



The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, October 25, 2017 meeting:

Agenda Title: **Proposal for substantive revisions to the curriculum of the Master of Public Health (MPH) in the School of Public Health, Faculty of Graduate Studies & Research**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for revisions to the curriculum of the Master of Public Health (MPH) in the School of Public Health as proposed by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be effective for admissions to Fall 2018.

Final Item: 4

Agenda Title: **Proposal for Substantive Changes to the Undergraduate Nursing Curriculum, Faculty of Nursing**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, proposed changes to the Undergraduate Nursing Curriculum, as proposed by the Faculty of Nursing, and as set forth in Attachment 1, as amended, to take effect Fall 2018.

Final Amended Item: 5

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for substantive revisions to the curriculum of the Master of Public Health (MPH) in the School of Public Health, Faculty of Graduate Studies & Research**

Motion: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for revisions to the curriculum of the Master of Public Health (MPH) in the School of Public Health as proposed by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be effective for admissions to Fall 2018.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research Kue Young, Dean, School of Public Health
Presenter	Jeffrey Johnson, Associate Dean, Education

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The proposed calendar changes represent a restructuring of the core curricula across all seven of our current MPH degree programs. This involves a replacement of the current common core courses required for all MPH degree programs with a set of newly developed common core courses, and consequent revision of specialization requirements. The total credit requirements for all degrees remain the same. The new common core courses were developed in response to several influences, internal to the School of Public Health, but importantly addressing external considerations.</p> <p>Our current MPH degrees are structured in part as legacies of the historical structural and disciplinary silos in place when the School was formed in 2006, and expectations of our external accrediting body, the US-based Council on Education for Public Health (CEPH). We received 5-year CEPH accreditation in 2012, and are currently pursuing a renewal. Over the past several years, CEPH has engaged in extensive dialogue through the Association of Schools and Programs of Public Health (ASPPH), of which the School of Public Health is a member, about the currency and practice relevance of course-based MPH degrees. As a result of this process, many accredited public health programs have undertaken curriculum renewal with a goal of improving the practice readiness of graduates entering public health fields. Moreover, CEPH has adopted new guidelines that increase flexibility for schools and programs with respect to both specializations and organization of curriculum, with a view to greater integration and generalization. In October 2016, for the first time, CEPH specified MPH Core Competencies.</p> <p>Coinciding with the CEPH-ASPPH processes, the SPH undertook a comprehensive review of the core curriculum for our MPH degrees. The process was robust, taking almost four years, and involving a large number of SPH faculty, instructors, students, and graduates, as well as employers and practitioners working in public health across sectors. As a</p>

FINAL Item No. 4

	<p>result, our revised curricula:</p> <ul style="list-style-type: none"> • Highlight the unique contributions of the disciplinary traditions of public health; • Emphasize the commonalities that underlie the field and practice of public health; • Facilitate practice readiness – the MPH is a degree for public health practitioners; • Promote interdisciplinary learning and practice; • Reflect the continuing evolution of public health; • Build on the SPH's connectivity to the systems that affect health.
<p>The Impact of the Proposal is</p>	<p>These new MPH curricula establish common ground for incoming MPH students from diverse backgrounds, thereby ensuring all students develop a solid understanding of public health as a field. This demanded a shift in the design of our curricula from “Who is the lecturer and what does s/he want students to know?” to “What competencies does the MPH graduate need to perform as an effective public health practitioner?”</p> <p>The new common core courses involve integration of some of the practice-oriented content contained in the current, disciplinary-focused common core courses. As a consequence of this integration into the new common core, most of the MPH degrees required some changes in the specialization course requirements, either to minimize redundancy, or maintain prerequisites for advanced specialization courses.</p> <p>Our new MPH curricula align with: SPH and CEPH MPH Core Competencies, comprising Knowledge, Attitudes/Values and Skills and SPH's approved Role & Function statements, which reflect the jobs that MPH graduates will perform. Moreover, we believe our new MPH curricula are forward thinking and innovative, and our integrated interdisciplinary common core will distinguish our MPH degree from others amid burgeoning of MPH programs in Canada.</p>
<p>Replaces/Revises (eg, policies, resolutions)</p>	<p>Current curricula for the MPH degree programs as found in the 2017-2018 Calendar.</p>
<p>Timeline/Implementation Date</p>	<p>For admissions to Fall 2018 (to be published in the 2018-2019 Calendar)</p>
<p>Estimated Cost and funding source</p>	<p>No additional resources are required, and no additional fees will be charged to students.</p>
<p>Next Steps (i.e.,: Communications Plan, Implementation plans)</p>	<p>In anticipation of Fall 2018 implementation of the approved new curricula:</p> <p><u>Communication:</u></p> <ul style="list-style-type: none"> - Students admitted in or before Fall 2017 were advised to complete the current core courses as soon as possible in the 2017-2018 and 2018-2019 academic years. - The School is posting an announcement on our website for prospective applicants for 2018 admission letting them know that we have completed our MPH core curriculum review and anticipate implementing the new core curricula in Fall 2018. They will be advised to watch for updates; we anticipate that the new curricula will be approved at the time we offer

FINAL Item No. 4

	<p>admission in April 2018 to new MPH students starting in the Fall 2018.</p> <p><u>Implementation:</u> As we transition between current and new curricula:</p> <ul style="list-style-type: none"> - All current core courses will be offered in the 2018-2019 academic year. - We are monitoring the need for additional sections of the current core courses to see whether additional sections will be needed for students admitted in or before Fall 2017. Based on current assessment, we have scheduled an additional section of one current core course in Spring 2018. - An interdisciplinary Teaching Team comprised of senior faculty from our MPH specializations, an SPH Student Association representative, and an Adjunct Professor/Practitioner, has developed a curriculum map that identifies MPH Core Competencies, Learning Goals and Learning Objectives, and indicates where they will be met in the approved new core courses. Our MPH Degree Coordinator is leading this process, and CTL has facilitated some stages of this work. - This team is now considering sequence options for the new core curricula, and starting to develop course syllabi. We anticipate meeting biweekly to design the syllabi as a team, with a target date for completion of the first set of new core course syllabi no later than April 2018, based on the sequence decision noted above. - Courses will be timetabled for Fall 2018-Winter 2019 academic year this fall, considering the sequence decision noted above. - The School has a standard course syllabus template. The School's Course Approval Subcommittee (CAS), reporting to the Committee on Educational Policies and Procedures (CEPP), reviews and recommends all new course syllabi for adoption. Course descriptions have already been approved; syllabi do not require Faculty Council approval, but syllabi will be provided to both CEPP and Faculty Council for information. - Most specialization courses will remain as is for the 2018-2019 academic year. We expect that specializations will review and revise their courses following experience with the new curricula in its first year of implementation.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><i>Those who have been informed:</i></p> <ul style="list-style-type: none"> • The Degree changes, and each key piece leading to them, were presented at the School's Town Hall / Faculty Council meetings which are open to the entire SPH community – faculty, students, alumni, and stakeholders. Faculty Council voted on these pieces incrementally, culminating in approval of the new core course descriptions and attendant MPH Degree Requirements. • SPH Student Association representatives attend all SPH committee meetings, and have a vote on Faculty Council. • Key dates included: <ul style="list-style-type: none"> ○ November 28, 2014: Motion to approve the proposed MPH Graduate Function and Role Statements – APPROVED
---	---

FINAL Item No. 4

	<ul style="list-style-type: none"> ○ April 22, 2016: Motion to approve the Consensus Document on MPH Core Competencies – APPROVED ○ October 28, 2016: Motion to approve the MPH Common Core Course Titles & Descriptions (Calendar Changes) – APPROVED ○ June 16, 2017: Motion to approve the 2018-2019 Calendar Changes for MPH Degree Requirements - APPROVED <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● As noted above, each phase of the MPH core curriculum review involved key stakeholders. Faculty, Adjunct faculty, and students have been involved in all phases throughout the four-year process. ● In November 2015, the School hosted a retreat that 33 faculty, adjunct faculty, students and alumni attended. We hired an external facilitator to guide discussion and consultation on the proposed common core curricula and to document feedback. ● Debby Burshtyn, Vice Dean, FGSR ● Janice Hurlburt, Graduate Governance and Policy Coordinator ● Kate Peters, Portfolio Initiatives Manager, Provost and Vice-President (Academic) ● Tammy Hopper, Vice-Provost/Programs, Provost and Vice-President (Academic) ● Faculty of Agricultural, Life and Environmental Sciences (ALES) (food safety) <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Based on the feedback from the above-noted November 2015 retreat, three working groups were formed during Winter 2016 to refine the proposal. These working groups comprised faculty, adjunct faculty, students and alumni from across specializations, and practitioners from a range of public health practice settings who serve as field practicum preceptors and who employ our graduates. ● Taken together, 12 students, 5 alumni, 19 faculty, 10 practitioner/adjunct faculty, and 3 SPH practice coordinators participated directly in a working group at some stage of the review. ● The MPH Core Curriculum Review Co-Chairs presented the Common Core Curriculum Conceptual Framework CONSENSUS DOCUMENT to the April 22, 2016 Town Hall / Faculty Council meeting for discussion and feedback. Faith Davis, Vice Dean, School of Public Health ● Jeffrey Johnson, Assoc Dean (Education) and Director of Grad Studies/Grad Coordinator for the School of Public Health ● Ruth Wolfe, MPH Program Coordinator, School of Public Health ● Magda Grzeszczuk, Academic Programs Coordinator, School of Public Health <p>Approval Route (Governance) (including meeting dates)</p> <p>School of Public Health Faculty Council, approved June 16, 2017 [FGSR Council approved delegation of changes to graduate program requirements to the Dean of Faculty or Departments in Winter 2013]</p>
--	--

FINAL Item No. 4

	GFC ASC Subcommittee on Standards (for consultation) – October 5, 2017 GFC Academic Planning Committee – October 25, 2017
Final Approver	GFC Academic Planning Committee

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Institutional Strategic Plan – <i>For the Public Good</i> GOAL: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. By providing our students with exceptional experiences that link them to their futures, we will facilitate their success both within the curriculum... OBJECTIVE 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. The foundation of our university rests on a breadth of inquiry... OBJECTIVE 12: Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader. Strategy 1: Identify and support established and emerging areas of research and teaching distinction, Strategy 4: Develop processes for identifying both emerging and declining areas of distinction and global leadership to sustain the vibrancy of the university's portfolio of signature areas.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>6. GFC APC’s Terms of Reference (Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:</p>

	<p>“Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations</p> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...] The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)</p>
--	--

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 12) Proposed program changes, Master of Public Health

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR, jhurlbur@ualberta.ca

2018-2019 Calendar Changes

Degree and Specializations

Current	Proposed
<p>Public Health [Graduate]</p> <p>General Information The School of Public Health offers a course-based degree of Master of Public Health (MPH) with several specializations, a thesis-based degree of Master of Science (MSc) with several specializations, a PhD with several specializations, and a Postgraduate Diploma (PGD) is also offered.</p> <p>[New]</p>	<p>Public Health [Graduate]</p> <p>General Information The School of Public Health offers a course-based degree of Master of Public Health (MPH) with several specializations, a thesis-based degree of Master of Science (MSc) with several specializations, a PhD with several specializations.</p> <p>[...]</p> <p>Graduate Program Requirements</p> <p><u>The Degree of Master of Public Health (course-based) [Graduate]</u></p> <p><u>Program Requirements</u></p> <p><u>All Master of Public Health students must complete the following:</u></p> <p><u>Core Courses (*24):</u> <u>SPH 530 - This is Public Health (*3)</u> <u>SPH 535 - Using and Creating Evidence in Public Health Practice (*6)</u> <u>SPH 536 - Engagement for Public Health Action (*2)</u> <u>SPH 541 - Leadership and Professional Practice I (*2)</u> <u>SPH 546 - Leadership and Professional Practice II (*2)</u> <u>SPH 547 - Leadership and Professional Practice III and Capping Project (*3)</u> <u>SPH 598 - Field Practicum (*6)</u></p> <p><u>Students must also declare a Specialization and complete the Specialization and Elective courses, outlined below according to Specialization.</u></p> <p><u>Length of Program</u></p> <p><u>The minimum time to complete the Master of Public Health degree is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</u></p>

The Degree of **MPH** in Applied Biostatistics (course-based) [Graduate]

Program Requirements

Students must complete the following:

1. Required courses (★36):

~~SPH 500 – Introduction to Health Policy and Management~~

~~SPH 501 – Determinants of Health~~

~~SPH 514 – Introduction to Environmental Health~~

SPH 519 - Biostatistics I

SPH 596 - Epidemiology Methods I

~~SPH 599 – Capping Project~~

SPH 619 - Biostatistics II

SPH 692 - Systematic Reviews OR

SPH 693 - Critical Appraisal of Health Science Literature in Epidemiology

SPH 696 - Epidemiology Methods II

~~SPH 798~~

2. Elective courses:

Three (★9) graduate-level courses from the following list or courses approved by the student's Advisor:

~~MED 600 – Introduction to Clinical Trials~~

~~SPH 685 – Methods for the Assessment of Health-Related Quality of Life~~

~~SOC 609~~

~~SOC 616 – Structural Equation Modeling with LISREL~~

~~STAT 532 – Survival Analysis~~

~~STAT 561 – Sample Survey Methodology~~

~~STAT 568 – Design and Analysis of Experiments~~

Length of Program

The minimum time to complete the program is 16 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

The Degree of **Master of Public Health** in Applied Biostatistics (course-based) [Graduate]

Program Requirements

In addition to the Master of Public Health Core Courses (*24), students must complete the following for a total of (*45):

Specialization Courses (*17):

SPH 519 - Biostatistics I (*3)

SPH 596 – Epidemiology Methods I (*2)

SPH 619 - Biostatistics II (*3)

SPH 692 - Systematic Reviews (*3)

OR

SPH 693 - Critical Appraisal of Health Science Literature in Epidemiology (*3)

SPH 696 - Epidemiology Methods II (*3)

~~SPH 719 - Biostatistics III (*3)~~

Approved Elective Courses (*4)

(*4) of graduate-level courses approved by the student's Academic Advisor.

