delivered in the classroom using seminars/discussion, group work, and guest speakers from community organizations. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: **Percentages** ~~Letter Grade (A-F)~~   Passing grade: **60%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**30** ~~40~~	**Case Study** ~~COURSE ASSIGNMENT~~
Quizzes/Tests ~~Exam~~	**35** ~~60~~	~~EXAM:~~Open Book **Exam**
Final Exam	**35**	**Open Book Exam**

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- Discussion of patient safety movement and "just culture" vs "blame culture"   **- Implications of the Charter of Rights and Freedoms for health care providers**   **- Health Professions Act**   **- Bioethical issues**   **- Specific Acts that affect Nursing Practice** ~~INTRODUCTION~~
~~IMPLICATIONS OF THE CHARTER OF RIGHTS AND FREEDOMS FOR HEALTH CARE PROVIDERS~~
~~HEALTH CARE PROVIDERS~~

Course Topics:
~~RELATIONSHIP BETWEEN THE CLIENT AND THE HEALTH CARE PROVIDER~~
~~NEGLIGENCE AND THE ALLOCATION OF LIABILITY~~
~~CONSENT TO HEALTH CARE~~
~~MENTAL INCAPABILITY~~
~~MENTAL DISORDER~~
~~REPRODUCTIVE ISSUES~~
~~OTHER BIOETHICAL ISSUES~~
~~HEALTH CARE INFORMATION AND RECORDS - CONFIDENTIALITY AND ACCESS~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
BSN PCG

Additional Information

Provide any additional information if necessary.

This course is under review this summer

Supporting
documentation:

Reviewer
Comments

Darija Rabadzija (drabadzija) (04/16/20 2:03 pm): Rollback: Rollback as requested

Course Change Request

Date Submitted: 05/06/20 6:35 pm

Viewing: **NURS 4261 : Nursing Leadership**

Last edit: 05/06/20 6:35 pm

Changes proposed by: rklann

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Nursing Leadership

Effective Date: September 2020

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:54 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:38 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:34 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:57 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:32 pm Deirdre Duncan

436

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:03 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 05/11/20 4:53 pm
Deirdre Duncan
(dduncan):
Approved for 5031
Leader

9. 05/11/20 5:01 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean

10. 05/28/20 4:45 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000/5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000/5090**

Banner Course
Name: Nursing Leadership

Subject Code: NURS - Nursing

Course Number   4261

Year of Study   **4th Year Post-secondary**

Credits: 3

Course Description:

This **course offers students** ~~seminar class provides the student with~~ an opportunity to **advance their knowledge about the elements of nursing** ~~explore in depth, practice issues and the~~ leadership **and why nursing leadership plays a vital** role **in the future of nursing.** ~~that nurses can take in practice.~~ **Additionally,**

it will help students to strengthen their own personal leadership practice. * ~~This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 4163

NURS 4164

NURS 4166

NURS 4168

NURS 4169

Course Co-requisites (if applicable):

NURS 4264

PLAR (Prior Learning Assessment & Recognition)

                 No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Articulate own** ~~Be clear about their~~ philosophy of leadership
CLO #2	Implement leadership behaviors that reflect **own** ~~their~~ values
CLO #3	Discuss future trends influencing nursing practice
CLO #4	Appeal to others to share their vision
CLO #5	Seek opportunities to strengthen their leadership skills
CLO #6	Describe strategies to deal with conflict generated by change
CLO #7	Challenge others to try new approaches
CLO #8	Identify nursing responsibilities related to assignment and delegation between registered nurses, licensed practical nurses, and unregulated care providers
CLO #9	Demonstrate appreciation for contributions made by others
CLO #10	Identify how to 'strive for excellence' in their nursing career
CLO #11	**Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.**

Instructional
Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**100**	**Multiple in class and written assignments**

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- The Nature of Leadership **- New Approaches to Leadership** **- Commitment to Change** **- Modeling the Way** **- Lifelong Leadership** ~~The Nature of Leadership~~
~~New Approaches to Leadership~~
~~Commitment to Change~~

Course Topics:
~~Modeling the Way~~
~~Lifelong Leadership~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Additional Information

Provide any additional information if necessary.

*This course is up for review this summer.

Supporting
documentation:

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:25 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:34 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:57 pm): Rollback: As requested.

Darija Rabadzija (drabadzija) (04/16/20 2:03 pm): Rollback: Rollback as requested

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Course Change Request

Date Submitted: 05/06/20 6:35 pm

Viewing: **NURS 4264 : Focused Preceptorship**

Last edit: 05/11/20 5:03 pm

Changes proposed by: rklann

Programs
referencing this
course

[44: Bachelor of Science in Nursing (First Year Entry)](#)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Focused Preceptorship

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Baccalaureate Nursing (5031)
Contact(s)	

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/25/20 2:55 pm Deirdre Duncan (dduncan): Approved for 5031 Leader
2. 02/25/20 5:38 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/03/20 2:25 pm Nicole Degagne (ndegagne): Rollback to SHS Dean for Curriculum Committee Chair
4. 03/03/20 2:34 pm Jo-Ellen Zakoor (jzakoor): Rollback to 5031 Leader for SHS Dean
5. 03/03/20 3:57 pm Nicole Degagne (ndegagne): Rollback to Initiator
6. 04/15/20 3:32 pm Deirdre Duncan

(dduncan):
Approved for 5031
Leader

7. 04/16/20 2:03 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to Initiator

8. 05/11/20 4:53 pm
   Deirdre Duncan
   (dduncan):
   Approved for 5031
   Leader

9. 05/11/20 5:03 pm
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean

10. 05/28/20 4:45 pm
    Todd Rowlatt
    (trowlatt): Approved
    for Curriculum
    Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	dduncan@vcc.ca	604 871 7000/5131
Ruth Klann	rklann@vcc.ca	604 871 7000/5090

Banner Course
Name: Focused Preceptorship

Subject Code: NURS - Nursing

Course Number   4264

Year of Study   **4th Year Post-secondary**

Credits: 12

Course Description:

This course is designed to provide the student with consolidated practice experience. A concentrated experience at a primary site will enhance and further develop the student's scope of practice. A variety of clinical activities will facilitate the integration of core curriculum concepts including determinants of

health, transitions, and principles of primary health care. An evidence-informed approach will be reflected in the practice area. Preceptorship students will have ~~In this preceptorship experience~~ **the opportunity** ~~student works closely with a registered nurse and is expected~~ **to further integrate theory and** ~~demonstrate the professional nursing knowledge,~~ skills **in preparation** ~~and abilities required~~ for **entry to practice.** ~~competent, safe, and ethical practice in the area of focused nursing practice chosen by the student.~~ **The student will be partnered with an RN preceptor who will assist the student to gradually assume responsibility for entry-level RN practice.** ~~This course is part of the full-time Nursing (BScN) Advanced Entry, Nursing (BScN) Year 1 Entry Programs.~~

Course Pre-Requisites (if applicable):

NURS 4163

NURS 4164

NURS 4166

NURS 4168

NURS 4169

Course Co-requisites (if applicable):

NURS 4261

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain** ~~Demonstrates~~ professional responsibility and accountability **of** ~~for safe, compassionate, competent and ethical~~ nursing **practice, and professional conduct.** ~~care.~~
CLO #2	**Apply clinical judgment in** ~~Uses knowledge from the biological, behavioural and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Applies a process of critical inquiry and evidence informed practice to develop, deliver and evaluate holistic nursing care in multiple contexts.~~
CLO #4	**Uphold and promote the ethical standards of the nursing profession.** ~~Demonstrates competency in professional judgement by applying ethical and legal principles to practice.~~
	~~Collaborates as a member of an interdisciplinary team within an evolving health care system.~~

	Upon successful completion of this course, students will be able to:
	~~Establishes partnerships with persons respecting experience, diversity and choice.~~
	~~Demonstrates self regulation by developing and enhancing own practice.~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional

Strategies:

Professional practice experience

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S = 72% average on all applicable assignments

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination ~~Quizzes/Tests~~	S/U	Preceptorship Preparation ~~Test~~
Other		**Clinical Self and Instructor Evaluations** ~~Quarter-term self evaluation~~
~~Midterm Exam~~		~~Mid-term self evaluation~~
~~Final Exam~~	~~S/U~~	~~Final self evaluation~~
Assignments ~~Other~~	S/U	**Journals** ~~Structured journals (4)~~
~~Other~~	~~S/U~~	~~Role Transition Paper~~

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum **360**

Self Paced / Individual Learning

Course Topics

Course Topics:
Individualized depending on site of practice.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BSN PCG

Provide a

for this pr

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Nicole Degagne (ndegagne) (03/03/20 2:25 pm): Rollback: As requested by Dean.

Jo-Ellen Zakoor (jzakoor) (03/03/20 2:34 pm): Rollback: review

Nicole Degagne (ndegagne) (03/03/20 3:57 pm): Rollback: As requested.

Darija Rabadzija (drabadzija) (04/16/20 2:03 pm): Rollback: Rollback as requested

Course Change Request

Date Submitted: 05/06/20 6:26 pm

Viewing: **NURS 1357 : Role Transitions**

Last edit: 05/06/20 6:26 pm

Changes proposed by: rklann

Other Courses
referencing this
course

As A Banner Corequisite:

Course Name:

Role Transitions

Effective Date: January 2019

School/Centre: Health Sciences

Department: LPN Bridging to BSN (5078)

Contact(s)

In Workflow

1. **5078 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 04/15/20 1:32 pm Darija Rabadzija (drabadzija): Rollback to Initiator
2. 04/15/20 5:18 pm Deirdre Duncan (dduncan): Approved for 5078 Leader
3. 04/16/20 2:00 pm Darija Rabadzija (drabadzija): Rollback to Initiator
4. 05/06/20 6:35 pm Deirdre Duncan (dduncan): Approved for 5078 Leader
5. 05/08/20 8:32 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 05/28/20 4:44 pm Todd Rowlatt (trowlatt): Approved

for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000 Ext. 5131**

Banner Course Name: Role Transitions

Subject Code: NURS - Nursing

Course Number   1357

Year of Study   2nd Year Post-secondary

Credits: 2

Course Description:

This course is designed to assist **with** the **transition of** ~~practicing Licensed Practical Nurse (LPN) identify and explain~~ the **practicing LPN** ~~interrelationships of research, theory, philosophy and practice required to transition~~ into **the BSN role.** ~~baccalaureate nursing education.~~ **Similarities and differences of the two professional groups** ~~There~~ will be **studied** ~~an analysis of the scope of both LPN and Registered Nurse (RN) roles in practice to understand key differences~~ and **learners will expand on existing theoretical and practical knowledge of all aspects of professional practice.** ~~similarities between the two professional groups.~~ **The interrelationship of research, theory, philosophy and practice is examined. Learners** ~~The focus~~ will be **introduced** ~~on the role transition from LPN~~ to **frameworks which will assist the LPN through** ~~student RN with an emphasis on formation of~~ the **change of attitudes** ~~deeper thinking, meta cognition~~ and **beliefs necessary** ~~learner centered processes required~~ for **a LPN to BSN role transition.** ~~success in the program and practice.~~ **Common transitions such as health/illness, developmental, organizational transitions and culturally safe care will be examined in the context of current LPN practice and new BSN perspectives.** ~~The Vancouver Community College (VCC) Framework for Healing and Health Promotion will be introduced to guide learners to understand the theoretical perspectives required to create a deeper understanding of the contextual influences impacting nursing, people and the environment in contemporary practice settings.~~

Course Pre-Requisites (if applicable):

Must meet admission requirements

Course Co-requisites (if applicable):

NURS 1399, NURS 1358, NURS 1359

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply a process of transition **theory** to self **in the role of LPN to BScN.**
CLO #2	Compare and contrast the legal, ethical and professional roles and responsibilities of LPN and RN
CLO #3	Synthesize research literature and web-based resources
CLO #4	Analyze the relationship amongst philosophy, knowledge and nursing
CLO #5	Discuss relational inquiry as a theoretical approach for nursing practice
CLO #6	Examine the construct of transition as a midrange nursing theory
CLO #7	Describe the theories foundational to relational inquiry
CLO #8	Interpret culture and context relationally
CLO #9	**Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.** ~~Display behaviors that demonstrate professional comportment~~

Instructional
Strategies:

Instructional activities for this course include the following: on line activities, case studies, group work, simulation lab, and clinical experiences. This course may be offered using a online/blended learning format.

Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**100** ~~35~~	**4 assignments distributed throughout the course**
~~Other~~	~~30~~	
~~Project~~	~~35~~	

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Bridges' Transition Theory - Transition Theory in Nursing   **Contemporary Nursing Practice - Scope of RN/LPN**   **Evidence-Based Practice**   **Introduction to Philosophy in Nursing**   **Introduction to and theory of Relational Inquiry**   **Issues and Challenges in Modern Nursing Practice**   **Interpreting Culture Relationally** ~~Bridges' Transition Theory~~
~~Contemporary Nursing Practice - Scope of RN/LPN~~
~~Evidence-Based Practice~~
~~Introduction to Philosophy in Nursing~~
~~Introduction to Relational Inquiry~~
~~Theory Underpinning Relational Inquiry~~
~~Transition Theory in Nursing~~
~~Issues and Challenges in Modern Nursing Practice~~
~~Interpreting Culture Relationally~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

Course Change Request

Date Submitted: 05/06/20 6:26 pm

Viewing: **NURS 1358 : Maternal and Newborn Health**

Last edit: 05/06/20 6:26 pm

Changes proposed by: rklann

> Other Courses
> referencing this
> course
>
> As A Banner Corequisite:

Course Name:

Maternal and Newborn Health

Effective Date:	August 2020
School/Centre:	Health Sciences
Department:	LPN Bridging to BSN (5078)
Contact(s)	

In Workflow

1. **5078 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 04/15/20 1:32 pm Darija Rabadzija (drabadzija): Rollback to Initiator
2. 04/15/20 5:18 pm Deirdre Duncan (dduncan): Approved for 5078 Leader
3. 04/16/20 2:00 pm Darija Rabadzija (drabadzija): Rollback to Initiator
4. 05/06/20 6:35 pm Deirdre Duncan (dduncan): Approved for 5078 Leader
5. 05/08/20 8:32 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 05/28/20 4:44 pm Todd Rowlatt (trowlatt): Approved

450

for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Deirdre Duncan	**dduncan@vcc.ca**	**604 871 7000 Ext. 5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000 Ext. 5090**

Banner Course
Name:
Maternal and Newborn Health

Subject Code: NURS - Nursing

Course Number   1358

Year of Study   2nd Year Post-secondary

Credits: 6

Course Description:

The focus of this course is on maternal nursing care. The content builds on knowledge from the Practical Nursing curriculum and on **the** accumulated ~~personal~~ knowledge of human anatomy, physiology, and pathophysiology. The course begins with an overview of family-centered care and family nursing theory and moves on to explore issues influencing women's health in contemporary society with an emphasis on the nurses' role in health promotion and risk reduction. Physiological changes and responses to pregnancy and birth, gynecological and reproductive complications, prenatal and antenatal risks, birthing interventions and postpartum complications will be discussed. Microbiology, immunology and pharmacology content and nursing theory will be integrated throughout the course to reflect the interrelated and holistic nature of the body's response to illness and healing. The clinical component of the course will offer consolidation of theory to practice in **the** care of **the** ~~the~~ family before, during and after childbirth.