Length of Program

The minimum time to complete the Master of Public Health degree is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

Rationale:

- The current description has errors as follows:
 - o Missing in the current calendar description:
 - SPH 561 (*1) Topics in Public Health: Epidemiology Module(s); SPH 598 (*3) Field Practicum
 - o Incorrect # in the current calendar description: SPH 798 – should be SPH 719 Biostatistics III
- SPH currently requires all MPH students to take five introductory courses: SPH 500, SPH 501, SPH 514, SPH 519 or SPH 531, SPH 596 or SPH 597, plus SPH 598 Field Practicum & SPH 599 Capping Project. The proposed changes to Degree Requirements for MPH in Applied Biostatistics reflect approved new MPH *Core* Courses that *all* MPH students will be required to take: SPH 530, 535, 536, 541, 546, 547. SPH 598 Field Practicum will be retained as a Core Course.
- MPH in Applied Biostatistics will retain SPH 519 and 596 as Specialization courses that students need prior to taking more advanced courses in this Specialization. Content from SPH 519 & SPH 596 that *all* MPH students need will be integrated into the new *Core* Courses, especially SPH 530 & SPH 535.
- The number of Elective credits for the MPH in Applied Biostatistics degree has been reduced from *9 to *4 to accommodate the above changes.

Approved: School of Public Health Faculty Council June 16, 2017

The Degree of MPH in Environmental and Occupational Health (course-based) [Graduate]

Program Requirements

Students must complete the following:

1. Required courses (★36):

~~SPH 500 – Introduction to Health Policy and Management~~

~~SPH 501 – Determinants of Health~~

SPH 506 - Public Health Biology

SPH 511 - Environmental Contaminant Exposure Assessment

SPH 512 - Environmental Risk Assessment and Management

SPH 514 - Introduction to Environmental Health

SPH 522 - Principles of Toxicology

~~SPH 531 – Statistical Methods in Health Research~~

~~SPH 597 – Fundamentals of Epidemiology for Public Health~~

~~SPH 598 – Field Practicum~~

~~SPH 599 – Capping Project~~

2. Elective courses:

Three (★9) graduate-level courses from the following list or courses approved by the student's Advisor:

~~SPH 507~~

~~SPH 520 – Occupational and Environmental Diseases~~

~~SPH 521 – Occupational Hygiene~~

~~SPH 540~~

~~SPH 543 – Health Ethics, Law and Policy~~

~~SPH 593 – Issues in Injury Control~~

~~SPH 640 – Introduction to Global Health~~

~~SPH 693 – Critical Appraisal of Health Science Literature in Epidemiology~~

~~SPH 695 – Epidemiology of Injuries/Design and Evaluation of Injury Interventions~~

~~SPH 697 – Epidemiology and Control of Infectious Diseases~~

Length of Program

The minimum time to complete the program is 16 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

The Degree of Master of Public Health in Environmental and Occupational Health (course-based) [Graduate]

Program Requirements

In addition to the Master of Public Health Core Courses (*24), students must complete the following for a total of (*45):

Specialization Courses (*15)

SPH 506 - Public Health Biology (*3)

SPH 511 - Environmental Contaminant Exposure Assessment (*3)

SPH 512 - Environmental Risk Assessment and Management (*3)

SPH 514 - Introduction to Environmental Health (*3)

SPH 522 - Principles of Toxicology (*3)

Approved Elective Courses (*6)

(*6) of graduate-level courses approved by the student's Academic Advisor.

Length of Program

The minimum time to complete the Master of Public Health degree is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

Rationale:

- SPH currently requires all MPH students to take five introductory courses: SPH 500, SPH 501, SPH 514, SPH 519 or SPH 531, SPH 596 or SPH 597, plus SPH 598 Field Practicum & SPH 599 Capping Project. The proposed changes to Degree Requirements for MPH in Environmental & Occupational Health reflect the approved new MPH *Core* Courses that *all* MPH students will be required to take: SPH 530, 535, 536, 541, 546, 547. SPH 598 Field Practicum will be retained as a required course.
- MPH in Environmental and Occupational Health will retain SPH 514 as a Specialization course that students need prior to taking more advanced courses in this Specialization. Content from SPH 514 that *all* MPH students need will be integrated into the new *Core* Courses, especially SPH 530.
- The number of Elective credits has been reduced from *9 to *6.

Approved: School of Public Health Faculty Council June 16, 2017

The Degree of **MPH** in Epidemiology (course-based) [Graduate]

Program Requirements

Students must complete the following:

1. Required courses (★36):

~~SPH 500 - Introduction to Health Policy and Management~~

~~SPH 501 - Determinants of Health~~

~~SPH 514 - Introduction to Environmental Health~~

SPH 519 - Biostatistics I

SPH 596 - Epidemiology Methods I

~~SPH 598 - Field Practicum~~

~~SPH 599 - Capping Project~~

SPH 619 - Biostatistics II

SPH 693 - Critical Appraisal of Health Science Literature in Epidemiology

SPH 696 - Epidemiology Methods II

SPH 697 - Epidemiology and Control of Infectious Diseases

2. Elective courses:

Three (★9) graduate-level courses from the following list or approved by the student's Advisor:

~~SPH 506 - Public Health Biology~~

~~SPH 540~~

~~SPH 581 - Basics of Public Health Leadership~~

~~SPH 593 - Issues in Injury Control~~

~~SPH 685 - Methods for the Assessment of Health-Related Quality of Life~~

~~SPH 719 - Biostatistics III~~

Length of Program

The minimum time to complete the program is 16 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

Rationale

- The current calendar description has errors as follows:
 - o Missing in the current calendar description:

The Degree of **Master of Public Health** in Epidemiology (course-based) [Graduate]

Program Requirements

In addition to the Master of Public Health Core Courses (*24), students must complete the following for a total of (*45):

Specialization Courses (*15)

SPH 519 - Biostatistics I (*3)

~~SPH 561 - Topics in Public Health: Epidemiology Module(s) (*1)~~

SPH 596 - Epidemiology Methods I (*2)

SPH 619 - Biostatistics II (*3)

SPH 696 - Epidemiology Methods II (*3)

SPH 693 - Critical Appraisal of Health Science Literature in Epidemiology (*3)

OR

SPH 697 - Epidemiology and Control of Infectious Diseases (*3)

OR

~~SPH 699 - Use and Analysis of Linked Administrative Health Data (*3)~~

Approved Elective Courses (*6)

(*6) of graduate-level courses approved by the student's Academic Advisor.

Length of Program

The minimum time to complete the Master of Public Health degree is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

- SPH 561 (*1) Topics in Public Health: Epidemiology Module(s)

- SPH currently requires all MPH students to take five introductory courses: SPH 500, SPH 501, SPH 514, SPH 519 or SPH 531, SPH 596 or SPH 597, plus SPH 598 Field Practicum & SPH 599 Capping Project. The proposed changes to Degree Requirements for MPH in Epidemiology reflect the approved new MPH *Core Courses* that *all* MPH students will be required to take: SPH 530, 535, 536, 541, 546, 547. SPH 598 Field Practicum will be retained as a required course.
- MPH in Epidemiology will retain SPH 519 & SPH 596 as Specialization courses that students need prior to taking more advanced courses in this Specialization. Content from SPH 519 & SPH 596 that *all* MPH students need will be integrated into the new Core courses, especially SPH 530 & SPH 535.
- The number of Elective credits has been reduced from *9 to *6.

Approved: School of Public Health Faculty Council June 16, 2017

The Degree of MPH in Food Safety (course-based) [Graduate]

Program Requirements

Students must complete the following:

Required courses (*39):

SPH 500, SPH 501, SPH 512, SPH 514, SPH 522, SPH 527, SPH 531, SPH 566, SPH 597, SPH 598, SPH 599
AFNS 580, NU FS 374/SPH 566

Elective courses

*6 graduate-level course-work approved by the student's Advisor-

Length of Program

The minimum time to complete the program is 16 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

The Degree of Master of Public Health in Food Safety (course-based) [Graduate]

Program Requirements

In addition to the Master of Public Health Core Courses (*24), students must complete the following for a total of (*45):

Specialization Courses (*18)

SPH 512 - Environmental Risk Assessment and Management (*3)
SPH 514 - Introduction to Environmental Health (*3)
SPH 522 - Principles of Toxicology (*3)
SPH 527 - Food Safety (*3)
AFNS 580 - Advanced Study of Foodborne Pathogens (*3)
AFNS 581 - Advanced Foods (*3)

Approved Elective Courses (*3)

(*3) of graduate-level courses approved by the student's Academic Advisor.

Length of Program

The minimum time to complete the Master of Public Health degree is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

Rationale

- SPH currently requires all MPH students to take five introductory courses: SPH 500, SPH 501, SPH 514, SPH 519 or SPH 531, SPH 596 or SPH 597, plus SPH 598 Field Practicum & SPH 599 Capping Project. The proposed changes to Degree Requirements for MPH in Food Safety reflect the approved new MPH Core Courses that all MPH students will be required to take: SPH 530, 535, 536, 541, 546, 547. SPH 598 Field Practicum will be retained as a required course.
- MPH in Food Safety will retain SPH 514 as a Specialization course that students need prior to taking more advanced courses in this Specialization. Content from SPH 514 that all MPH students need will be integrated into the new Core courses, especially SPH 530.
- The number of Elective credits has been reduced from *6 to *3.
- NU FS 374/SPH 566(Special Seminar) is no longer required; a more advanced course is now required.
- AFNS 581 is now a Specialization requirement.

Approved: School of Public Health Faculty Council June 16, 2017

The Degree of MPH in Global Health (course-based) [Graduate]

Program Requirements

Students must complete the following:

1. Required courses (*33):

- ~~SPH 500 – Introduction to Health Policy and Management~~
- ~~SPH 501 – Determinants of Health~~
- ~~SPH 514 – Introduction to Environmental Health~~
- ~~SPH 531 – Statistical Methods in Health Research~~
- ~~SPH 597 – Fundamentals of Epidemiology for Public Health~~
- ~~SPH 598 – Field Practicum~~
- ~~SPH 599 – Capping Project~~
- SPH 631 - Health Program Evaluation
- SPH 640 - Introduction to Global Health
- SPH 641 - Global Health Project Development

2. Elective courses:

Four (*12) graduate-level courses from the following list or courses approved by the student's Advisor:

- ~~SPH 506 – Public Health Biology~~
- ~~SPH 540~~
- SPH 542 - Case Studies in International Primary Health Care
- ~~SPH 545~~
- ~~SPH 550 – Introduction to Health Care Finance~~
- ~~SPH 581 – Basics of Public Health Leadership~~
- ~~SPH 692 – Systematic Reviews~~
- ~~SPH 697 – Epidemiology and Control of Infectious Diseases~~

Length of Program

The minimum time to complete the program is 16 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

Rationale

- SPH currently requires all MPH students to take five introductory courses: SPH 500, SPH 501, SPH 514, SPH 519 or SPH 531, SPH 596 or SPH 597, plus SPH 598 Field Practicum & SPH 599 Capping Project. The proposed changes to Degree Requirements for MPH in Global Health reflect the approved new MPH Core curriculum. All MPH students will take the same Core courses: SPH 530, 535, 536, 541, 546, 547. SPH 598 Field Practicum will be retained as a Core course.
- SPH 542 Case Studies in International Primary Health Care was an Elective; it will become a Specialization requirement for MPH in Global Health.
- The number of Elective credits has been reduced from *12 to *9.

Approved: School of Public Health Faculty Council June 16, 2017

The Degree of Master of Public Health in Global Health (course-based) [Graduate]

Program Requirements

In addition to the Master of Public Health Core Courses (*24), students must complete the following for a total of (*45):

Specialization Courses (*12)

- SPH 542 - Case Studies in International Primary Health Care (*3)
- SPH 631 - Health Program Evaluation (*3)
- SPH 640 - Introduction to Global Health (*3)
- SPH 641 - Global Health Project Development (*3)

Approved Elective Courses (*9)

(*9) of graduate-level courses approved by the student's Academic Advisor.

Length of Program

The minimum time to complete the Master of Public Health degree is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

The Degree of MPH in Health Policy and Management (course-based) [Graduate]

Program Requirements

Students must complete the following:

1. Required courses (*39):

SPH 500 - Introduction to Health Policy and Management

SPH 501 - Determinants of Health

SPH 514 - Introduction to Environmental Health

SPH 531 - Statistical Methods in Health Research

SPH 550 - Introduction to Health Care Finance

SPH 570 - Introduction to Health Care Economics

SPH 580 - Management and Design of Health Care Organizations

SPH 581 - Basics of Public Health Leadership

SPH 597 - Fundamentals of Epidemiology for Public Health

SPH 598 - Field Practicum

SPH 599 - Capping Project

2. Elective courses:

Four (*12) graduate-level courses approved by the student's Advisor.

Length of Program

The minimum time to complete the program is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

Rationale

- The current calendar description has errors as follows:
 - o Missing in the current calendar description: SPH 605 Health Law & Administration
- SPH currently requires all MPH students to take five introductory courses: SPH 500, SPH 501, SPH 514, SPH 519 or SPH 531, SPH 596 or SPH 597, plus SPH 598 Field Practicum & SPH 599 Capping Project. The proposed changes to Degree Requirements for MPH in Health Policy & Management reflect the approved new MPH Core Courses that all MPH students will be required to take: SPH 530, 535, 536, 541, 546, 547. SPH 598 Field Practicum will be retained as a required course.
- Content from SPH 500 that all MPH students need will be integrated into the new Core courses, including SPH 530, 536, 541, 546 and 547.
- SPH 600 is currently an Elective option; it will become the introductory course requirement for this Specialization instead of SPH 500.
- The number of Elective credits has been reduced from *12 to *9.

Approved: School of Public Health Faculty Council June 16, 2017

The Degree of Master of Public Health in Health Policy and Management (course-based) [Graduate]

Program Requirements

In addition to the Master of Public Health Core Courses (*24), students must complete the following for a total of (*51):

Specialization Courses(*18)

SPH 550 - Introduction to Health Care Finance (*3)

SPH 570 - Introduction to Health Care Economics (*3)

SPH 580 - Management and Design of Health Care Organizations (*3)

SPH 581 - Basics of Public Health Leadership (*3)

SPH 600 Health Policy Development (*3)

SPH 605 - Health Law and Administration (*3)

Approved Elective Courses (*9)

(*9) of graduate-level courses approved by the student's Academic Advisor.