Course Pre-Requisites (if applicable):

Must meet admission requirements
BScN
NURS 1399

Course Co-requisites (if applicable):

NURS 1357, NURS 1359

PLAR (Prior Learning Assessment & Recognition)

       No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain** ~~Demonstrate~~ professional responsibility and accountability **of nursing practice,** ~~for safe, competent~~ and **professional conduct.** ~~ethical family care~~
CLO #2	Apply **clinical judgment in** ~~knowledge from the biological, behavioral and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of women and family health~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Apply a process of critical inquiry and evidence-informed practice to develop, deliver and evaluate holistic nursing care for maternal/newborn health~~
CLO #4	**Uphold and promote the ethical standards of the nursing profession.** ~~Demonstrate competency in professional judgment by applying ethical and legal principles to maternal newborn health care~~
	~~Collaborate as a member of an inter-professional team in maternal/newborn care~~
	~~Establish partnerships with families respecting experience, diversity and choice~~
	~~Demonstrate self-regulation by developing and enhancing own competence~~
	~~Display behaviors that demonstrate professional comportment.~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional
Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course. Active participation is a foundation of professional practice, critical thinking and capacity building. ~~Instructional activities for this course include the following:on line activities, case studies, group work, simulation lab, and clinical experiences.This course may be offered using an on line/blended learning format.~~

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
72% plus satisfactory completion
of all evaluation components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Lab Work~~	~~30~~	~~Plus satisfactory performance required during final integration lab test as per rubric~~
Quizzes/Tests ~~Midterm Exam~~	**35** ~~20~~	
Final Exam	30	
Assignments	20	
Other ~~Clinical Examination~~	S/U	**Clinical Self and Instructor Evaluation** ~~Satisfactory final clinical evaluation by instructor as per rubric~~
Lab Work	**S/U**	**Integration**

Hours by Learning Environment Type

Lecture, Seminar, Online

30 ~~20~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

105 ~~60~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Concept of Family Centered Care/Family Nursing Theory
Contemporary Women's Health - Health Promotion, Issues and Challenges
Prenatal Care and Adaption to Pregnancy
Maternal Health Assessment
Nursing Care of Family During Labour and Birth
Pathophysiology of Maternal Complications
Nursing Care of Women with Complication in Pregnancy and Birthing

Course Topics:
Term Newborn Health Assessments and Care
Pre and Post Term Newborn Care
Newborn Complications - Congenital Malformations

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Ruth Klann (rklann) (04/03/20 1:53 pm): Course description: The content builds on knowledge of the PN curriculum and knowledge (take out accumulated personal knowledge)

Ruth Klann (rklann) (04/15/20 2:50 am): Course Description -... and on (accumulated - remove) personal knowledge of human anatomy... CLO - Demonstrate professional responsibility and accountability to standards of nursing practice, for safe, competent and professional conduct. --> Maintain professional responsibility and accountability of nursing practice and professional conduct.

Darija Rabadzija (drabadzija) (04/15/20 1:32 pm): Rollback: Rollback

Darija Rabadzija (drabadzija) (04/16/20 2:00 pm): Rollback: Rollback as requested

454

Course Change Request

Date Submitted: 05/06/20 6:26 pm

Viewing: **NURS 1359 : Child Health**

Last edit: 05/06/20 6:26 pm

Changes proposed by: rklann

Other Courses
referencing this
course

<u>As A Banner Corequisite:</u>

Course Name:

Child Health

Effective Date: January 2019

School/Centre: Health Sciences

Department: LPN Bridging to BSN (5078)

Contact(s)

In Workflow

1. **5078 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 04/15/20 1:32 pm Darija Rabadzija (drabadzija): Rollback to Initiator
2. 04/15/20 5:18 pm Deirdre Duncan (dduncan): Approved for 5078 Leader
3. 04/16/20 2:00 pm Darija Rabadzija (drabadzija): Rollback to Initiator
4. 05/06/20 6:35 pm Deirdre Duncan (dduncan): Approved for 5078 Leader
5. 05/08/20 8:32 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 05/28/20 4:44 pm Todd Rowlatt (trowlatt): Approved

455

for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	**dduncan@vcc.ca**	**604 871 7000 Ext. 5131**

Banner Course Name: Child Health

Subject Code: NURS - Nursing

Course Number   1359

Year of Study   2nd Year Post-secondary

Credits: 6

Course Description:

This course provides additional theoretical and clinical experience in the care of children and families. Learners will build on existing knowledge of caring for the infant to **adolescent** ~~adolescence~~ population by focusing on synthesis of knowledge, skills and attitudes that enable nurses to provide competent care to vulnerable children and families in transition. Learners will be provided opportunities to apply holistic assessment of growth and development from infancy to adolescence. Themes of **culturally safe** ~~culture~~ care and transition related to children will be built upon. A review of anatomy, physiology, and pathophysiology of pediatric cardiovascular, neurological, endocrine, musculoskeletal and gastrointestinal body systems is included. Learners will build on previous pharmacological knowledge with additional knowledge specific to care of children such as pediatric dosages. The clinical experience will support the consolidation of learning.

Course Pre-Requisites (if applicable):

Must meet BScN admission requirements, NURS 1399

Course Co-requisites (if applicable):

NURS 1357, NURS 1358,

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain** ~~Demonstrate~~ professional responsibility and accountability **of** ~~for safe, compassionate, competent and ethical pediatric~~ nursing **practice, and professional conduct.** ~~care~~
CLO #2	Apply **clinical judgment in** ~~knowledge from the biological, behavioural and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health for pediatric populations~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Apply a process of critical inquiry and evidence informed practice to develop, deliver and evaluate holistic nursing care in a pediatric setting~~
CLO #4	**Uphold and promote the ethical standards of the nursing profession.** ~~Demonstrate competency in professional judgment by applying ethical and legal principles to pediatric nursing practice~~
	~~Collaborate as a member of an interdisciplinary team within pediatric nursing unit~~
	~~Establish partnerships with child and family respecting experience, diversity and choice.~~
	~~Demonstrate self regulation by developing and enhancing own competence.~~
	~~Display behaviors that demonstrate professional comportment~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional
Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course. Active participation is a foundation of professional practice, critical thinking and capacity building. ~~Instructional activities for this course include the following:on line activities, case studies, group work, simulation lab, and clinical experiences.This course may be offered using a online/blended learning format.~~

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
   72% plus satisfactory completion
   of all evaluation components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Quizzes/Tests ~~Lab Work~~	**40** ~~30~~	Plus satisfactory performance required during final integration lab test as per rubric
Other ~~Midterm Exam~~	**S/U** ~~20~~	**Clinical Self and Instructor Evaluation**
Final Exam	**40** ~~30~~	
Lab Work ~~Quizzes/Tests~~	20	**Integration** ~~Must achieve 100% in pharmacology exam (3 attempts allowed)~~
~~Clinical Examination~~		~~Satisfactory final clinical evaluation by instructor as per rubric~~
Quizzes/Tests	**S/U**	**math exam-must achieve 100% for satisfactory grade**

Hours by Learning Environment Type

Lecture, Seminar, Online

~~20~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

135 ~~60~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Philosophy of Pediatric Nursing Care
Cultural safety in Pediatric Nursing Care
Review Normal Growth and Development of Children
Child's Experience of Hospitalization and Role of Nurse
Strategies and Techniques for Pediatric Health Assessmen
Ethical/legal Considerations for Pediatric Population

Course Topics:
Pediatric Pharmacology - Dosage Calculations
Care of Child/family Living With Acute and Chronic Disease (Neurological, Musculoskeletal, Respiratory, Cardiovascular, Blood/Lymphatic, Gastrointestinal, Genitourinary, and Endocrine Systems)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

BScN PCG proposals

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Ruth Klann (rklann) (04/15/20 2:52 am): CLO #1 --> Maintain professional responsibility and accountability of nursing practice and professional conduct.

Darija Rabadzija (drabadzija) (04/15/20 1:32 pm): Rollback: Rollback

Darija Rabadzija (drabadzija) (04/16/20 2:00 pm): Rollback: Rollback as requested

Marketing Information

Course Change Request

Date Submitted: 05/06/20 6:27 pm

Viewing: **NURS 1399 : Health Assessment**

Last edit: 05/06/20 6:27 pm

Changes proposed by: rklann

Other Courses
referencing this
course

As A Banner Corequisite:

Course Name:

Health Assessment

Effective Date: January 2019

School/Centre: Health Sciences

Department: LPN Bridging to BSN (5078)

Contact(s)

In Workflow

1. **5078 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 04/15/20 1:33 pm Darija Rabadzija (drabadzija): Rollback to Initiator
2. 04/15/20 5:18 pm Deirdre Duncan (dduncan): Approved for 5078 Leader
3. 04/16/20 2:00 pm Darija Rabadzija (drabadzija): Rollback to Initiator
4. 05/06/20 6:36 pm Deirdre Duncan (dduncan): Approved for 5078 Leader
5. 05/08/20 8:32 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 05/28/20 4:45 pm Todd Rowlatt (trowlatt): Approved

for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Deirdre Duncan	**dduncan@vcc.ca**	**604 871 7000 Ext. 5131**
Ruth Klann	**rklann@vcc.ca**	**604 871 7000 Ext. 5090**

Banner Course Name: Health Assessment

Subject Code: NURS - Nursing

Course Number   1399

Year of Study   2nd Year Post-secondary

Credits: 6

Course Description:

Health Assessment is the integration of art and science of nursing. This course is designed to help a Licensed Practical Nurse (LPN) transition to a Registered Nurse (RN) practice with a solid understanding of knowledge, skills and abilities required to make strong patient focused clinical decisions at the bedside. The course begins with an overview of the complexity of health care by examining trends in the health of Canadians, **the** health care system and nursing practice. The Vancouver Community College (VCC) **BScN** Framework for Healing and Health Promotion will be introduced as a conceptual model to illustrate the role of the nurse in promoting health and healing while recognizing the unique values, beliefs, **abilities,** ~~abilities~~ and needs of the person at the center of care and understanding the myriad of factors influencing health and health care. The course will connect accumulated knowledge from the LPN program related to anatomy, physiology, pathophysiology, pharmacology, lab values and common diagnostic tests to health assessment. In addition, there will be a strong emphasis on reviewing and advancing physical, technological and communication skills to obtain objective and subjective data necessary for comprehensive health history and physical assessment. While a full health assessment is the focus, neurological, cardiovascular, respiratory, gastrointestinal, and genitourinary system will be highlighted to further understanding of how acute and chronic physiological changes in each system impact other systems. The clinical component of the course will be in an acute care setting.

Course Pre-Requisites (if applicable):

Must meet BScN admission requirements

Course Co-requisites (if applicable):

NURS 1357

*this course is a pre-requisite for NURS 1358, NURS 1359

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Maintain** ~~Demonstrate~~ professional responsibility and accountability **of nursing practice,** ~~for safe, compassionate, competent,~~ and **professional conduct.** ~~ethic~~
CLO #2	Apply **clinical judgment in** ~~knowledge from the biological, behavioral and~~ nursing **practice based on evidence from nursing science, other** sciences and **humanities.** ~~related disciplines in the promotion, preservation and restoration of health when caring for selected clients experiencing acute episodes of illness.~~
CLO #3	**Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.** ~~Apply a process of critical inquiry and evidence informed practice to develop,deliver and evaluate holistic nursing care to selected individuals experiencing acute episodes of illness.~~
CLO #4	**Uphold and promote the ethical standards of the nursing profession.** ~~Demonstrate competency in professional judgment by applying ethical and legal principles to changing situations with selected clients experiencing acute illness.~~
	~~Collaborate as a member of an interprofessional team in an acute care setting.~~
	~~Establish partnerships with persons respecting experience, diversity and choice in acute care settings.~~
	~~Demonstrate self regulation by developing and enhancing own competence in acute care settings.~~
CLO #5	**Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.**

Instructional
Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course. Active participation is a foundation of professional practice, critical thinking and capacity building. ~~Instructional~~

~~activities for this course include the following:on line activities, case studies, group work, simulation lab, and clinical experiences.This course may be offered using a online/blended learning format.~~

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion
of all evaluation components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	10	**Integrations** ~~Plus satisfactory performance required during final integration lab test as per rubric~~
Assignments	40	
Midterm Exam	25	Math Assessment: Must achieve 100% on Math Assessment to pass the course (3 attempts allowed)
Final Exam	25	
Clinical Examination	**S/U**	**Clinical self and instructor evaluation** ~~Satisfactory final clinical evaluation by instructor as per rubric~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

105 ~~48~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Trends in Health of Canadians and Nursing Practice
Vancouver Community College Framework for Healing and Health Promotion
Oxygen Supply and Demand Framework
Clinical Reasoning and Decision-making Approach
Health History and Physical Assessment
Neural, Respiratory, Cardiovascular, Renal, and Gastrointestinal Case Studies

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Ruth Klann (rklann) (04/15/20 3:01 am): CLO #1 --> Maintain professional responsibility and accountability of nursing practice and professional conduct. Vancouver Community College (VCC) --> VCC BScN Framework for Healing and Health Promotion

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2020

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jan–May 2020)

From January to May 2020, Curriculum Committee approved the following minor curriculum changes:

- New effective date of May 2020 for course CMPT 2225 Data Structures and Programming
- Updates to course topics and learning outcomes for DRFT 1326 Job Search Skills
- Updates to course name and learning outcomes for DRFT 1380 CAD 3D and Assemblies
- Updates to course MUSC 3107 Career Opportunities 2, including the option for Prior Learning Assessment & Recognition (PLAR)
- Updates to course learning outcomes for GLDU 1205 Indigenous People and the Canadian Judicial System
- Update to the course outline for SIGN 1000 American Sign Language Level 1 to include an English pre-requisite
- Updates to the evaluation plans of NURS 1006 Integrated Nursing Practice 1, NURS 2006 Integrated Nursing Practice 2, and NURS 4005 Integrated Nursing Practice 4
- Updates to the Health Care Assistant Certificate program content guide, removing the term structure to accommodate a part-time option

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 27, 2020

Curriculum Development Funded Projects 2020-2021

Proposals submitted	Project Lead	Funds Approved for 2020-21
CONTINUING STUDIES		
Leadership Suite of Programs - Program Revisions	Joy Dalla-Tina	$18,000
Building Management Curriculum Development	Sid Khullar	
IT Operations Professional Completion	Sid Khullar	$8,000
Project+ Online/Blended Format	Sid Khullar	
Makeup Diploma	Justin Ewart	
Fashion Merchandising		
Business & Technical Writing - Online		$5,000
Upskilling Micro-Credentials		$16,000
Counselling Skills Online Transition		$10,000
		$57,000
LIBRARY, TEACHING & LEARNING SERVICES		
TESOL Program Redesign	Francesco Barillaro, Shirley Lew, Doug Mauger	$7,500
SIE Development of electives for Teaching Online Certificate	Doug Mauger	$25,000
		$32,500
TRADES, TECHNOLOGY & DESIGN		
Auto Collision Repair & Refinishing - National Harmonization	Robin Popow	$30,000
Upgrade and expansion of Automotive Service Technician E-prenntice courses and Harmonized online 4th year/moodle courses and upgraded textbook content and testbanks.	Brett Griffiths, Greg Henderson	
New Mechanical Technician Certificate	Brett Griffiths, Bruce McGarvie	$12,000
CST Curriculum and Courses outline update	Reza Nezami	
Civil Stuctural Technician Certificate Program transition to online/blended delivery	Brett Griffiths, Kelly Wightman	
CAD & BIM Technolgies Condensed Programs	Brett Griffiths, Kelly Wightman	
CAD & BIM Technolgies - DRFT 1290 Structural Steel Codes and Standards & DRFT 1294 Connection Geometry and Layouts Update	Brett Griffiths, Ron Palma	$5,000
New Web Design and Development Certificate Program	Anne Emberline	
Advanced Esthetics Training	Louise Dannhauer	$3,500
Nail Technology Program	Louise Dannhauer	$3,000
Jewellery Art & Design Re-Design, Phase 2	Karin Jones, Brett Griffiths	$22,000
		$75,500
HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS		
Professional Cook Level II through Asian Culinary	Barry Tsang	$13,000
Basic Fermentation	Ysabel Sukic	$3,000
Medical Office & Medical Transcription Renewal		
Hospitality Management Degree & Diploma Renewal		
Adapting an Open Education Resource (OER) for MGMT 1004: Communication in the Canadian Workplace		$6,000
Medical Office Assistant Renewal - Courses E-Communication and Medical Billing		$6,000
Culinary Arts Online PC1 and PC2		$13,000
Baking and Pastry Arts – Online Development		$13,000
		$54,000
HEALTH SCIENCES		
BSN Patient Safety Competencies	Dee Duncan	
CDA Onsite - Curriculum Revision and Student Centered Delivery	Ling Lo Yan	$20,000