Length of Program

The minimum time to complete the Master of Public Health degree is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

The Degree of **MPH** in Health Promotion (course-based) [Graduate]

Program Requirements

Students must complete the following:

1. Required courses (★36):

~~SPH 500 – Introduction to Health Policy and Management~~

~~SPH 501 - Determinants of Health~~

SPH 504 - Health Promotion Planning and Evaluation OR

SPH 631 - Health Program Evaluation

~~SPH 514 – Introduction to Environmental Health~~

~~SPH 517 - Strategies in Health Promotion Practice~~

~~SPH 518 - Psychosocial Perspectives on Health~~

~~SPH 531 – Statistical Methods in Health Research~~

~~SPH 597 – Fundamentals of Epidemiology for Public Health~~

~~SPH 598 – Field Practicum~~

~~SPH 599 – Capping Project~~

~~EDPY 503 – Qualitative Methods of Educational Research OR~~

~~SPH 623 – Qualitative and Community-Based Approaches in Health Research OR~~

~~INT D 540 – Principles of Qualitative Inquiry OR~~

~~INT D 560~~

2. Elective courses:

Two (★6) graduate-level courses from the following list or courses approved by the student's Advisor:

~~SPH 510 – Health Promotion with Communities~~

~~SPH 566 – Special Seminars~~

~~SPH 618 – Diversity and Health in Families and Communities~~

~~SPH 680 – Health Care Marketing and Planning~~

~~HECOL 682 – Program Planning and Evaluation~~

~~INT D 570 – Healthcare Ethics~~

~~PERLS 541 – Social Cognitive Approaches to Health Promoting Behaviors~~

~~PERLS 582 – Graduate Seminar: A Seminar in Current Factors, Problems and Issues~~

The Degree of **Master of Public Health** in Health Promotion (course-based) [Graduate]

Program Requirements

In addition to the Master of Public Health Core Courses (*24), students must complete the following for a total of (*42):

Specialization Courses (*12)

SPH 501 - Determinants of Health (*3)

SPH 517 - Strategies in Health Promotion Practice (*3)

SPH 518 - Psychosocial Perspectives on Health (*3)

SPH 504 - Health Promotion Planning and Evaluation (*3)

OR

SPH 631- Health Program Evaluation (*3)

Approved Elective Courses (*6)

(*6) of graduate-level courses approved by the student's Academic Advisor.

<p>Length of Program</p> <p>Students may undertake the MPH on a part-time or full-time basis The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>	<p>Length of Program</p> <p><u>The minimum time to complete the Master of Public Health degree is 20 months.</u> The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>
<p>Rationale</p> <ul style="list-style-type: none"> - SPH currently requires all MPH students to take five introductory courses: SPH 500, SPH 501, SPH 514, SPH 519 or SPH 531, SPH 596 or SPH 597, plus SPH 598 Field Practicum & SPH 599 Capping Project. The proposed changes to Degree Requirements for MPH in Health Promotion reflect the approved new MPH <i>Core</i> Courses that <i>all</i> MPH students will be required to take: SPH 530, 535, 536, 541, 546, 547. SPH 598 Field Practicum will be retained as a required course. - MPH in Health Promotion will retain SPH 501 as a Specialization course that students need prior to taking more advanced courses in this Specialization. Content from SPH 501 that <i>all</i> MPH students need will be integrated into the new Core Courses, including SPH 530, 536, 541, 546 and 547. - Content from SPH 623 that <i>all</i> MPH students require will be integrated into SPH 535. Therefore SPH 623 will no longer be a Specialization requirement. Students who wish to take a more in-depth qualitative methods course will be able to take SPH 623 as an Elective. [EDPY 503; INT D 540 are not currently offered, and INT D 560 is not a relevant alternative for a qualitative methods course as the topic focus changes over time.] <p>Approved: School of Public Health Faculty Council June 16, 2017</p>	

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal from the Faculty of Nursing - Admission/Transfer and Academic Standing; Substantive Changes to Undergraduate Nursing Curriculum**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, proposed changes to the Undergraduate Nursing Curriculum, as proposed by the Faculty of Nursing, and as set forth in Attachment 1, as amended, to take effect Fall 2018.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Greta Cummings, Dean, Faculty of Nursing
Presenter	Greta Cummings, Dean; Olive Yonge, Vice-Dean; Sandra Davidson, Associate Dean (Undergraduate Programs), Faculty of Nursing

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Gain approval for Undergraduate Nursing program changes, the proposed transition plans (cross-walks), and the associated admissions and academic standing calendar changes for these program changes.
The Impact of the Proposal is	<p>The program changes will allow the Faculty of Nursing to deliver an enhanced undergraduate experience to our students. Specific enhancements that will benefit students include:</p> <ul style="list-style-type: none"> ○ Programs are constructed using concept-based teaching & learning approaches, learner-centered education principles, relationship-centered care and intentional clinical learning experiences (deliberate practice) ○ Major enhancements in amount and type of leadership courses (increasing from 1 leadership course to 4 courses), including a 9 credit senior clinical leadership practicum in the 4th year ○ Specific focus on developing stress management and resiliency through the integration of formal evidence-based Mindfulness-Based Stress Reduction (MBSR) components and strategies for student success ○ Clearer and closer connections between classroom, lab and clinical learning experiences (conceptually and timing of experiences) – based on evidence and best practices ○ Integration of a Community Service Learning course early in the program, and other opportunities to engage in clinical experiences earlier in the programs (starting in 1st semester) ○ Purposeful integration of healthcare informatics and technology that reflects current and emerging practice in healthcare ○ Inter-professional learning experiences embedded throughout the program in addition to a leadership course focused on the application of Inter-professional healthcare competencies ○ Integration of the <i>Indigenous Health in Canada</i> course – in response to the TRC recommendations for health disciplines ○ Academic standing and admissions policies include a minimum pass (C+) standard for key foundational courses that will ensure students have the knowledge necessary for success in higher level clinical courses ○ Additional and enhanced clinical experiences (increased hours of

FINAL Item No. 6

	<p>clinical practice) as well as the use of a wider range of practice settings that more accurately reflect the current and future practice settings of Registered Nurses</p> <ul style="list-style-type: none"> ○ Purposeful engagement with and integration of the programs of research of our faculty members ~ leveraging our strength as a top ranked research Faculty to enhance our undergraduate student experience <p>Starting Fall of 2018, the Undergraduate Nursing Programs will offer the new courses and a new course sequence for all incoming students.</p> <p>Because of the significant enhancements and clear student benefits, we have created a proposed cross-walk plan for students who entered our programs in the Fall of 2017 to move into year two of the new programs in the Fall of 2018 so that they can also have the benefits of the program changes for the remainder of their undergraduate education.</p>
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Fall 2018
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	<p>A clear and comprehensive communication plan around this change for current students has been developed and is ready to be implemented upon approval of this motion. The communication plan includes face to face sessions for all current 1st year nursing students about the cross-walk, including Q&A in October 2017; arranging for 1:1 meetings between students and the student advisor or the director of undergraduate programs for all students who have additional questions or specific issues (through Oct. and Nov., 2017). We also plan to provide written communication about the details of the program enhancements and the cross-walk plans. A YouTube presentation that summarizes the enhancements and frequently asked questions will be available to all students.</p> <p>Once we have determined the number of students who may wish to opt-out of the cross-walk option, we will provide them with individual program maps and undertake the necessary scheduling and planning to ensure their course sequence can be delivered.</p> <p>We have already met with the RO in terms of planning and implementation of the cross-walk plan. The majority of courses are a 1:1 replacement (equivalent course content and credits) and in these cases, the calendar provision for course changes applies.</p> <p>In the case where there is a change in credit weighting and not direct equivalency, we would provide students the choice to opt-out of the new courses and complete the previous course versions (or equivalent)/old sequence.</p> <p>The faculty of nursing will continue with the development of course content, course outlines, schedules and course specific learning activities. Faculty members have been selected to act as development</p>

	leads for each new course and we have begun development meetings. Our overall communication plan for informing and engaging with stakeholders (students, faculty, healthcare partners, educational partners and nursing organizations) will also continue to be implemented.
Supplementary Notes and context	Please refer to background document (appendix A)

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p> <p>College and Associate of Registered Nurses of Alberta (CARNA) Nursing Education Consultant, Sandra Young (May 2nd, 2017)</p> <p>Undergraduate Collaborative Program Partner sites (via ongoing updates at all Administrative Council meetings and Undergraduate Collaborative Curriculum Committee meetings from January 2016 – present)</p> <p><u><i>Those who have been consulted:</i></u></p> <p><u>Developmental Evaluation Interviews and Focus Group Consultations final total N = 438</u> <i>Breakdown as follows:</i> External Healthcare Partners: = 41/60 (total invitations sent)</p> <p>Internal Faculty & Staff: n = 65</p> <ul style="list-style-type: none"> • Sessional Instructors = 26/85 • Faculty Lecturers = 18/50 • Clinical Assistant Professors = 3/3 • Tenure Track = 12/49 • Support Staff = 4/23 (total invitations sent) • Professor Emeritus = 2/3 (total invitations sent) <p>Student Consultations in Winter 2017</p> <ul style="list-style-type: none"> • First year = 19/218 • Second year = 60/173 plus 7 in Honors • After Degree (AD) students in their first year = 22 • Bilingual students = 7/18 • Collaborative students = 31 • Third year = 72/213 plus 8 in Honors • Collaborative students = 71 • Collaborative Fast Track student = 1 • Fourth year = 118/143 (8 in Honors) • Bilingual students = 13/17 • After Degree students = 2 • Red Deer Collab students = 1 • Grand Prairie College students = 1 • Collaborative students = 98 • Collab student “out of sync” = 1 • In final year but unknown stream = 2 <p>Student Consultations in Spring 2017</p> <ul style="list-style-type: none"> • AD 2nd year Students = 40/70
---	--

	<ul style="list-style-type: none"> • <i>Bilingual students =2</i> • <i>RPN to RN =1</i> <p>Augustana Campus Nursing Program in Fall 2016</p> <ul style="list-style-type: none"> • <i>Faculty n = 2</i> • <i>AD Students n = 19</i> • <i>RPN to RN Students n = 2</i> <p><u>Curriculum Planning Retreats (full days)</u></p> <ul style="list-style-type: none"> • Dec. 9, 2016 = 70 faculty attended • Feb. 24, 2017 = 66 faculty attended – including representatives from Collaborative Partner sites (Red Deer College, Keyano College and Grand Prairie Regional College) <p><u>Accrediting Body Consultation</u></p> <ul style="list-style-type: none"> • Canadian Association of Schools of Nursing (CASN) (March 13, 2017 and August 2, 2017)
	<p><u>Those who are actively participating:</u></p> <p>Faculty St. Jean/Bilingual Program Coordinator (May 1, 2017)</p> <ul style="list-style-type: none"> ○ Review of early/draft plans for Bilingual Program New Courses and sequence to determine impact and begin planning. <p>Onsite Undergraduate Curriculum Committee (May 23, 2017) (Overview of new courses in each program presented and discussed)</p> <ul style="list-style-type: none"> ○ Curriculum Committee <i>approved</i> these overview plans in principle. <p>Bilingual Program Curriculum Meeting with FSJ (June 9, 2017) <i>Attendees: Pierre-Yves Mocuquais, Denis Fontaine, Paulin Mulatris, Anita Molzahn, Sandra Davidson, Greta Cummings</i></p> <ul style="list-style-type: none"> ○ Reviewed and discussed the new courses and course sequence – mutual agreement on this early plan) <p>Faculty of Nursing Caucus (Jun. 13, 2017)</p> <ul style="list-style-type: none"> ○ Overview of new courses in each program sequence presented and discussed <p>Onsite Undergraduate Curriculum Committee (Jun. 20, 2017)</p> <ul style="list-style-type: none"> ○ Reviewed and discussed refinements to courses and sequence plans <p>Vice-Provost Academic Programs/Portfolio Initiatives Manager - Consultation (Aug. 2, 2017) <i>Attendees: Tammy Hopper, Kate Peters, Sandra Davidson, Olive Yonge</i></p> <ul style="list-style-type: none"> ○ Presented and discussed detailed overview of new courses, course sequences and proposed cross-walks from current to new courses for existing year 1 students <p>Bilingual Program Curriculum Committee (Aug. 17, 2017)</p> <ul style="list-style-type: none"> ○ BPCC reviewed and recommended minor changes to

course sequence

Advanced Education, Post-secondary Programs Manager, Schneider, Laura (Aug. 24, 2017) *Attendees: Laura Schneider, Olive Yonge, Sandra Davidson, Kate Peters, Tammy Hopper*

- Presented new course sequencing and course overviews as well as proposed cross-walk plans for consultation and feedback

Bilingual Curriculum Planning Meeting (Aug. 29, 2017) *Attendees: Claire Tellier, Paulin Mulataris, Denis Fontaine*

- Reviewed/discussed proposed edits to the new Bilingual courses and course sequencing and implementation issues

Onsite Undergraduate Curriculum Committee (Sept. 1, 2017)

- Committee *approved* course descriptions, calendar changes and progression plans for all programs

ASC SOS – Closed Session Consultation (Sept. 7, 2017)

Faculty of Nursing Caucus (Special Session) (Sept. 12, 2017)

- Caucus *endorsed* new undergraduate course descriptions and course sequence plans and cross-walk plans for all undergraduate programs moving forward for approval

Faculty of Nursing Executive Committee (Sept. 12, 2017)

- Executive Committee *approved* course descriptions, calendar changes and course sequence plans for all programs

Bilingual Leadership Committee (FoN and FSJ) (Sept. 14, 2017)

- Reviewed and discussed new bilingual courses and course sequence plans (as approved by Nursing Executive Committee) and plans to take forward for approvals in FSJ

RO Cross-walk Consultation (Sept. 18, 2017) *Attendees: Melissa Padfield, Sandra Davidson, Anna Vocioni, Norma Rodenburg*

- Discussion and evaluation of proposed cross-walk plan for implementation. Strategies for student communication and creating an opt-out plan for students initiated

General Faculties Council (GFC) Secretary and Manager of GFC Services (Sept. 27, 2017) *Attendees: Meg Brolley, Sandra Davidson, Vanessa Kaiser*

- Discuss plan and documentation preparation for moving the program changes through the appropriate UofA Governance Committees and approval processes

College and Associate of Registered Nurses of Alberta (CARNA) Nursing Education Consultant, Sandra Young (Sept. 29, 2017)

- Review and discuss the new courses, course sequence,

FINAL Item No. 6

	proposed clinical hours and determine next steps for communication/vetting as needed with Provincial NEPAB (Nursing Education Program Approval Board)
Approval route (Governance)	GFC ASC Subcommittee on Standards – October 5, 2017 GFC Academic Standards Committee – October 19, 2017 GFC Academic Planning Committee – October 25, 2017
Final Approver	GFC Academic Standards Committee (Admission/Transfer and Academic Standing) GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	<p><u>Uof A Values:</u></p> <ul style="list-style-type: none"> ○ We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good. ○ We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all. <p><u>For the Public Good:</u></p> <p><i>Goal: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</i></p> <ul style="list-style-type: none"> ○ <i><u>Objective 1:</u> Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</i> <ul style="list-style-type: none"> ○ <i><u>Strategy i:</u> Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</i> <p><i>Goal: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</i></p> <ul style="list-style-type: none"> ○ <i><u>Objective 7:</u> Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</i> <ul style="list-style-type: none"> ○ <i><u>Strategy i:</u> Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</i> ○ <i><u>Objective 9:</u> Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</i> <ul style="list-style-type: none"> ○ <i><u>Strategy i:</u> Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.</i> ○ <i><u>Strategy ii:</u> Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic</i>
----------------------------------	--

	<p><i>duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.</i></p> <p>Goal: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <ul style="list-style-type: none"> ○ <i>Objective 14: Inspire, model, and support excellence in teaching and learning.</i> <ul style="list-style-type: none"> ○ <i>Strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</i> <p>Goal: Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <ul style="list-style-type: none"> ○ <i>Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.</i> <ul style="list-style-type: none"> ○ <i>Strategy i: Identify and embrace opportunities to build, strengthen, and extend the University of Alberta's connections to and engagement with external stakeholders, including the general public, neighbouring communities, ethnic and cultural communities, and other communities of practice.</i> <p>Goal: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <ul style="list-style-type: none"> ○ <i>Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</i> <ul style="list-style-type: none"> ○ <i>Strategy ii: Bolster resources for and increase access to mental health programs that provide support to students, faculty, and staff.</i>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p>

4. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

5. GFC Academic Standards Committee

“A. Definitions

i. Routine and/or Editorial

[...] the term “routine and/or editorial” refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and which do not involve alternation of an existing quota or establishment of a new quota. Editorial or routine changes include any and all change to the wording or an admissions or academic standing policy.”