Curriculum Development Funded Projects 2020-2021

Proposals submitted	Project Lead	Funds Approved for 2020-21
Dental Hygiene Curriculum Revisions to Align with Provincial and National Standards	Amber Ariss	$10,000
Dental Reception Coordinator urriculum revision and implementation from program renewal findings	Ling Lo Yan	$9,000
Dental Technology Sciences Aligning Previously Funded CD Project With New 2020 National Essential Competencies for Dental Technicians and Online/Blended Course Initiative	Ken Izumi	$10,000
Curriculum Revisions ESL HCA Program	Lisa Beveridge	$8,000
International HCA Diploma Program	Lisa Beveridge	
HUC Program Renewal	Radhika Kumar & CTLR	$15,000
Pharmacy Technician Progam: New Accreditation Standards	Wayne Rubner	$30,000
Practical Nursing Professional Practice F2F to Blended delivery	Janita Schappert	
Medical Laboratory Assistant		
Medical Laboratory Assistant - Transition to Online/Blended Model		$20,000
		$122,000

ARTS & SCIENCES

Proposals submitted	Project Lead	Funds Approved for 2020-21
Part II: Video Development – ASL level 1 Online Development	Brenda Carmichael, Vincent Chauvet	
Transitioning Math 0300 to a Blended Course	Shantel Ivits	$5,000
Online, blended, and flipped-classroom development and redevelopment of various College and Career Access department's and ABE Youth's Humanities, math, and science course offerings.	KJ Hills, Margaret Buxton, Ellen Turone, and Jill Lefaivre	$10,000
Self-Paced blended/online grades 10-12 English for EAL students	Margaret Buxton and Ken McMorris	
Department for Deaf and Hard of Hearing Curriculum Development	Marcia Tanaka	$25,000
ESL Pathways Curriculum Remapping	Ken McMorris	$5,000
LINC OnLine Materials and Resources for Blended Classes	Jan Theny and Vesna Radivojevic	
EAL/LINC - Improve Your Online Learning	Jan Theny and Ken McMorris	
Associate of Science 2ndyear Math course	Costa Karavas	$2,500
NURS 1602 Blended format	Jennifer Kelly	$6,500
ASL & Deaf Studies Renewal		
SCIE 1110 Professional Communication – transition to online		$5,000
		$59,000
Grand Total		**$400,000**

VCC Education Council
ANNUAL REPORT
January 1 – December 31, 2019

2019 HIGHLIGHTS
- Academic Master Plan Development
- Academic Plan 2019-2024
- Academic Schedule 2020-2021
- Enrolment Plan 2019-2020
- Campus Master Plan
- Response and Action Plan to Quality Assurance Process Audit (QAPA) Recommendations
- Online Learning Strategy
- Teaching and Learning Framework Development
- Curriculum Style Guide Development
- Provisional Approval of New Programs Process

PROPOSALS FOR NEW PROGRAMS
Education Council accepted the following concept paper for information:

- VR/AR Design and Development Diploma (September 10, 2019)

PROGRAM/EDUCATIONAL SERVICE RENEWALS
Education Council accepted the following renewal reports for information:

Program Renewals:
- Administrative Assistant Certificate
- Baking and Pastry Arts Certificate
- Deaf and Hard of Hearing Programs
- Health Unit Coordinator Certificate
- Jewellery Art and Design Diploma
- Leadership Suite of Programs
- Networking Technology (NETT) Certificate
- Provincial Instructor Diploma Program (PIDP) and Certificate in Online/eLearning Instruction (ONEL)
- Teaching English to Speakers of Other Languages (TESOL) Certificate and Diploma

Educational Service Renewals:
- Centre for Teaching, Learning & Research (CTLR)
- Interpreting Services
- Learning Centre

Recognition Report:
- Practical Nursing & Access to Practical Nursing Diplomas

MEETINGS
Education Council met on the second Tuesday of each month, except for July and August.

2019 meeting dates:	January 9	February 20	March 12
	April 2	April 9	May 14
	June 11	September 10	October 8
	November 12	December 10	

MEMBERSHIP
Chair: Elle Ting
Vice-Chair: Denise Beerwald
Executive: Elle Ting, Denise Beerwald, Natasha Mandryk, Paul Yeung

Faculty, Transportation Trades and Technology	Robert Kunka	Nov 2017-Oct 2019
	Lucy Griffith	Nov 2019-Oct 2021
Faculty, Arts and Sciences	Natasha Mandryk	Nov 2018-Oct 2020
Faculty, College-at-Large	Denise Beerwald	Nov 2018-Oct 2020
Faculty, Arts and Sciences	Andrew Candela	Nov 2018-Oct 2020
Faculty, Health Sciences	Heidi Parisotto	Nov 2018-Oct 2019
		Nov 2019-Oct 2021
Faculty, Hospitality, Food Studies & Applied Business	John Demeulemeester	Nov 2018-Oct 2020
Faculty, Student Success	Nona Coles	Nov 2018-Oct 2020
Faculty, College-at-Large	Shawna Broekhuizen	Mar 2019-Oct 2019
		Nov 2019-Oct 2021
Faculty, Instructor Education; Centre for Teaching, Learning & Research; Music, Dance & Design	Elle Ting	Nov 2017-Oct 2019
		Nov 2019-Oct 2021
Faculty, Library & Learning Centre	Todd Rowlatt	Nov 2017-Oct 2019
		Nov 2019-Oct 2021
Registrar	David McMullen	Jan 2019-Dec 2019
Dean, School of Health Sciences	Jo-Ellen Zakoor	Jan 2019-Dec 2019
Dean, School of Arts and Sciences/ Vice President, Academic	David Wells	Jan 2019-Dec 2019
Vice President, Academic, Students & Research	Kathryn McNaughton	Jan 2019-Jul 2019
Broadway/ Annacis Island Campus	Ilyes Belhacene	Nov 2018-May 2019
Broadway/ Annacis Island Campus	Vacant	Nov 2018-Oct 2019
Downtown Campus	Dharuv Puri	Nov 2018-Feb 2019
Downtown Campus	Gurpreet Kaur	Mar 2019-Oct 2019
Downtown Campus	Vacant	Nov 2018-Oct 2019
Support Staff, College-at-Large	Karen Crossett	Nov 2017-Oct 2019
Support Staff, College-at-Large	Paul Yeung	Nov 2017-Oct 2019
VCC President	Peter Nunoda	Ex officio (until Aug 2019)
VCC President (Interim)	Ajay Patel	Ex officio (from Sep 2019)

EDUCATION COUNCIL ELECTIONS

Education Council had its elections for this year at its December 2018 meeting. The Chair was elected by majority vote. All other elections were by acclamation. The following members were elected for the period of January–December 2019:

- Chair of Education Council: Elle Ting
- Vice-Chair of Education Council: Denise Beerwald
- EDCO Executive Members: Natasha Mandryk and Paul Yeung
- Chair of Appeals Oversight Committee: Andrew Candela
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: John Demeulemeester
- Chair of Program Review and Renewal Committee: Todd Rowlatt

EDCO PLANNING DAY

Education Council held a half-day planning day on June 3, 2019. Topics included the Student Experience Improvement Project and the Curriculum Style Guide, as well as updates on Institutional Learning Outcomes (ILOs), the Teaching and Learning Framework, and the Research Advisory Committee (RAC). A full planning day was held on November 29, 2019. The morning session included presentations on Work-Integrated Learning (WIL) and Universal Design for Learning (UDL). Education Council also discussed Educational Equity, Academic Integrity, the Teaching and Learning Framework, and the Academic Master Plan. In the afternoon, members of EdCo's four standing committees were invited to a lunch to thank them for their valuable service to the College, followed by planning meetings for the Curriculum and Education Policy Committees.

STANDING COMMITTEES

CURRICULUM COMMITTEE

Chair: Todd Rowlatt

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

A major project undertaken by the committee and a working group was the development of a Curriculum Style Guide for curriculum developers, including guiding question for curriculum reviewers.

In 2019, Curriculum Committee approved 12 proposals and recommended 48 proposals to Education Council.

Approved by Curriculum Committee:

Arts & Sciences

- Updates to the pre-requisites for ENGL 1101 English and ENGL 1001 Integrated Language Support 1
- Updates to the course learning outcomes URL for MATH 0863 Business/Technical Math 11 Part 1 and MATH 0873 Business/Technical Math 11 Part 2

- Updated course titles for six (6) courses in the Occupational/Physical Therapist Assistant Diploma program
- Updates to the Food Service Careers Certificate program content guide, aligning the sequence of program learning outcomes with the order of instruction
- Updates to the ENGL 0750 English 10 Part 1 course outline to include a presentation, based on ABE articulation requirements
- Updates to the SCIE 0751 Science 10 course outline, based on ABE articulation requirements
- Updates to the course outlines of SCIE 1110 Professional Communication and SCIE 1100 Engineering Tech & Society, including pre-requisites

Continuing Studies
- Update to the course outline of OACP 1102 Keyboarding to include PLAR (Prior Learning Assessment & Recognition)
- Update to the course outline of CNSK 1412 Personal and Professional Development to include PLAR (Prior Learning Assessment & Recognition)
- Revisions to nine (9) Early Childhood Care and Education course outlines

Hospitality, Food Studies & Applied Business
- Minor correction to Bachelor of Hospitality Management program content guide for the regular cohort, replacing course HOSP 4260 with GNED 4260 Sustainability in Business

School of Instructor Education
- Minor updates to the Prior Learning Assessment & Recognition (PLAR) language in the Provincial Instructor Diploma Program and Trades Instructor Short Certificate program content guides

Approved by Education Council and/or Board of Governors:
- Omnibus motion to standardize PLAR (prior learning assessment and recognition) wording for programs with no PLAR
- Use of percentage ranges in the evaluation plans on course outlines
- Changing the name of the "Goal" section of program content guides (PCGs) to "Program Purpose"

New Programs:
- Administrative Professional 1 and Administrative Professional 2 Certificates
- Administrative Professional Certificate (International) (approved by Board Feb 19, 2020)
- Associate of Arts Degree
- Early Childhood Care and Education Diploma (International Cohort) (approved by Board Feb 19, 2020)
- Electronics Repair Technology Diploma
- Gladue Report Writing Certificate
- Trades Instructor Short Certificate
- Train the Trainer Short Certificate
- Transportation Trades Sampler Short Certificate

Suspended Programs:
- Interior Design Certificate

Course Changes by School:

Arts & Sciences
New Courses:
- ACED 0700 Career Planning 12
- BIOL 2106 Invertebrate Zoology
- BIOL 2204 Plant Biology
- BIOL 2216 Comparative Vertebrate Zoology
- CMTP 2225 Data Structures and Programming
- CMTP 2276 Introduction to Software Engineering
- CMPT 2295 Introduction to Computer Architecture
- ELSK 0346 Improve Your Pronunciation Beginner Focus A
- ELSK 0347 Improve Your Pronunciation Beginner Focus B
- ELSK 0446 Improve Your Grammar Beginner Focus A
- ELSK 0447 Improve Your Grammar Beginner Focus B
- SIGN 1110 Advanced ASL

Deactivated Courses:
- MATH 0855 Trades Math 11
- MTSK 0987 Mathematics Skills 12 Part 1
- SCIE 0757 Science Skills 10
- SCIE 0861 General Science 11 Part 1
- SCIE 0867 Science Skills 11 Part 1
- SCIE 0871 General Science 11 Part 2
- SCIE 0877 Science Skills 11 Part 2

- Course outline for existing course ENSK 0826 Writing Skills 11 added to CourseLeaf, including revisions to course learning outcomes and assessment plan
- Revisions to MATH 1020 Precalculus to support an online option, including changes to the evaluation plan
- Course outline for existing course WRSK 0802 Writing Skills 11 for Health Sciences
- Updates to the First-year University Transfer Computing Science and Software Systems Certificate program content guide, to reflect updates to the agreement between VCC and SFU regarding assured pathways to SFU
- Revisions to four (4) courses based on articulation committee requests, including updates to course learning outcomes (ACED 0707 Job Search Techniques, ACED 0709 Education and Career Exploration, ACED 0710 Work Experience, ACED 0711 Communications)
- Revisions to the Music Diploma program content guide and 41 course outlines for Preparatory Music and Music Diploma classes, including changes to the minimum credits for a full-time course load and to instruction time
- Updates to the First-year University Transfer Computing Science and Software Systems Certificate program course list
- Updates to the First-year University Transfer Environmental Studies Certificate program course list

Continuing Studies
New Courses:
- ECCE 1011 Introduction to Early Childhood Care and Education Studies
- GLDU 1201 Professionalism in Gladue Report Writing

- o GLDU 1203 Impacts of Colonization Past and Present
- o GLDU 1205 Indigenous People and the Canadian Judicial System

- o GLDU 1207 Capturing the Sacred Story
- o GLDU 1209 Gladue Report Writing
- o GLDU 1211 Gladue Report Capstone

- Revisions to course NETT 2107 Active Directory
- Curriculum for the new Gladue Report Writing Certificate and Short Certificate program, including the program content guide and six (6) new course outlines
- Revisions to the Fashion Merchandising Certificate program content guide and eight (8) course outlines, including changes to credits, course topics, learning outcomes, and evaluation
- Revisions to the Makeup Artistry Certificate program content guide and eight (8) course outlines, including changes to hours, credits, course topics, learning outcomes, and evaluation
- Program content guide for the new Early Childhood Care and Education Diploma (International Cohort) program, including one (1) new course
- Updates to the program content guide for the Early Childhood Care and Education Diploma program, including a change to the program name and removal of the physician's report from the admission requirements based on new licensing regulations
- Update to the Early Childhood Care and Education Certificate program admission requirements, removing the physician's report based on new licensing regulations

Health Sciences

Deactivated Courses:

- NURS 1130 Introduction to Perioperative Theory
- NURS 1131 LPN Perioperative Techniques
- NURS 1132 LPN Perioperative Preceptorship

- Revisions to the Practical Nursing Diploma and Access to Practical Nursing Diploma programs to align with changes to the British Columbia Practical Nursing Program Provincial Curriculum
- Updates to the Access to Practical Nursing Diploma admission requirements, including the option for Internationally Educated Nurses (IENs) to apply
- Updates to the course outline of NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult, including revisions to the evaluation plan
- Reversal of approval of LPN Perioperative Program Advance Certificate program content guide and deactivation of three (3) courses

Hospitality, Food Studies & Applied Business

New Courses:

- o CULI 1526 Cook Chill Production Kitchen 2
- o CULI 1528 Short Order Café 2
- o MGMT 1019 Preparation for the Canadian Workplace
- o OADM 1102 Keyboarding 1
- o OADM 1103 Outlook
- o OADM 1104 Word 1
- o OADM 1105 Business Writing 1

- o OADM 1106 Excel
- o OADM 1107 Office Skills 1
- o OADM 1108 Business Writing 2
- o OADM 1109 Job Search
- o OADM 1201 Word 2
- o OADM 1202 Keyboarding 2
- o OADM 1203 Business Writing 3
- o OADM 1204 Office Finance

- o OADM 1205 Social Media and Technology
- o OADM 1206 Practicum Preparation
- o OADM 1207 Access
- o OADM 1208 Office Skills 2
- o OADM 1209 Admin Professional Practicum

Deactivated Courses:
- o HOSP 4260 Strategic Planning

- Revisions to the admission requirements for the Business & Project Management Post-Degree Diploma program
- Revisions to the Culinary Arts Diploma program and two new courses
- Revisions to the Professional Cook 1 Plus Certificate and Culinary Arts Diploma program content guides, removing the TB test and immunizations from the admission requirements
- Revisions to the Canadian Business Management Post-Degree Diploma program, including changes to course scheduling, revisions to course outlines for MGMT 2019 Preparation for the Canadian Workplace 2 and MGMT 2020 Workplace Practicum, and new course MGMT 1019 Preparation for the Canadian Workplace 1
- Revisions to the Professional Cook 2 Advanced Certificate program, removing the TB test and immunizations from the admission requirements
- Program content guides for the new Administrative Professional 1 and Administrative Professional 2 Certificate programs, including 17 new course outlines
- Program content guide for the new Administrative Professional Certificate(International) program