“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, [...]

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”

6. GFC Academic Planning Committee Terms of Reference

(Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:

“Existing Undergraduate and Graduate Programs:

- Extension and/or Substantive Revision of Existing Programs

- Revisions to or Extension of Existing Degree Designations

All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).

[...]

The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)

Attachments (each to be numbered 1 - <>)

1. Attachment 1: Background: Proposed Nursing Undergraduate Program Changes



2. Attachment 2: Proposed Changes to Admission Requirements
3. Attachment 3: Proposed Changes to Academic Standing
4. Attachment 4: Proposed After Degree Program Course Sequence
5. Attachment 5: Proposed Bilingual Program Course Sequence
6. Attachment 6: Proposed Collaborative Program Course Sequence
7. Attachment 7: Proposed Honors Program Course Sequence
8. Attachment 8: Proposed RPN-BScN Program Course Sequence

Prepared by: Faculty of Nursing

Background: Proposed Nursing Undergraduate Program Changes

The Faculty of Nursing (FoN) historically has always had a strong belief in evaluating the effectiveness of their programs that has resulted in past major curriculum revisions, plus starting and ending programs. There was a significant change in 1991 when four other nursing programs merged with the ones at the FoN. Three of the four sites were in Red Deer, Ft. McMurray and Grande Prairie while the other program was at Grant MacEwan College in Edmonton. Since this was a momentous change, a formal evaluation strategy was implemented. Evaluation questions were formulated, extra staff hired and information about the mergers and the context-based approach was disseminated widely at nursing conferences and through journal articles.

With the introduction of the Provincial Nursing Education Program Approval Board (NEPAB) in 2000, there has been a change with the formal ongoing programs evaluation process; the focus of evaluation is now on the requirements of the College & Association of Registered Nurses in Alberta (CARNA) Registered Nurses' Entry to Practice Competencies. In addition to the CARNA competencies, in 2015, the Canadian Association of Schools of Nursing (CASN), our national accrediting body, released the National Nursing Education Framework. Together, the CASN Framework and CARNA Competencies now form the foundation of the core program outcomes for undergraduate nursing education in Alberta.

In November 2012, an evaluation project was initiated using a standard evaluation method (Olson, Kushner, Ross, & Leung, 2014). It was called the FoN Undergraduate Nursing Programs Review. The final report was published June 30, 2014. The investigators found only 57.8 % of nursing students were satisfied to strongly satisfied with their program and 38.6% were dissatisfied to strongly dissatisfied. Students also recommended they receive more program and student support. This report generated a great deal of discussion and interest within our faculty and coincided with our five-year strategic planning cycle, and the release of the 2015 CASN Framework. In response to widespread faculty concerns around student satisfaction and levels of support, in January 2016, the Dean of Nursing (Dr. Anita Molzahn) appointed Dr.'s Olive Yonge and Sandra Davidson as co-leads of a comprehensive curriculum renewal project.

The curriculum renewal project began with a comprehensive evaluation of the current programs using a Developmental Evaluation (DE) framework (Patton, 2011, 2016). This approach is markedly different from the traditional evaluation used in 2012. When DE is used, this creates near real time feedback to the administrators and participants of the programs. As administrators receive the feedback, changes are made, resulting in continuous quality improvement. DE is best suited for use in complex environments whereby there is uncertainty and no clear right answers. The purpose of the DE project is to work with all internal and external stakeholders to dynamically change, innovate and enhance the existing undergraduate nursing programs. The course and course sequence changes proposed have been developed based on the DE data and recommendations generated from over 430 individual consultations. The evaluators will continuously seek feedback on the response to recommendations and the effectiveness of solutions implemented. This cycle will continue for a minimum of 3 years. The final goal is to have student and staff satisfaction scores as close to 100 per cent as possible.

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19**

Undergraduate Admission/ Admission Requirements by Faculty/ Faculty of Nursing/

CURRENT	PROPOSED
<p><u>Faculty of Nursing Admission Requirements</u></p> <p>BSc in Nursing—Collaborative Program</p> <p>Admission is competitive based on academic standing.</p> <p>I. High School Applicants</p> <p>...</p> <p>II. Transfer Applicants</p> <p>Transfer students from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institutions for information on Transfer from Colleges and Universities.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. Transfer students must present the high school subject requirements listed in High School Applicants. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3. Effective Fall 2018 admission onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of application for admission. Foundational nursing courses include: Anatomy (★3), Introduction to Nursing Theory (★6), Introduction to Health Assessment (★4), Medical Microbiology (★3), Pathophysiology (★3), Pharmacotherapeutics (★3), and Physiology (★3). <p>*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis.</p>	<p><u>Faculty of Nursing Admission Requirements</u></p> <p>BSc in Nursing—Collaborative Program</p> <p>Admission is competitive based on academic standing.</p> <p>I. High School Applicants</p> <p>...</p> <p>II. Transfer Applicants</p> <p>Transfer students from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institution for information on Transfer from Colleges and Universities.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. Transfer students must present the high school subject requirements listed in High School Applicants. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institution. 3. Effective Fall 2018 admission and onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of BScN program start date. Foundational nursing courses include: Anatomy and Physiology (★6), Foundations for Success in Nursing (★4), Foundations of Nursing II (★3), Foundations of Nursing II (★3), Health Assessment & Nursing Process (★4), Medical Microbiology (★3), Pathophysiology and Pharmacology I (★3), and Pathophysiology and Pharmacology II (★6). <p>*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading</p>

<p>4. Complete high school and postsecondary transcripts.</p> <p>Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks web registration system. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.</p> <p>III. Nonmatriculated Applicants ...</p>	<p>equivalences will be considered on a case by case basis.</p> <p>4. Complete high school and postsecondary transcripts.</p> <p>Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks web registration system. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.</p> <p>III. Nonmatriculated Applicants ...</p>
<p>BSc in Nursing—Honors Program</p> <p>The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the Honors program must consult the Honors Program Coordinator before applying. Acceptance is dependent upon obtaining approval from a potential research supervisor by August 31. The minimum requirements for admission to the BScN—Honors Program are:</p> <p>I. Applicants from the BScN—Collaborative Program</p> <ol style="list-style-type: none"> 1. Completion of all Year 1 courses in the BScN—Collaborative Program. (Students enrolled in the BScN—Collaborative Program may apply to the Honors Program at the end of Year 1 or up to the end of Year 2.) 2. A minimum GPA of 3.3 on ★24 in the preceding Fall/Winter. Admission is competitive. <p>II. Applicants with a Prior Degree</p> <ol style="list-style-type: none"> 1. A baccalaureate degree from a recognized academic institution. 2. Students must normally present a minimum AGPA of 3.5. Admission is competitive. 3. Completion of the following prerequisites: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical 	<p>BSc in Nursing—Honors Program</p> <p>The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the Honors program must consult the Honors Program Coordinator before applying. Acceptance is dependent upon obtaining approval from a potential research supervisor by August 31. The minimum requirements for admission to the BScN—Honors Program are:</p> <p>I. Applicants from the BScN—Collaborative Program</p> <ol style="list-style-type: none"> 1. Completion of all Year 1 courses in the BScN—Collaborative Program. (Students enrolled in the BScN—Collaborative Program may apply to the Honors Program at the end of Year 1 or up to the end of Year 2.) 2. A minimum GPA of 3.3 on ★24 in the preceding Fall/Winter. Admission is competitive. <p>II. Applicants with a Prior Degree</p> <ol style="list-style-type: none"> 1. A baccalaureate degree from a recognized academic institution. 2. Students must normally present a minimum AGPA of 3.5. Admission is competitive. 3. Completion of the following prerequisites: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical Microbiology (★3), Psychology (★3), and Statistics (★3)

<p>Microbiology (★3), Psychology (★3), and Statistics (★3).</p> <p>High School subject requirements do not apply.</p> <p>Note: The BScN–Honors Program is only offered in Edmonton.</p>	<p>4. <u>Effective Fall 2018 admission and onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of BScN program start date:</u></p> <p><u>Human Anatomy (★3), Human Physiology (★3), and Medical Microbiology (★3).</u></p> <p><u>* Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis.</u></p> <p>High School subject requirements do not apply.</p> <p>Note: The BScN–Honors Program is only offered in Edmonton.</p>
<p>BSc in Nursing After Degree Program</p> <p>This program is offered at two sites: Edmonton and Camrose.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. A baccalaureate degree from a recognized academic institution. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3. Completion of the following prerequisite courses: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical Microbiology (★3), Psychology (★3), and Statistics (★3). 4. Effective Fall 2018 admission onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of <u>applying:</u> Human Anatomy (★3), Human Physiology (★3), and Medical Microbiology (★3). <p>*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis</p> <p>High school subject requirements do not apply.</p>	<p>BSc in Nursing After Degree Program</p> <p>This program is offered at two sites: Edmonton and Camrose.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. A baccalaureate degree from a recognized academic institution. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3. Completion of the following prerequisite courses: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical Microbiology (★3), Psychology (★3), and Statistics (★3). 4. Effective Fall 2018 admission <u>and</u> onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of <u>BScN program start date:</u> Human Anatomy (★3), Human Physiology (★3), and Medical Microbiology (★3). <p>*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis.</p> <p>High school subject requirements do not apply</p>

<p>BSc in Nursing—Bilingual Program/Baccalauréatès sciences infirmières (bilingue)</p> <p>Admission is competitive based on academic standing.</p> <p>Language Proficiency Requirements</p> <p>...</p> <p>I. High School Applicants</p> <p>...</p> <p>II. Transfer Applicants</p> <p>Transfer applicants from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institutions for information on Transfer from Colleges and Universities.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. Transfer students must present the high school subject requirements listed in High School Applicants. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3. Complete high school and postsecondary transcripts. <p>Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks Web Registration System. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.</p>	<p>BSc in Nursing—Bilingual Program/Baccalauréatès sciences infirmières (bilingue)</p> <p>Admission is competitive based on academic standing.</p> <p>Language Proficiency Requirements</p> <p>...</p> <p>I. High School Applicants</p> <p>...</p> <p>II. Transfer Applicants</p> <p>Transfer applicants from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institution for information on Transfer from Colleges and Universities.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. Transfer students must present the high school subject requirements listed in High School Applicants. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3. Effective for Fall 2018 admission and onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of BScN program start date. Foundational nursing courses include: Anatomie (★3), Les fondations des sciences infirmières I/II (★6), Health Assessment & Nursing Process (★4), Microbiologie Médicale pour Infirmières (★3) Pathophysiology and Pharmacology II (★6), and Physiologie (★6). *Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis. 4. Complete high school and postsecondary transcripts. <p>Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student</p>
---	---

	is eligible to access the Bear Tracks Web Registration System. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.
<p>Registered Psychiatric Nurse (RPN) to BScN Program</p> <p>Requirements</p> <ol style="list-style-type: none"> 1) Graduation from a psychiatric nursing program. 2) An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3) Completion of the following prerequisite courses: <ol style="list-style-type: none"> a) Human Physiology (★6) b) Sociology or Anthropology (★3) c) English (★3) 4) Proof of current registration with a provincial psychiatric nursing association and eligibility to register with the Registered Psychiatric Nurses Association of Alberta. 5) Official transcripts of: <ol style="list-style-type: none"> a) RPN diploma program, b) Any other postsecondary education taken. 	<p>Registered Psychiatric Nurse (RPN) to BScN Program</p> <p>Requirements</p> <ol style="list-style-type: none"> 1) Graduation from a psychiatric nursing program. 2) Proof of current registration with a provincial psychiatric nursing association and eligibility to register with the Registered Psychiatric Nurses Association of Alberta 3) Official transcripts of: <ol style="list-style-type: none"> a) RPN diploma program, b) Any other postsecondary education taken. 4) An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institution. 5) Completion of the following prerequisite courses: <ol style="list-style-type: none"> a) Human Physiology (★6) b) Medical Microbiology (★3) c) English (★3) 6) Effective Fall 2018 admission and onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of RPN-BScN Program start date: Human Physiology (★6) and Medical Microbiology (★3). 7) Effective Fall 2018 admission and onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of the RPN to BScN Program start date. Foundational nursing courses include: Health Assessment & Nursing Process (★4), Foundations of Nursing II (★3), and Pathophysiology and Pharmacology II (★3). <p>*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis.</p>

Rationale:

- **All Programs:** Wording change to make it more clear that prerequisite/transfer courses requiring a minimum grade of C+ must be taken within 5 years from start date of program to which student is applying.
- **Honors:** Rationale: Matching admission requirements for the After Degree Program that were approved by GFC, found here on pages 96-109 of [ASC Final Motion and Document Summary from the Nov 16, 2016 meeting](#).
- **RPN-BScN Program** – changing requirements to be more in line with the After Degree Program.