School of Instructor Education
- Program content guide for the new Train the Trainer Short Certificate program

Trades, Technology & Design
New Courses:
- o CSTP 1108 Applied Mathematics
- o CSTP 1305 Algorithm Analysis and Data Structure
- o CSTP 2305 iOS Mobile Application Programming
- o ELRT 1001 Alternating Current (AC) Basics
- o ELRT 1002 Direct Current (DC) Circuit Analysis
- o ELRT 1003 Power Supply Fundamentals
- o ELRT 1004 Technical Skills 1
- o ELRT 1005 Introduction to Lean Six Sigma
- o ELRT 1200 Customer Service Essentials
- o ELRT 1201 Measurement & Instrumentation in Samsung Service
- o ELRT 1202 Samsung Systems and Controls
- o ELRT 1203 Technical Skills 2
- o ELRT 1204 Software for Repair Technicians
- o ELRT 2001 Introduction to Computer Hardware
- o ELRT 2002 Mobile Device Repair
- o ELRT 2003 LCD Monitor and Television Repair
- o ELRT 2004 Technical Skills 3
- o ELRT 2100 Business Mathematics
- o ELRT 2101 The Canadian Economy
- o ELRT 2102 Principles of Management
- o ELRT 2103 Communications in the Canadian Workplace
- o ELRT 2104 Organizational Behaviour
- o ESTH 1101 Esthetics & Spa Therapy 1
- o ESTH 1201 Esthetics & Spa Therapy 2
- o ESTH 1301 Esthetics & Spa Therapy 3

- o HAIR 0900 Access to Spa
- o HAIR 0901 Access to Salon
- o JADE 1105 Design Resources 1
- o JADE 1206 Design Resources 2
- o JADE 2105 Design Resources 3
- o JADE 2205 Design Resources 4
- o TTSP 0100 Workplace Safety
- o TTSP 0101 Basic Welding Procedures

- o TTSP 0102 Basic Sheet Metal Repair
- o TTSP 0103 Automotive Refinishing
- o TTSP 0104 Basic Project Car
- o TTSP 0105 Heavy Equipment Operation
- o TTSP 0106 Forklift Operation
- o TTSP 0107 Automotive Engines
- o TTSP 0108 Automotive Maintenance
- o TTSP 0109 Introduction to Apprenticeship

Deactivated Courses:

- o CSTP 1102 Data Communications and Networking 1
- o CSTP 1107 Workplace Communication
- o CSTP 2103 IT Development Project 1
- o CSTP 2105 IT Development Project Management 1
- o CSTP 2203 Enterprise Server Administration
- o CSTP 2206 Advanced Mobile Application Programming

- o CSTP 2207 IT Development Project Management 2
- o JADE 1104 History of Art 1
- o JADE 1204 History of Art 2
- o JADE 2104 History of Art 3
- o JADE 2107 Guided Studies 1
- o JADE 2204 History of Art 4
- o JADE 2207 Guided Studies 2

- Revisions to the Heavy Mechanical Technology Diploma (International Cohort) program
- New Transportation Trades Sampler Short Certificate program curriculum, including ten (10) new course outlines
- Revisions to the Computer Systems Technology Diploma program, including updates to thirty (30) course outlines and three (3) new courses
- Curriculum for the new Electronics Repair Technology Diploma program, including nineteen (19) new course outlines, under the provisional approval process
- Revisions to the Esthetics & Spa Therapy Certificate program content guide, including restructuring of the program into three (3) new courses
- Revisions to the Jewellery Art and Design Diploma program, including 16 revised course outlines and 4 new courses

MEETINGS

Curriculum Committee met on the third Tuesday of each month, except in July.

2019 meeting dates:	January 15	February 19	March 19
	April 16	May 21	June 18
	August 20	September 17	October 15
	November 19	December 17	

MEMBERSHIP

Alison Rudko, Associate Registrar, International Education (to April 2019)

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research

Claire Sauvé, Senior Program Coordinator/Interim Dean, Continuing Studies (to May 2019)

Dave McMullen, Registrar (from October 2019)
David Wells, Vice President, Academic (from July 2019)
Denise Beerwald, Vice-Chair, Education Council (ex officio)
Elle Ting, Chair, Education Council (ex officio)
Emily Simpson, Faculty, Library & Learning Centre
Ilyes Belhacene, Student Representative (to May 2019)
Jacquie Harrison, Faculty, Instructor Education
Jane Shin, Associate Vice President, Student Success (for IECE) (from August 2019)
Julie Gilbert, Faculty, Health Sciences
Karen Crossett, Support Staff, Records (to October 2019)
Katarina Jovanovic, Program Coordinator, Continuing Studies (from June 2019)
Kathryn McNaughton, Vice President, Academic, Students & Research (to July 2019)
Ken McMorris, Faculty, Language Studies
Les Apouchtine, Associate Registrar (to September 2019)
Lindsay Tiemer, Associate Registrar, International Education (from May 2019)
Lorena Espinoza, Faculty, Music, Dance & Design
Lucy Griffith, Transportation Trades (from November 2019)
Mindi Cofman, Faculty, Hospitality, Food Studies & Applied Business
Natalie Wood-Wiens, Manager, Indigenous Education & Community Engagement (to Aug 2019)
Natasha Mandryk, Faculty, Arts & Sciences
Robert Kunka, Faculty, Transportation Trades (to October 2019)
Sarah Zelitt, Student Success
Shirley Lew, Dean, Library and Teaching & Learning Services/Interim Dean Arts & Sciences
Tami Pierce, Director, Indigenous Education & Community Engagement (to June 2019)
Todd Rowlatt, Faculty, Library & Learning Centre

EDUCATION POLICY COMMITTEE

Chair: John Demeulemeester

The members of Education Policy Committee are responsible for the development and review of VCC's educational policies. The committee reviews existing policies on a five-year cycle, and helps in the creation of new policies. Members aim to ensure the policies are sound, consistent, and fair, as well as striving to make each policy readable, clear and practical. Education Policy Committee acts in an advisory role to Education Council on all policy review-related matters.

In 2019, Education Policy Committee reviewed ten policies and recommended four policies to Education Council.

Approved by Education Council and/or Board of Governors:

A.1.2 Student Appeal of Suspension to Board of Governors
C.1.4 Assignment of Credits to Courses
C.1.6 Registration
C.3.2 Program Review and Renewal
D.1.4 Curriculum/Educational/Institutional Materials Created within the College

In Governance Review:

    B.2.3 Fitness for Duty

    C.3.7 Off-Campus Activity Involving Students (formerly Student Field Trips)

    (approved by the President on February 13, 2020)

    D.4.1 Students with Disabilities

    D.4.2 Student Complaints (About Instruction, College Services and Employees)

    (formerly Student Grievance)

    D.4.3 Student Code of Conduct (Non-Educational Matters)

    D.4.5 Student Educational Conduct

MEETINGS

Education Policy Committee met on the second Wednesday of each month, except for August.