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19**

CURRENT	PROPOSED
<p data-bbox="207 401 834 457"><u>The Faculties/ Faculty of Nursing/ Faculty Regulations/ Academic Standing and Graduation</u></p> <p data-bbox="207 501 613 527">Academic Standing and Graduation</p> <p data-bbox="207 552 846 741">The following regulations apply for all undergraduate degree programs in the Faculty of Nursing with the exception of <u>Academic Performance</u>, <u>With Distinction</u> and <u>Graduation Requirements</u> which are not applicable for students in the BScN-Honors Program. The promotion and graduation regulations for the BScN-Honors can be found in the program description in <u>Course Sequence</u>.</p> <p data-bbox="207 743 532 768">1. Academic Performance:</p> <p data-bbox="266 791 841 989">Initial assessment and subsequent reassessment of academic standing is based on students' performance in a minimum of ★9. If, at the time of review, students have attempted fewer than ★9 since the last assessment, the review is deferred and the academic standing assigned at the last review remains in effect until the next review.</p> <p data-bbox="266 991 846 1100">Assessment of academic performance is conducted at the end of each student's registration in both Fall/Winter and Spring/Summer provided that ★9 have been attempted since the last review.</p> <p data-bbox="240 1123 846 1507">a. Satisfactory Standing: For promotion, a student must pass all courses and obtain a minimum GPA of 2.0. b. Foundational Course Minimum Pass: Students wishing to proceed in the Nursing program must achieve a grade of at least C+ in the foundational Nursing courses. A student who has not passed all foundational courses may not be able to progress. Academic performance in the program is reviewed and considered in determining continuation in the program. If a student receives a grade less than C+ in the second attempt of a foundational course, the student will normally be required to withdraw from the program (See Reregistration in Courses).</p> <p data-bbox="289 1646 548 1671">Foundational Courses:</p> <p data-bbox="305 1696 813 1753">Bachelor of Science in Nursing (BScN) After Degree Program:</p> <p data-bbox="305 1755 813 1864"><u>NURS 113 - Pathophysiology</u> <u>NURS 215 - Pharmacotherapeutics in Nursing</u> <u>NURS 303 - Introduction to Nursing Theory</u> <u>NURS 305 - Introduction to Health Assessment</u></p>	<p data-bbox="876 401 1503 457"><u>The Faculties/ Faculty of Nursing/ Faculty Regulations/ Academic Standing and Graduation</u></p> <p data-bbox="876 501 1282 527">Academic Standing and Graduation</p> <p data-bbox="876 552 1515 798">The following regulations apply for all undergraduate degree programs in the Faculty of Nursing with the exception of <u>Academic Performance</u>, <u>With Distinction</u> and <u>Graduation Requirements</u> which are not applicable for students in the BScN-Honors Program. (Note: Foundational Course Minimum Pass requirements apply to students in the BScN Honors Program for After Degree students.) The promotion and graduation regulations for the BScN-Honors can be found in the program description in <u>Course Sequence</u>.</p> <p data-bbox="876 800 1201 825">1. Academic Performance:</p> <p data-bbox="935 848 1510 1045">Initial assessment and subsequent reassessment of academic standing is based on students' performance in a minimum of ★9. If, at the time of review, students have attempted fewer than ★9 since the last assessment, the review is deferred and the academic standing assigned at the last review remains in effect until the next review.</p> <p data-bbox="935 1047 1515 1157">Assessment of academic performance is conducted at the end of each student's registration in both Fall/Winter and Spring/Summer provided that ★9 have been attempted since the last review.</p> <p data-bbox="906 1180 1515 1564">a. Satisfactory Standing: For promotion, a student must pass all courses and obtain a minimum GPA of 2.0. b. Foundational Course Minimum Pass: Students wishing to proceed in the Nursing program must achieve a grade of at least C+ in the foundational Nursing courses. A student who has not passed all foundational courses may not be able to progress. Academic performance in the program is reviewed and considered in determining continuation in the program. If a student receives a grade less than C+ in the second attempt of a foundational course, the student will normally be required to withdraw from the program (See Reregistration in Courses).</p> <p data-bbox="954 1589 1214 1614">Foundational Courses:</p> <p data-bbox="954 1644 1515 1726">Bachelor of Science in Nursing (BScN) After Degree Program <u>and BScN Honors Program for After Degree Students:</u></p> <p data-bbox="971 1728 1515 1887"><u>NURS 316 - Pathophysiology and Pharmacology I</u> <u>NURS 334 - Foundations of Nursing I</u> <u>NURS 335 - Nursing Practice - Health Assessment & Nursing Process</u> <u>NURS 344 - Foundations of Nursing II</u> <u>NURS 416 Pathophysiology and Pharmacology II</u></p>

Bachelor of Science in Nursing (BScN)**Bilingual Program:**

NURS 215 - Pharmacotherapeutics in Nursing
NURS 305 - Introduction to Health Assessment
SC INF 217 - Introduction aux sciences infirmières

Bachelor of Science in Nursing (BScN)**Collaborative Program:**

MMI 133 - Medical Microbiology for Health Care Professionals
NURS 103 - Introduction to Nursing Theory
NURS 105 - Introduction to Health Assessment
NURS 113 - Pathophysiology
NURS 140 - Anatomy
NURS 150 - Physiology
NURS 215 - Pharmacotherapeutics in Nursing

- c. Whenever a student receives a grade of F, D, **D+** or **C-** or W in a **nursing non-foundational** course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.
- d. **Marginal Standing:** Students with a GPA of 1.7 to 1.9 inclusive on a minimum of ★9 will be placed under academic warning. Students who fall into marginal standing who do not have in their postsecondary education a prior requirement to withdraw, a prior academic warning, a probation period or their equivalents may be permitted to continue on **probation** in the BScN program.
- e. **Probation:** Probation is granted to Faculty of Nursing students who
- have a marginal standing (GPA between 1.7-1.9),
 - successfully appeal a requirement to withdraw,
 - fail or withdraw from a clinical course on more than one occasion, or
 - are readmitted after studies were discontinued for academic reasons.

When placed on probation, a student must fulfill conditions specified by the Associate Dean,

Bachelor of Science in Nursing (BScN)**Bilingual Program:**

ANATE 140 - Anatomie
MICRE 133 - Microbiologie Médicale pour Infirmières
NURS 125 - Nursing Practice - Health Assessment & Nursing Process
NURS 216 - Pathophysiology and Pharmacology II
PHYSE 152 - Physiologie
SC INF 220 - Les fondations des sciences infirmières I/II

Bachelor of Science in Nursing (BScN)**Collaborative Program:**

MMI 133 - Medical Microbiology for Health Care Professionals
NURS 106 - Foundations of Anatomy and Physiology for Nursing
NURS 116 - Pathophysiology and Pharmacology I
NURS 120 - Foundations for Success in Nursing
NURS 124 - Foundations of Nursing I
NURS 125 - Nursing Practice - Health Assessment & Nursing Process
NURS 216 - Pathophysiology and Pharmacology II
NURS 220 - Foundations of Nursing II

RPN-BScN Program:

NURS 335 - Nursing Practice - Health Assessment & Nursing Process
NURS 344 - Foundations of Nursing II
NURS 416 Pathophysiology and Pharmacology II

- c. Whenever a student receives a grade of F, D, **D+**, **C-** or W in a **nursing non-foundational** course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.
- d. **Marginal Standing:** Students with a GPA of 1.7 to 1.9 inclusive on a minimum of ★9 will be placed under academic warning. Students who fall into marginal standing who do not have in their postsecondary education a prior requirement to withdraw, a prior academic warning, a probation period or their equivalents may be permitted to continue on **probation** in the BScN program.
- e. **Probation:** Probation is granted to Faculty of Nursing students who
- have a marginal standing (GPA between 1.7-1.9),
 - successfully appeal a requirement to withdraw,
 - fail or withdraw from a clinical course on more than one occasion, or
 - are readmitted after studies were discontinued for academic reasons.

When placed on probation, a student must fulfill

<p><u>Undergraduate Programs at the time of readmission.</u> To clear probation, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to satisfy any of the conditions fail probation are required to withdraw and are ineligible for readmission to the Faculty of Nursing.</p> <p>f. Unsatisfactory Standing: A student with a GPA of less than 1.7 must withdraw from the Faculty.</p> <p>i. To be considered for readmission, an applicant who has been required to withdraw from the Faculty of Nursing must present a minimum of ★18 transferable to the University with a GPA of at least 2.7, of which ★6 must be physiology with a minimum grade of B-. An applicant must also satisfy any other conditions as specified at the time of withdrawal.</p> <p>ii. In order to protect the public interest, students who have been required to withdraw and are applying for readmission may be required, as part of the admission process, to demonstrate nursing knowledge and skills learned to date in order to determine an appropriate placement in the program.</p> <p>iii. Students who have been required to withdraw and who, after being readmitted, have GPA's below 2.0, will be required to withdraw and not be readmitted to the Faculty.</p> <p>g. Fresh Start Program: ...</p> <p>h. First-Class Standing: ...</p>	<p><u>any conditions specified by the Associate Dean, Undergraduate Programs.</u> To clear probation, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to satisfy any of the conditions fail probation are required to withdraw and are ineligible for readmission to the Faculty of Nursing.</p> <p>f. Unsatisfactory Standing: A student with a GPA of less than 1.7 must withdraw from the Faculty.</p> <p>i. To be considered for readmission, an applicant who has been required to withdraw from the Faculty of Nursing must present a minimum of ★18 transferable to the University with a GPA of at least 2.7, of which ★6 must be anatomy and physiology with a minimum grade of C+. The applicant must consult with the Faculty of Nursing to determine which courses must be taken to be considered for readmission. An applicant must also satisfy any other conditions as specified at the time of withdrawal.</p> <p>ii. In order to protect the public interest, students who have been required to withdraw and are applying for readmission may be required, as part of the admission process, to demonstrate nursing knowledge and skills learned to date in order to determine an appropriate placement in the program.</p> <p>iii. Students who have been required to withdraw and who, after being readmitted, have GPA's below 2.0, will be required to withdraw and not be readmitted to the Faculty.</p> <p>g. Fresh Start Program: ...</p> <p>h. First-Class Standing: ...</p>
<p>2. Health and Safety Requirements</p> <p>...</p>	<p>2. Health and Safety Requirements</p> <p>...</p>
<p>3) Clinical Performance</p> <p>a) Students must complete theory and practice components of nursing courses to receive credit. Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.</p> <p>b) A student who is absent more than one clinical day in any one clinical nursing course may need to make up the lost time before being allowed to continue in the program.</p> <p>e) The Dean, or supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or supervisor has reasonable grounds</p>	<p>3) Clinical Performance</p> <p>a) Students must complete theory and practice components of nursing courses to receive credit. Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.</p> <p>b) A student who is absent more than one clinical day in any one clinical nursing course may need to make up the lost time before being allowed to continue in the program.</p> <p>c) <u>Students who have withdrawn from or failed NURS 495 or SC INF 495 will normally be required to repeat NURS 494 prior to retaking NURS 495 or SC INF 495.</u></p> <p>d) The Dean, or supervisor acting on behalf of the</p>

<p>to believe that this is necessary in order to protect the public interest. (See Practicum Intervention Policy.) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behavior. Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at www.governance.ualberta.ca. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).</p> <p>d) NURS 348 or NURS 448 (Clinical Competency Assessment)</p> <p>i) Students may be required to enrol in NURS 348 or 448 (Clinical Competency Assessment) before being permitted to take any future clinical courses in the Faculty of Nursing. The Clinical Competency Assessment is imposed most commonly when:</p> <ol style="list-style-type: none"> (1) more than 12 months has passed since a student's most recent successfully completed clinical course; (2) a student has attempted but not successfully completed any clinical course and has been assessed as having challenges meeting course expectations, typically as set out in the Evaluation of Nursing Practice (ENP); or (3) a student is accepted for transfer from another Nursing program and it is considered necessary to assess the student's knowledge and skills. <p>ii) Students can only be enrolled once in NURS 348 or 448 regardless of failure in more than one clinical course</p> <p>iii) Students who fail or withdraw on more than one occasion in subsequent clinical courses, after successfully passing NURS 348 or 448, will be required to withdraw from the program.</p> <p>iv) Students who are unsuccessful in NURS 348 or 448 can be required to withdraw from the program or repeat junior level clinical courses, and/or foundational courses.</p> <p>e) Students who fail or withdraw from the same clinical course twice will be required to withdraw from the program.</p> <p>4) Professional Ethics/Code of Student Behavior: ...</p> <p>5) Performance in Theory Courses</p> <p>a) Students must demonstrate satisfactory performance in seminars in order to successfully complete the program. Students who have not received a pass in the seminar portion of a nursing course will not be given credit for the course and will be required to repeat the course. The seminar component, as spelled out in the course outline, must be completed for credit to be granted.</p>	<p>Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or supervisor has reasonable grounds to believe that this is necessary in order to protect the public interest. (See Practicum Intervention Policy.) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behavior. Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at www.governance.ualberta.ca. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).</p> <p>e) NURS 348 or NURS 448 (Clinical Competency Assessment)</p> <p>i) Students may be required to enrol in NURS 348 or 448 (Clinical Competency Assessment) before being permitted to take any future clinical courses in the Faculty of Nursing. The Clinical Competency Assessment is imposed most commonly when:</p> <ol style="list-style-type: none"> (1) more than 12 months has passed since a student's most recent successfully completed clinical course; (2) a student has attempted but not successfully completed any clinical course and has been assessed as having challenges meeting course expectations, typically as set out in the Evaluation of Nursing Practice (ENP); or (3) a student is accepted for transfer from another Nursing program and it is considered necessary to assess the student's knowledge and skills. <p>ii) Students can only be enrolled once in NURS 348 or 448 regardless of failure in more than one clinical course</p> <p>iii) Students who fail or withdraw on more than one occasion in subsequent clinical courses, after successfully passing NURS 348 or 448, will be required to withdraw from the program.</p> <p>iv) Students who are unsuccessful in NURS 348 or 448 can be required to withdraw from the program or repeat junior level clinical courses, and/or foundational courses.</p> <p>f) Students who fail or withdraw from the same clinical course twice will be required to withdraw from the program.</p> <p>4) Professional Ethics/Code of Student Behavior: ...</p> <p>5) Performance in Theory Courses</p> <p>a) Students must demonstrate satisfactory performance in seminars in order to successfully complete the program. Students who have not received a pass in the seminar portion of a nursing</p>
---	---

<p>b) Attendance at seminars is required for successful completion of the course.</p> <p>c) Students with advanced standing will still be expected to participate in all seminar activities and will be expected to apply knowledge from those courses in which they have advanced standing.</p>	<p>course will not be given credit for the course and will be required to repeat the course. The seminar component, as spelled out in the course outline, must be completed for credit to be granted.</p> <p>b) Attendance at seminars is required for successful completion of the course.</p> <p>c) Students with advanced standing will still be expected to participate in all seminar activities and will be expected to apply knowledge from those courses in which they have advanced standing.</p>
<p>11. Maintaining Registration:</p> <p>a) Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course must see the Student Advisor immediately to discuss program completion options. Reregistration cannot occur without permission from the Faculty. Students will be competing for available space in nursing courses when returning. Students may be required to enrol in a refresher course prior to proceeding in clinical nursing courses in order to protect the public interest.</p> <p>b) Students must follow the required course sequence unless preapproval is given for an alternate sequence. Students may not continue in their Nursing program if an alternate course sequence is not approved. Students must see the Faculty of Nursing Student Advisor immediately to discuss alternative program sequence and approval.</p> <p>c) Reregistration in Courses - A student who does not achieve the minimum grade of C+ in a foundational Nursing course will be permitted a second attempt of the course. A student who has been assigned a grade of "W" or "F" in a course may be granted a second registration in this course and must achieve a minimum grade of C+. If a student receives a "W" or a grade less than C+ in the second attempt of a course, the student will normally be required to withdraw from the program (see Reregistration in Courses).</p> <p>...</p>	<p>11. Maintaining Registration:</p> <p>a) Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course must see the Student Advisor immediately to discuss program completion options. Reregistration cannot occur without permission from the Faculty. Students will be competing for available space in nursing courses when returning. Students may be required to enrol in a refresher course prior to proceeding in clinical nursing courses in order to protect the public interest.</p> <p>b) Students must follow the required course sequence unless preapproval is given for an alternate sequence. Students may not continue in their Nursing program if an alternate course sequence is not approved. Students must see the Faculty of Nursing Student Advisor immediately to discuss alternative program sequence and approval.</p> <p>c) Reregistration in Courses - A student who does not achieve the minimum grade of C+ in a foundational Nursing course will be permitted a second attempt of the course or its equivalent. A student who has been assigned a grade of "W" or "F" in a course may be granted a second registration in this course or its equivalent and must achieve a minimum grade of C+. If a student receives a "W" or a grade less than C+ in the second attempt of a course or its equivalent, the student will normally be required to withdraw from the program (see Reregistration in Courses).</p> <p>...</p>
<p>Appeal Procedures</p> <p>Matters regarding a student's academic status, including course grades, may become the subject of an appeal. Students with such problems should first consult the instructor of the course concerned and the coordinator, if necessary. If a satisfactory resolution is not reached, the student must approach the Assistant or Associate Dean for Undergraduate Education to discuss the matter further. A formal appeal may then be activated by an official letter of appeal from the student to the Dean. The Faculty of Nursing Appeals Committee meets to consider the case. Details of</p>	<p>Appeal Procedures</p> <p>Matters regarding a student's academic status, including course grades, may become the subject of an appeal. Students with such problems should first consult the instructor of the course concerned and the coordinator, if necessary. If a satisfactory resolution is not reached, the student can submit an informal appeal application to the Associate Dean or designate, Undergraduate Programs to apply for an informal appeal. A formal appeal application may be submitted from the student to the Dean once an informal appeal decision letter is received. The Faculty of</p>

<p>appeal procedures at the Faculty level are available from the Faculty website. Students have the right to appeal a Faculty of Nursing Appeals Committee decision, except grade appeals, to the General Faculties Council Academic Appeals Committee. See Appeals and Grievances and Practicum Intervention Policy.</p>	<p>Nursing Appeals Committee meets to consider the case. Details of appeal procedures at the Faculty level are available from the Faculty website. Students have the right to appeal a Faculty of Nursing Appeals Committee decision, except grade appeals, to the General Faculties Council Academic Appeals Committee. See Appeals and Grievances and Practicum Intervention Policy.</p>

Rationale:

- NURS 494 content is based on the specific clinical setting assigned for NURS 495/SC INF 495 and has an in-class exam based on knowledge of that specialty. Students who withdraw from or fail NURS 495/SC INF 495 will usually be assigned to a new clinical setting; therefore, students will normally be required to repeat NURS 494 in order to cover content related to their placement for NURS 495/SC INF 495.
- Foundational courses updated to those in the new curriculum.
- Change of wording to make it more clear that an Informal Appeal Application must be submitted (which has been implemented as of Sept 2017).

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19**

CURRENT	PROPOSED
BScN—After Degree Program	BScN—After Degree Program
General Information	General Information
<p>This two-year program is designed for those with a university degree and is available in both Edmonton and Camrose.</p> <ol style="list-style-type: none"> The curriculum is designed to be taken over two calendar years. Application for an extension to the program must be submitted to the Student Advisor. With approval, students have up to three years to complete the requirements for this program. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. Edmonton site students may be assigned to clinical placements anywhere in the greater Edmonton area or as far away as 150 kilometers. Camrose site students may be assigned to clinical placements in Camrose or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program. Clinical practice may include shift and weekend rotations. 	<p>This two-year program is designed for those with a university degree and is available in both Edmonton and Camrose. For information on the BScN Honors Program for After Degree students, see the BScN Honors Program.</p> <ol style="list-style-type: none"> The curriculum is designed to be taken over two calendar years. With approval, students have up to three years to complete the requirements for this program. Normally, students who do not complete the program within three years will be required to withdraw[VK1]. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. Edmonton site students may be assigned to clinical placements anywhere in the greater Edmonton area or as far away as 150 kilometers. Camrose site students may be assigned to clinical placements in Camrose or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program. Clinical practice may include shift and weekend rotations.
Course Sequence	Course Sequence
Course sequence for the Edmonton site:	
Year 1 (see Note 1)	Year 1 (see Note 1)
Fall Term	Fall Term
<p>NURS 113 - Pathophysiology NURS 301 - Nursing Research NURS 303 - Introduction to Nursing Theory NURS 304 - Introduction to Nursing Practice NURS 305 - Introduction to Health Assessment</p>	<ul style="list-style-type: none"> • NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare • NURS 311 - Evidence Informed Nursing Practice • NURS 316 - Pathophysiology and

<p>Winter Term</p> <hr/> <p><u>NURS 215 - Pharmacotherapeutics in Nursing</u> <u>NURS 307 - Acute Care Nursing Theory I</u> <u>NURS 308 - Acute Care Nursing Practice I</u></p> <p>Spring/Summer</p> <hr/> <p><u>NURS 309 - Mental Health Nursing Theory</u> <u>NURS 310 - Mental Health Nursing Practice</u></p> <p>Year 2 (see Notes 1 and 2)</p>	<p>Pharmacology I</p> <ul style="list-style-type: none"> • <u>NURS 330 - Foundations for Success in Nursing</u> • <u>NURS 334 - Foundations of Nursing I</u> • <u>NURS 335 - Nursing Practice - Health Assessment & Nursing Process</u>
<p>Two Term</p> <hr/> <p><u>INT-D 410 - Interprofessional Health Team Development</u></p> <p>Fall Term</p>	<p>Winter Term</p> <ul style="list-style-type: none"> • <u>NURS 222 - Indigenous Health in Canada</u> • <u>NURS 344 - Foundations of Nursing II</u> • <u>NURS 345 - Introductory Acute Care Nursing Practice</u> • <u>NURS 416 - Pathophysiology and Pharmacology II</u>
<p><u>NURS 405 - Community Nursing Theory OR</u> <u>NURS 407 - Acute Care Nursing Theory II (see Note 3)</u></p> <p>-</p> <p><u>NURS 406 - Community Nursing Practice OR</u> <u>NURS 408 - Acute Care Nursing Practice II (see Note 3)</u></p> <p>-</p> <p><u>NURS 409 - Leadership and Issues in Nursing</u></p> <p>Winter Term</p>	<p>Spring/Summer</p> <ul style="list-style-type: none"> • <u>NURS 300 - Health Policy, Health Care Organizations, Change Management</u> • <u>NURS 431 - Advanced Acute Care Nursing Practice I</u> • <u>NURS 433 - Community Nursing Through the Lifespan OR NURS 437 - Mental Health & Wellness in Nursing</u> <p>Year 2 (see Note 1)</p> <hr/>
<p><u>NURS 405 - Community Nursing Theory OR</u> <u>NURS 407 - Acute Care Nursing Theory II (see Note 3)</u></p> <p>-</p> <p><u>NURS 406 - Community Nursing Practice OR</u> <u>NURS 408 - Acute Care Nursing Practice II (see Note 3)</u></p> <p>Spring/Summer</p>	<p>Fall Term</p> <ul style="list-style-type: none"> • <u>NURS 400 - Leadership in Nursing & Interprofessional Practice</u> • <u>NURS 435 - Advanced Acute Care Nursing Practice II</u> • <u>NURS 437 - Mental Health & Wellness in Nursing OR NURS 433 - Community Nursing Through the Lifespan</u>
<p><u>NURS 494 - Nursing in Context D1 (see Note 4)</u> <u>NURS 495 - Nursing Practice VIII</u></p> <p>Course sequence for the Camrose site:</p> <hr/> <p>Year 1 (see Note 1)</p>	<p>Winter Term (see Note 2)</p> <ul style="list-style-type: none"> • <u>NURS 485 - Nursing Practice in a Focused Area</u>
<p>Two Term</p> <hr/> <p><u>INT-D 410 - Interprofessional Health Team Development</u></p> <p>Fall Term</p>	<p>Spring/Summer (see Note 2)</p> <ul style="list-style-type: none"> • <u>NURS 422 - Contemporary Issues in Healthcare Ethics & Law</u> • <u>NURS 425 - Nursing Leadership in a Focus Area</u>
<p><u>NURS 113 - Pathophysiology</u> <u>NURS 303 - Introduction to Nursing Theory</u> <u>NURS 304 - Introduction to Nursing Practice</u> <u>NURS 305 - Introduction to Health Assessment</u></p> <p>Winter Term</p>	<p>Notes</p> <hr/> <ol style="list-style-type: none"> 1. <u>Courses may be configured differently depending on clinical placement availability.</u> 2. <u>NURS 485 may be offered in Spring/Summer of Year 2. In this case, students would take NURS 422 and 425 in Winter Term.</u>

<p>NURS 215 – Pharmacotherapeutics in Nursing NURS 307 – Acute Care Nursing Theory I NURS 308 – Acute Care Nursing Practice I Spring/Summer</p>	<p>Students who began study in Fall 2017 will transition to the new curriculum as follows:</p>
<p>NURS 301 – Nursing Research NURS 309 – Mental Health Nursing Theory NURS 310 – Mental Health Nursing Practice Year 2 (see Notes 1 and 2)</p>	<p>Year 1 (see Note 1)</p>
<p>Fall Term</p>	<p>Fall Term</p>
<p>NURS 407 – Acute Care Nursing Theory II NURS 408 – Acute Care Nursing Practice II NURS 409 – Leadership and Issues in Nursing Winter Term</p>	<p>NURS 113 - Pathophysiology NURS 301 - Nursing Research NURS 303 - Introduction to Nursing Theory NURS 304 - Introduction to Nursing Practice NURS 305 - Introduction to Health Assessment Winter Term</p>
<p>NURS 405 – Community Nursing Theory NURS 406 – Community Nursing Practice Spring/Summer</p>	<p>NURS 215 - Pharmacotherapeutics in Nursing NURS 307 - Acute Care Nursing Theory I NURS 308 - Acute Care Nursing Practice I Spring/Summer</p>
<p>NURS 494 – Nursing in Context D1 (see Note 4) NURS 495 – Nursing Practice VIII Notes</p>	<p>NURS 309 - Mental Health Nursing Theory NURS 310 - Mental Health Nursing Practice</p>
<ol style="list-style-type: none"> 1. Courses may be configured differently depending on clinical placement availability. 2. To proceed to Year 2, all courses listed in Year 1 of the After Degree program must have been successfully completed. 3. Students take NURS (NURS 405 and NURS 406) or (NURS 407 and NURS 408) concurrently in either Fall Term or Winter Term of Year 2. 4. To proceed with NURS 494 students must have passed all courses of the After Degree program except the corequisite NURS 495. 	<p>Year 2 (see Notes 1 and 2)</p>
	<p>Fall Term</p>
	<p>NURS 300 - Health Policy, Health Care Organizations, Change Management NURS 431 - Advanced Acute Care Nursing Practice I NURS 433 - Community Nursing Through the Lifespan Winter Term</p>
	<p>NURS 400 - Leadership in Nursing & Interprofessional Practice NURS 422 - Contemporary Issues in Healthcare Ethics & Law NURS 435 - Advanced Acute Care Nursing Practice II NURS 498 – “Advanced Acute Care Nursing Theory” (★6) Spring/Summer</p>
	<p>NURS 485 Nursing Practice in a Focused Area Notes</p>
	<ol style="list-style-type: none"> 1. Courses may be configured differently depending on clinical placement availability. 2. To proceed to Year 2, all courses listed in Year 1 of the After Degree program must have been successfully completed.