2019 meeting dates:	January 9	February 13	March 13
	April 10	May 8	June 4
	June 12	July 10	September 11
	October 9	November 13	December 11

MEMBERSHIP

Alison Rudko, Associate Registrar, International Education (April 2019)

Alison Woods, Faculty, Arts & Sciences

Alper Caglayan, Faculty, Student Success (to September 2019)

Blair McLean, Faculty, Student Success (from October 2019)

Cheryl Howrigan, Faculty, Arts & Sciences

David Wells, Vice President, Academic (from July 2019)

Denis Seremba, Associate Registrar (to September 2019)

Denise Beerwald, Vice-Chair, Education Council (ex officio)

Dennis Innes, Dean, Hospitality, Food Studies & Applied Business

Elle Ting, Chair, Education Council (ex officio)

Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research (from July 2019)

Helen Roberts, Faculty, Hospitality, Food Studies & Applied Business

Jane Shin, Associate Vice President, Student Success (for IECE) (from August 2019)

John Demeulemeester, Faculty, Hospitality, Food Studies & Applied Business

Karen Brooke, Faculty, Instructor Education

Kathryn McNaughton, Vice President, Academic, Students & Research (to July 2019)

Ken Morrison, Faculty, Music, Dance & Design

Kevin Marcoux, Faculty, Transportation Trades (from February 2019)

Kristina Oldenburg, Faculty, Library & Learning Centre

Les Apouchtine, Associate Registrar (from October 2019)

Lindsay Tiemer, Associate Registrar, International Education (from May 2019)

Maija Wiik, Faculty, Student Success (to September 2019)

Marilyn Heaps, Faculty, Centre for Teaching, Learning & Research (to June 2019)

Matthew Stevenson, Program Coordinator, Centre for Continuing Studies (to June 2019)

Natalie Wood-Wiens, Manager, Indigenous Education & Community Engagement (to Aug 2019)

Nicole Degagne, Coordinator, Curriculum & Policy

Paul Yeung, Support Staff

Phoebe Patigdas, Student Representative (from August 2019)

Sheetal Donaldson, Faculty, Health Sciences

Sheri Wiwchar, Student Success (designate)

Sid Khullar, Program Coordinator, Centre for Continuing Studies (from June 2019)

Sydney Sullivan, Student Representative (to Jul 2019)

Tami Pierce, Director, Indigenous Education & Community Engagement (to June 2019)

Tanny Marks, Arbiter of Student Issues (ex officio)

APPEALS OVERSIGHT COMMITTEE

Chair: Andrew Candela

The Appeals Oversight Committee is responsible for defining the standard processes through which VCC conducts its appeals. Members are responsible for ensuring consistency and fairness across VCC's appeals procedures, including redefining appeals policies for the betterment of the College and all those involved. The Appeals Oversight Committee is also one of the key resources for training for appeal panels through its [annual] Tribunal Training Day. Appeals Oversight Committee acts in an advisory capacity to Education Council on all appeals-related matters. Two of the committee's main projects in 2019 were planning for the Tribunal Training Day on February 21, 2020, and supporting the launch and development of the Online Tribunal Training course.

MEETINGS

The Appeals Oversight Committee met five times: January 16, April 3, June 19, September 4 and November 5.

MEMBERSHIP

Andrew Candela, Faculty, Arts & Sciences

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research

Denis Seremba, Associate Registrar (designate) (to September 2019)

Denise Beerwald, Faculty, Health Sciences (to August 2019)

Dennis Innes, Dean, Hospitality, Food Studies & Applied Business

Elle Ting, Chair, Education Council (ex officio)

Gordon McIvor, Dean, Continuing Studies (to May 2019)

Ilyes Belhacene, Student Representative (to May 2019)

Janet Theny, Faculty, Arts & Sciences

Matt Stevenson, Program Coordinator, Continuing Studies (from June 2019)

Nona Coles, Student Success (designate)

Phoebe Patigdas, Student Representative (from September 2019)

Tanny Marks, Arbiter of Student Issues (ex officio)

EDUCATION QUALITY COMMITTEE
(FORMERLY PROGRAM REVIEW AND RENEWAL COMMITTEE/QUALITY ASSURANCE COMMITTEE)
Chair: Todd Rowlatt

The Education Quality Committee is responsible for guiding fundamental aspects of VCC, such as program review, program renewal, and CD fund allocation. Members of the committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.

In 2019, the committee developed a three-year action plan, which included a committee name change to more clearly align with the scope of its work, revisions to policy C.3.2 Program Review and Renewal, and implementation of simplified, streamlined program review forms.

In 2018–2019 the College underwent the Quality Assurance Process Audit (QAPA), a process commissioned by the Ministry of Advanced Education, Skills & Training (AEST) and developed by the Degree Quality Assurance Board (DQAB) to support "rigorous, ongoing program and institutional quality assessment" (QAPA webpage). The summary report is posted on the DQAB website.

CURRICULUM DEVELOPMENT FUNDS 2019/2020
The College sets aside an annual budget for curriculum development funds that support projects related to our educational programming. It is meant to support new ideas, and foster creativity and innovation. The budget is $400,000. Education Council's Standing Committee on Education Quality provides advice to the Vice President Academic in allocating the funds.

A total of about $870,000 in funding was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in progress needing additional funds for completion; 3) projects arising from program reviews or renewals; and 4) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least $5,000. The top three funded categories were program renewals, new programs, and online development.

The funded projects were:
1. Modification of the ECCE Post-Basic Diploma program to accommodate international students
2. Gladue Report Writing program–Online development
3. Leadership suite of programs–Program revisions
4. Networking Technology–Program renewal
5. Office Administration–Curriculum review and refresh
6. "Job Application" Course
7. Auto Collision Repair & Refinishing–Preparation for national harmonization
8. 3D Building Modelling for Construction Short Certificate
9. Civil Structural Technician Certificate–Program revision to two new courses
10. New Mechanical Technician Certificate
11. Supporting EAL students in the Hair Design, Skin & Body Therapy Department
12. Esthetics–Program revision, expansion, and amalgamation of program courses

13. Graphic Design Diploma–Program update
14. Jewellery Art & Design–Program redesign
15. Indigenization of Culinary Arts programs
16. Molecular Gastronomy Short Certificate (for professional chefs)
17. Baking and Pastry Arts–Program renewal
18. Chef De Cuisine
19. Administrative Assistant program–Curriculum Development following renewal (continuation)
20. Business Communications and Technical Writing–Course realignment
21. Bachelor of Science in Nursing–Patient safety competencies
22. Certified Dental Assisting Distance Program–Curriculum revisions
23. Dental Technology Science Program
24. Health Unit Coordinator–Revisions to meet changing role in industry
25. Occupational/Physical Therapist Assistant–Program revisions (final phase)
26. Practical Nursing–Curriculum alignment with provincial updates
27. Virtual Reality/Augmented Reality–Joint program with Vancouver Film School (VFS)
28. DHH–Program renewal (continuation)
29. ASL–Introductory online course
30. Blended Learning–Development of ELSK 0620 and ELSK 0625 blended courses
31. TESOL–Program(s) redesign
32. Bachelor of Music Degree–Curriculum revisions from renewal

Program Renewals:
33. Building Manager
34. Interior Design (currently suspended)
35. Cosmetology (renewal was later cancelled)
36. Dental Reception Coordinator

MEETINGS

Education Quality Committee met on the fourth Tuesday of each month, except for July, August, November, and December.

2019 meeting dates:

January 22	February 26	February 28
March 11	March 12	March 14 (CD Funds)
March 26	April 23	May 28
June 25	September 24	October 29

MEMBERSHIP

Brett Griffiths, Dean, School of Trades, Technology & Design
Brian Beacham, Director, Institutional Research (to July 2019)
Carlie Deans, Project Coordinator, Office of the Vice President, Academic, Students & Research
Claire Sauvé, Senior Program Coordinator/Interim Dean, Continuing Studies
David Wells, Vice President, Academic (from July 2019)
Denise Beerwald, Vice-Chair, Education Council (ex officio)

Elle Ting, Chair, Education Council (ex officio)
Garth Manning, Faculty, Centre for Teaching, Learning & Research
Heidi Parisotto, Faculty, Health Sciences (from May 2019)
Jacqueline Shehadeh, Faculty, Arts & Sciences (from September 2019)
Janet Latter, Manager, Institutional Research (from August 2019)
Jo-Ellen Zakoor, Dean, Health Sciences (consulting; to April 2019)
Kathryn McNaughton, Vice President, Academic, Students & Research (to July 2019)
Marilyn Heaps, Faculty, Centre for Teaching, Learning & Research (to June 2019)
Patris Aghakian, Associate Director, Institutional Research (from August 2019)
Paul Yeung, Support Staff, Admissions
Pervin Fahim, Operations Manager, School of Health Sciences
Phoebe Patigdas, Student Representative (from August 2019)
Shirley Lew, Dean, Library, Teaching & Learning Services/Interim Dean, Arts & Sciences
Sydney Sullivan, Student Representative (to July 2019)
Todd Rowlatt, Faculty, Library, Teaching & Learning Services
Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 1, 2020