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19**

CURRENT	PROPOSED
<p>BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)</p> <hr/> <p>The BScN-Bilingual Program is a collaborative effort between the Faculty of Nursing and Faculté Saint-Jean. This program offers students the opportunity to study nursing in Canada's two official languages. It is designed to:</p> <ol style="list-style-type: none"> 1. Respond to a need expressed by students who wish to obtain a bilingual degree in nursing in Alberta. 2. Offer a program that prepares graduates to provide nursing services in both official languages. 3. Offer a program that better prepares graduates to respond to the needs of the French-speaking communities in Western and Northern Canada. <p>During their program, students take courses at Faculté Saint-Jean and at the Faculty of Nursing. The total number of nursing courses where the primary language of instruction is French varies from 27 to 47 credits. These courses may include clinical practice in bilingual or francophone settings. In addition, based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.</p> <ol style="list-style-type: none"> 1. The curriculum is designed to be taken over four years. With approval, students have up to six years from the time of admission to complete requirements for this program. Normally, students who do not complete the program within six years will be required to withdraw. 2. Students are responsible for the completeness and accuracy of their registration. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. 3. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. For 	<p>BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)</p> <hr/> <p>The BScN-Bilingual Program is a collaborative effort between the Faculty of Nursing and Faculté Saint-Jean. This program offers students the opportunity to study nursing in Canada's two official languages. It is designed to:</p> <ol style="list-style-type: none"> 1. Respond to a need expressed by students who wish to obtain a bilingual degree in nursing in Alberta. 2. Offer a program that prepares graduates to provide nursing services in both official languages. 3. Offer a program that better prepares graduates to respond to the needs of the French-speaking communities in Western and Northern Canada. <p>During their program, students take courses at Faculté Saint-Jean and at the Faculty of Nursing. The total number of nursing courses where the primary language of instruction is French varies from 27 to 47 credits. These courses may include clinical practice in bilingual or francophone settings. In addition, based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.</p> <ol style="list-style-type: none"> 1. The curriculum is designed to be taken over four years. With approval, students have up to six years from the time of admission to complete requirements for this program. Normally, students who do not complete the program within six years will be required to withdraw.[VK1] 2. Students are responsible for the completeness and accuracy of their registration. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. 3. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. For

<p>clinical courses delivered in English, required practice placements may be as far as 150 kilometers from Edmonton. For clinical courses delivered in French, required practice placements may be as far as 600 kilometers from Edmonton. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.</p> <ol style="list-style-type: none"> Students must purchase a stethoscope, a penlight, a lab coat and a uniform by the beginning of second year. Clinical practice may include shift and weekend rotations. <p>Students seeking entry to this program should consult the admissions section for the Faculty of Nursing [BSc in Nursing–Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)]. For a detailed program description in French, see Baccalauréat ès sciences infirmières (bilingue).</p> <p>Course Sequence</p>	<p>clinical courses delivered in English, required practice placements may be as far as 150 kilometers from Edmonton. For clinical courses delivered in French, required practice placements may be as far as 600 kilometers from Edmonton. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.</p> <ol style="list-style-type: none"> Students must purchase a stethoscope, a penlight, a lab coat and a uniform by the beginning of second year. Clinical practice may include shift and weekend rotations. <p>Students seeking entry to this program should consult the admissions section for the Faculty of Nursing [BSc in Nursing–Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)]. For a detailed program description in French, see Baccalauréat ès sciences infirmières (bilingue).</p> <p>Course Sequence</p>
<p>Year 1</p>	<p>Year 1</p>
<p>Fall Term</p> <p>ANATE 140 - Anatomie FRANC 226 – Maîtrise du français OR ANGL 126 - Exploring Writing Studies (see Note 4) MICRE 133 - Microbiologie Médicale pour Infirmières SOCIE 100 - Introduction à la sociologie</p> <p>Fall/Winter</p>	<p>Fall Term</p> <p>ANATE 140 - Anatomie FRANC 224 - Maîtrise du français pour les sciences infirmières MICRE 133 - Microbiologie Médicale pour Infirmières NURS 110 – Foundations for Success in Nursing SOCIE 100 - Introduction à la sociologie</p> <p>Fall/Winter</p>
<p>PHYSE 152 - Physiologie</p> <p>Winter Term</p>	<p>PHYSE 152 - Physiologie</p> <p>Winter Term</p>
<p>FRANC 227 - Consolidation linguistique pour l'éducation et la santé (see Note 1) PSYCE 106 - Principes psychologiques pour les infirmières SC PO 320 - La politique du système de santé au Canada STATQ 151 - Introduction à la statistique appliquée I</p> <p>Spring/Summer</p>	<p>ANGL 126 - Exploring Writing Studies NURS 125 - Nursing Practice - Health Assessment & Nursing Process PSYCE 106 - Principes psychologiques pour les infirmières STATQ 151 - Introduction à la statistique appliquée I</p> <p>Spring/Summer</p>
<p>FRANC 232 - Techniques de rédaction OR ANGL 1XX (★3) OR Elective (★3) (see Notes 1 and 2)</p>	<p>FRANC 232 - Techniques de rédaction OR ANGL (★3) OR Elective (★3) (see Note 1)</p>
<p>Year 2 (see Notes 3 and 4)</p>	<p>Year 2 (see Notes 2 and 3)</p>

<p>Two Term</p> <hr/> <p><u>INT D 410 - Interprofessional Health Team Development (see Note 5)</u></p> <p>Fall Term</p> <hr/> <p><u>NURS 305 - Introduction to Health Assessment</u> <u>PHILE 386 - La bioéthique</u> <u>SC INF 217 - Introduction aux sciences infirmières</u> <u>SC INF 218 - Introduction à la pratique infirmière</u></p> <p>Winter Term</p> <hr/> <p><u>NURS 215 - Pharmacotherapeutics in Nursing</u></p> <hr/> <p><u>SC INF 309 - La santé mentale</u> OR <u>NURS 309 - Mental Health Nursing Theory (see Note 6)</u></p> <hr/> <p><u>SC INF 310 - Pratique infirmière en santé mentale</u> OR <u>NURS 310 - Mental Health Nursing Practice (see Note 6)</u></p> <hr/> <p>Year 3 (see Notes 4, 7 and 8)</p>	<p>Fall Term</p> <hr/> <p><u>SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes</u> <u>SC INF 220 - Les fondations des sciences infirmières I/II</u> <u>SC INF 221 - Introduction à la pratique infirmière en soins aigus I</u></p> <p>Two Term</p> <hr/> <p><u>NURS 216 - Pathophysiology and Pharmacology II</u></p> <p>Winter Term</p> <hr/> <p><u>NURS 224 - Foundations of Nursing III</u> <u>NURS 225 - Introductory Acute Care Nursing Practice II</u> <u>SC INF 301 - Recherche en sciences infirmières</u></p> <p>Spring/Summer</p> <hr/> <p><u>SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre</u></p> <hr/> <p>Year 3 (see Notes 3, 4 and 5)</p>
<p>Fall Term</p> <hr/> <p><u>SC INF 301 - Recherche en sciences infirmières</u> OR <u>NURS 301 - Nursing Research (see Note 6)</u></p> <hr/> <p><u>NURS 307 - Acute Care Nursing Theory I</u> <u>NURS 308 - Acute Care Nursing Practice I</u></p> <p>Winter Term</p> <hr/> <p><u>NURS 405 - Community Nursing Theory</u></p> <hr/> <p><u>SC INF 406</u> OR <u>NURS 406 - Community Nursing Practice (see Note 6)</u></p> <hr/> <p><u>SC INF 409 - Le leadership et les enjeux en sciences infirmières</u> OR <u>NURS 409 - Leadership and Issues in Nursing (see Note 6)</u></p> <hr/> <p>Year 4 (see Notes 4, 8 and 9)</p>	<p>Fall Term</p> <hr/> <p><u>NURS 321 - Advanced Acute Care Nursing Practice I</u> <u>NURS 323 - Community Nursing through the Lifespan</u> <u>SC INF 300 - Politique de santé, Organismes de soins de santé, Gestion du changement</u> OR <u>SC PO 320 - La politique du système de santé au Canada (see Note 6)</u></p> <p>Winter Term</p> <hr/> <p><u>NURS 325 - Advanced Acute Care Nursing Practice II</u> <u>SC INF 327 - Santé mentale et bien-être en soins infirmiers</u> OR <u>NURS 327 - Mental Health & Wellness in Nursing (see Note 7)</u> <u>NURS 400 - Leadership in Nursing & Interprofessional Practice</u></p> <hr/> <p>Year 4 (see Notes 3, 4 and 8)</p>
<p>Fall Term</p>	<p>Fall Term</p>

NURS 407 - Acute Care Nursing Theory II
NURS 408 - Acute Care Nursing Practice II
Elective (★3) (see Notes 2 and 10)

Winter Term

SC INF 494 - Synthèse des connaissances en sciences infirmières OR

NURS 494 - Nursing in Context D1 (see Notes 6 and 11)

SC INF 495 - Pratique infirmière VIII (see Note 12)

Notes

- 1) Depending on the results of language placement testing, Faculté Saint-Jean will determine which one of the following three options is required for the student:
 - a) FRANC 226, FRANC 227, and FRANC 232
 - b) ANGL 126, FRANC 227, and ★3 in ANGL at the 100-level or higher
 - c) ANGL 126, FRANC 227, and ★3 in electives
- 2) Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioural or social sciences, and the humanities. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
- 3) To proceed to Year 2 students must have passed all Year 1 courses.
- 4) "SC INF" denotes nursing courses where French is the primary language of instruction.
- 5) Due to course scheduling conflicts, INT-D 410 will be replaced with NURS 498 "Inter-Professional Team Concepts" Parts 1-3 scheduled during Years 2, 3, and 4. Current students should check the Faculty of Nursing website at www.nursing.ualberta.ca for details.
- 6) The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
- 7) To proceed to Year 3 students must have passed all Year 2 courses.
- 8) Courses may be configured differently depending on clinical placement availability.
- 9) To proceed to Year 4, students must have passed all Year 2 and 3 courses.
- 10) This elective may be taken earlier in the program.

NURS 485 - Nursing Practice in a Focused Area
(see Note 9)

Winter Term

SC INF 422 - Questions contemporaines en éthique et droit de la santé OR PHILE 386 - La bioéthique (see Note 6)

SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes

- 1) The language of instruction of electives must be French and electives are normally taken at Faculté Saint-Jean.
- 2) To proceed to Year 2 students must have passed all Year 1 courses.
- 3) "SC INF" denotes nursing courses where French is the primary language of instruction.
- 4) Courses may be configured differently depending on clinical placement availability.
- 5) To proceed to Year 3 students must have passed all Year 2 courses.
- 6) The Faculty of Nursing will determine which course students will take.
- 7) The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
- 8) To proceed to Year 4, students must have passed all Year 2 and 3 courses.
- 9) Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.

- 11) To proceed with NURS 494 or SC INF 494 students must have passed all courses of this program except the corequisite SC INF 495.
- 12) Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.

Students who began study in Fall 2017 will transition to the new curriculum as follows:

Year 1

Fall Term

ANATE 140 - Anatomie
FRANC 226 - Maîtrise du français OR
ANGL 126 - Exploring Writing Studies
MICRE 133 - Microbiologie Médicale pour Infirmières
SOCIE 100 - Introduction à la sociologie

Fall/Winter

PHYSE 152 - Physiologie

Winter Term

FRANC 227 - Consolidation linguistique pour l'éducation et la santé
PSYCE 106 - Principes psychologiques pour les infirmières
SC PO 320 - La politique du système de santé au Canada
STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer

FRANC 232 - Techniques de rédaction OR
ANGL 1XX (★3) OR
Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)

Fall Term

NURS 125 - Nursing Practice - Health Assessment & Nursing Process
SC INF 220 – Les fondations des sciences infirmières I/II
SC INF 221 - Introduction à la pratique infirmière en soins aigus I

Two Term

NURS 216 - Pathophysiology and Pharmacology II

Winter Term

NURS 224 - Foundations of Nursing III
NURS 225 - Introductory Acute Care Nursing Practice II

SC INF 301 - Recherche en sciences infirmières

Spring/Summer

SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre

Year 3 (see Notes 3, 4 and 5)

Fall Term

SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes

NURS 321 - Advanced Acute Care Nursing Practice I

NURS 323 - Community Nursing through the Lifespan

Winter Term

NURS 325 - Advanced Acute Care Nursing Practice II

SC INF 327 - Santé mentale et bien-être en soins infirmiers OR NURS 327 - Mental Health & Wellness in Nursing (see Note 6)

NURS 400 - Leadership in Nursing & Interprofessional Practice

Spring/Summer

Elective (★3) (see Note 1)

Year 4 (see Notes 3, 4 and 7)

Fall Term

NURS 485 - Nursing Practice in a Focused Area (see Note 8)

Winter Term

SC INF 422 - Questions contemporaines en éthique et droit de la santé OR PHILE 386 - La bioéthique (see Note 9)

SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes

- 1) The language of instruction of electives must be French and electives are normally taken at Faculté Saint-Jean.
- 2) To proceed to Year 2 students must have passed all Year 1 courses.

	<ul style="list-style-type: none">3) "SC INF" denotes nursing courses where French is the primary language of instruction.4) Courses may be configured differently depending on clinical placement availability.5) To proceed to Year 3 students must have passed all Year 2 courses.6) The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.7) To proceed to Year 4, students must have passed all Year 2 and 3 courses.8) Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.9) The Faculty of Nursing will determine which course students will take.
--	---

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19**

CURRENT	PROPOSED
<p>BScN—Collaborative Program General Information</p> <p>The University of Alberta offers a Collaborative Bachelor of Science in Nursing (BScN) program; the full four years of which can be taken at the following institutions:</p> <p>University of Alberta Grande Prairie Regional College Keyano College Red Deer College</p> <p>This program is designed for students who are entering directly from a completed secondary program or who have completed some postsecondary courses. Concepts from nursing, physical sciences, medical sciences, social sciences and humanities are introduced and integrated throughout the curriculum. Nursing practice occurs in various settings. Fifteen credits of electives are included, in addition to Writing Studies or English.</p> <p>As of September 2014, a revised course sequence will be offered at the University of Alberta. The previous course sequence may continue to be followed by Collaborative Program partner sites.</p> <ol style="list-style-type: none"> The curriculum is designed to be taken over four years. With approval, students have up to six years from the time of admission to complete requirements for this program. Normally, students who do not complete the program within six years will be required to withdraw. Placements can be made anywhere in the Greater Edmonton area (e.g., Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations. Students must purchase a stethoscope, blood pressure cuff, and a penlight at the time of admission. A lab coat and a uniform will be required later in the program. Clinical practice may include shift and 	<p>BScN—Collaborative Program General Information</p> <p>The University of Alberta offers a Collaborative Bachelor of Science in Nursing (BScN) program; the full four years of which can be taken at the following institutions:</p> <p>University of Alberta Grande Prairie Regional College Keyano College Red Deer College</p> <p>This program is designed for students who are entering directly from a completed secondary program or who have completed some postsecondary courses.</p> <p>As of September 2014, a revised course sequence 2018, a new curriculum will be offered at the University of Alberta. Previous course sequences may continue to be followed by Collaborative Program partner sites.</p> <ol style="list-style-type: none"> The curriculum is designed to be taken over four years. With approval, students have up to six years from the time of admission to complete requirements for this program. Normally, students who do not complete the program within six years will be required to withdraw.[VK1] Placements can be made anywhere in the Greater Edmonton area (e.g., Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations. Students must purchase a stethoscope, blood pressure cuff, and a penlight at the time of admission. A lab coat and a uniform will be required later in the program. Clinical practice may include shift and weekend rotations. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by

<p>weekend rotations.</p> <p>5. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results.</p>	<p>reexamination results.</p>
<p>Course Sequence</p> <p>As of September 2014 at University of Alberta (see Maintaining Registration):</p> <p>Sequence A</p> <p>Year 1</p> <p>Two Term</p> <p>INT-D 410 - Interprofessional Health Team Development</p> <p>Fall Term</p> <p>NURS 140 - Anatomy NURS 150 - Physiology MMI 133 - Medical Microbiology for Health Care Professionals WRS (★3) or ENGL (★3) (see Note 1) Elective (★3) (See Note 2)</p> <p>Winter Term</p> <p>NURS 113 - Pathophysiology NURS 103 - Introduction to Nursing Theory NURS 105 - Introduction to Health Assessment</p> <p>Spring/Summer</p> <p>Elective (★3) (See Note 2)</p> <p>Year 2</p> <p>Fall Term</p> <p>NURS 201 - Introduction to Nursing Theory II NURS 202 - Introduction to Nursing Practice NURS 215 - Pharmacotherapeutics in Nursing NURS 301 - Nursing Research</p> <p>Winter Term</p> <p>NURS 309 - Mental Health Nursing Theory NURS 310 - Mental Health Nursing Practice NURS 341 - Using and Interpreting Statistics for Health Research (see Note 3) Elective (★3) (See Note 2)</p> <p>Year 3</p>	<p>Course Sequence</p> <p>As of September 2018 at University of Alberta (see Maintaining Registration):</p> <p>Year 1 (See Note 1)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • MMI 133 - Medical Microbiology • NURS 106 - Foundations of Anatomy and Physiology for Nursing • NURS 120 - Foundations for Success in Nursing • English or WRS (★3) (see Note 2) <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 116 - Pathophysiology and Pharmacology I • NURS 124 - Foundations of Nursing I • NURS 125 - Nursing Practice - Health Assessment & Nursing Process • NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare <p>Spring/Summer</p> <ul style="list-style-type: none"> • NURS 122 - Community Engagement in a Healthcare Context • NURS 222 - Indigenous Health in Canada <p>Year 2 (See Note 1)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 211 - Statistics & Knowledge Management (see Note 3) • NURS 220 - Foundations of Nursing II • NURS 221 - Introductory Acute Care Nursing Practice I <p>Two Term</p> <ul style="list-style-type: none"> • NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 224 - Foundations of Nursing III • NURS 225 - Introductory Acute Care Nursing Practice II • NURS 311 - Evidence Informed Nursing Practice <p>Spring/Summer</p> <ul style="list-style-type: none"> • Elective (★3) (See Note 4)

<p>Fall Term</p> <p><u>NURS 307 - Acute Care Nursing Theory I</u> <u>NURS 308 - Acute Care Nursing Practice I</u> Elective (★3) (See Note 2)</p> <p>Winter Term</p> <p><u>NURS 405 - Community Nursing Theory</u> <u>NURS 406 - Community Nursing Practice</u> Elective (★3) (See Note 2)</p> <p>Year 4</p>	<p>Year 3 (See Note 1)</p> <hr/> <p>Fall Term</p> <ul style="list-style-type: none"> • <u>NURS 300 - Health Policy, Health Care Organizations, Change Management</u> • <u>NURS 321 - Advanced Acute Care Nursing Practice I</u> • <u>NURS 323 - Community Nursing through the Lifespan OR NURS 327 - Mental Health & Wellness in Nursing</u> <p>Winter Term</p> <ul style="list-style-type: none"> • <u>NURS 325 - Advanced Acute Care Nursing Practice II</u> • <u>NURS 327 - Mental Health & Wellness in Nursing OR NURS 323 - Community Nursing through the Lifespan</u> • <u>NURS 400 - Leadership in Nursing & Interprofessional Practice</u> <p>Year 4 (See Notes 1 and 5)</p> <hr/>
<p>Fall Term</p> <p><u>NURS 407 - Acute Care Nursing Theory II</u> <u>NURS 408 - Acute Care Nursing Practice II</u> <u>NURS 409 - Leadership and Issues in Nursing</u></p> <p>Winter Term</p> <p><u>NURS 494 - Nursing in Context D1</u> (see Note 4) <u>NURS 495 - Nursing Practice VIII</u></p> <p>Sequence B</p>	<p>Fall Term (see Note 6)</p> <ul style="list-style-type: none"> • <u>NURS 485 - Nursing Practice in a Focused Area</u> <p>Winter Term (see Note 6)</p> <ul style="list-style-type: none"> • <u>NURS 422 - Contemporary Issues in Healthcare Ethics & Law</u> • <u>NURS 425 - Nursing Leadership in a Focus Area</u>
<p>Year 1</p> <p>Two Term</p> <p><u>INT D 410 - Interprofessional Health Team Development</u></p> <p>Fall Term</p>	<p>Notes</p> <hr/>
<p><u>NURS 140 - Anatomy</u> <u>NURS 150 - Physiology</u> <u>MMI 133 - Medical Microbiology for Health Care Professionals</u> WRS (★3) or ENGL (★3) (see Note 1) Elective (★3) (See Note 2)</p> <p>Winter Term</p> <p><u>NURS 113 - Pathophysiology</u> <u>NURS 103 - Introduction to Nursing Theory</u> <u>NURS 105 - Introduction to Health Assessment</u></p> <p>Spring/Summer</p> <p>Elective (★3) (See Note 2)</p> <p>Year 2</p>	<ol style="list-style-type: none"> 1. <u>Courses may be configured differently depending on clinical placement availability.</u> 2. <u>Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses. May be taken in Fall Term or Winter Term of Year 1.</u> 3. <u>An equivalent STAT (★3) course may be accepted in lieu of NURS 211.</u> 4. <u>Elective may be taken at any time in the program prior to Year 4.</u> 5. <u>To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.</u> 6. <u>NURS 485 may be offered in Winter Term of Year 4. In this case, students would take NURS 422 and 425 in Fall Term.</u>
<p>Fall Term</p> <p><u>NURS 201 - Introduction to Nursing Theory II</u> <u>NURS 202 - Introduction to Nursing Practice</u> <u>NURS 215 - Pharmacotherapeutics in Nursing</u></p>	

<p><u>NURS 301 – Nursing Research</u> Winter Term</p>	<p>Students who began study in Fall 2017 will transition to the new curriculum as follows:</p>
<p><u>NURS 307 – Acute Care Nursing Theory I</u> <u>NURS 308 – Acute Care Nursing Practice I</u> <u>NURS 341 – Using and Interpreting Statistics for Health Research</u> (see Note 3) Elective (★3) (See Note 2)</p>	<p>Year 1</p>
<p>Year 3</p>	<p>Two Term</p>
<p>Fall Term</p>	<ul style="list-style-type: none"> • <u>INT D 410 - Interprofessional Health Team Development</u>
<p><u>NURS 309 – Mental Health Nursing Theory</u> <u>NURS 310 – Mental Health Nursing Practice</u> Elective (★3) (See Note 2)</p>	<p>Fall Term</p>
<p>Winter Term</p>	<ul style="list-style-type: none"> • <u>NURS 140 - Anatomy</u> • <u>NURS 150 - Physiology</u> • <u>MMI 133 - Medical Microbiology for Health Care Professionals</u> • <u>WRS (★3) or ENGL (★3) (see Note 1)</u> • <u>Elective (★3) (See Note 2)</u>
<p><u>NURS 407 – Acute Care Nursing Theory II</u> <u>NURS 408 – Acute Care Nursing Practice II</u> Elective (★3) (See Note 2)</p>	<p>Winter Term</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • <u>NURS 113 - Pathophysiology</u> • <u>NURS 103 - Introduction to Nursing Theory</u> • <u>NURS 105 - Introduction to Health Assessment</u>
<p>Fall Term</p>	<p>Spring/Summer</p>
<p><u>NURS 405 – Community Nursing Theory</u> <u>NURS 406 – Community Nursing Practice</u> <u>NURS 409 – Leadership and Issues in Nursing</u></p>	<ul style="list-style-type: none"> • <u>Elective (★3) (See Note 2)</u>
<p>Winter Term</p>	<p>Year 2 (See Note 3)</p>
<p><u>NURS 494 – Nursing in Context D1</u> (see Note 4) <u>NURS 495 – Nursing Practice VIII</u></p>	<p>Fall Term</p>
<p>The following course sequence may be offered at Collaborative Partner sites:</p>	<ul style="list-style-type: none"> • <u>NURS 211 - Statistics & Knowledge Management</u> (see Note 4) • <u>NURS 220 - Foundations of Nursing II</u> • <u>NURS 221 - Introductory Acute Care Nursing Practice I</u>
<p>Year 1</p>	<p>Two Term</p>
<p>Fall Term</p>	<ul style="list-style-type: none"> • <u>NURS 216 - Pathophysiology and Pharmacology II</u>
<p><u>NURS 140 – Anatomy</u> <u>NURS 150 – Physiology</u> <u>NURS 190 – Nursing in Context A</u> <u>NURS 194 – Nursing in Context A1</u></p>	<p>Winter Term</p>
<p>Winter Term</p>	<ul style="list-style-type: none"> • <u>NURS 224 - Foundations of Nursing III</u> • <u>NURS 225 - Introductory Acute Care Nursing Practice II</u> • <u>NURS 311 - Evidence Informed Nursing Practice</u>
<p><u>INT D 410 – Interprofessional Health Team Development</u></p>	<p>Spring/Summer</p>
<p><u>MMI 133 – Medical Microbiology for Health Care Professionals</u></p>	<ul style="list-style-type: none"> • <u>Elective (★3) (See Note 2)</u>
<p><u>NURS 151 – Physiology II</u></p>	<p>Year 3 (See Note 3)</p>
<p><u>NURS 191 – Nursing Practice I</u></p>	
<p><u>NURS 195 – Nursing Practice II</u></p>	
<p>Spring/Summer</p>	

<p>ENGL (★3) (see Note 1) One of</p>	<p>Fall Term</p> <ul style="list-style-type: none"> • NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare • NURS 321 - Advanced Acute Care Nursing Practice I • NURS 323 - Community Nursing through the Lifespan OR NURS 327 - Mental Health & Wellness in Nursing
<p><u>PSYCO 106 - Psychological Principles for Nursing</u> <u>SOC 100 - Introductory Sociology</u> Year 2</p>	<p>Winter Term</p> <ul style="list-style-type: none"> • NURS 300 - Health Policy, Health Care Organizations, Change Management • NURS 325 - Advanced Acute Care Nursing Practice II • NURS 327 - Mental Health & Wellness in Nursing OR NURS 323 - Community Nursing through the Lifespan
<p>Fall Term</p>	<p>Year 4 (See Notes 3 and 5)</p>
<p><u>NURS 215 - Pharmacotherapeutics in Nursing</u> <u>NURS 290 - Nursing in Context B</u> - <u>NURS 291 - Nursing Practice III OR</u> <u>NURS 295 - Nursing Practice IV</u> Winter Term</p>	<p>Fall Term (see Note 6)</p> <ul style="list-style-type: none"> • NURS 485 - Nursing Practice in a Focused Area
<p><u>NURS 294 - Nursing in Context B1</u> - <u>NURS 291 - Nursing Practice III OR</u> <u>NURS 295 - Nursing Practice IV</u> - <u>NURS 301 - Nursing Research</u> Spring/Summer</p>	<p>Winter Term (see Note 6)</p> <ul style="list-style-type: none"> • NURS 422 - Contemporary Issues in Healthcare Ethics & Law • NURS 425 - Nursing Leadership in a Focus Area
<p><u>NURS 301 - Nursing Research</u> Spring/Summer</p>	<p>Notes</p>
<p>Elective (★3) One of</p>	<ol style="list-style-type: none"> 1. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses. 2. Electives may be taken at any time in the program prior to Year 4. Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioural or social sciences, and the humanities. At least one course must be chosen from the behavioral or social sciences. 3. Courses may be configured differently depending on clinical placement availability. 4. An equivalent STAT (★3) course may be accepted in lieu of NURS 211. 5. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3. 6. NURS 485 may be offered in Winter Term of Year 4. In this case, students would take NURS 422 and 425 in Fall Term.
<p><u>PSYCO 106 - Psychological Principles for Nursing</u> <u>SOC 100 - Introductory Sociology</u> Year 3</p>	<p>Students admitted prior to Fall 2017 will follow</p>
<p>Fall Term</p>	
<p><u>NURS 341 - Using and Interpreting Statistics for Health Research (see Note 3)</u> <u>NURS 390 - Nursing in Context C</u> - <u>NURS 391 - Nursing Practice V OR</u> <u>NURS 395 - Nursing Practice VI</u> - PHIL 388 OR <u>PHIL 379 - Philosophy and Nursing I: Christian Perspectives</u> - <u>POL S 321 - The Politics of Health Care in Canada I</u> Winter Term</p>	
<p><u>NURS 394 - Nursing in Context C1</u> - <u>NURS 395 - Nursing Practice VI OR</u></p>	

<p><u>NURS 391 – Nursing Practice V</u></p> <p>-</p> <p>PHIL 398 OR</p> <p><u>PHIL 389 – Philosophy and Nursing II: Christian Perspectives</u></p> <p>-</p> <p><u>POL S 322 – The Politics of Health Care in Canada II</u></p> <p>Spring/Summer</p> <hr/> <p>Elective (★3)</p> <p>Year 4</p> <hr/> <p>Fall Term</p> <hr/> <p><u>NURS 490 – Nursing in Context D</u></p> <p><u>NURS 491 – Nursing Practice VII</u></p> <p>Winter Term</p> <hr/> <p><u>NURS 494 – Nursing in Context D1</u> (see Note 4)</p> <p><u>NURS 495 – Nursing Practice VIII</u></p> <p>Notes</p> <hr/> <ol style="list-style-type: none"> 1. Any junior or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses. 2. Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioural or social sciences, and the humanities. At least one course must be chosen from the behavioral or social sciences. 3. An equivalent STAT (★3) course may be accepted in lieu of <u>NURS 341</u>. 4. To proceed with <u>NURS 494</u> students must have passed all courses of the Collaborative Program except the corequisite <u>NURS 495</u>. 	<p>the course sequence outlined in the Calendar of the year they were admitted.</p> <p>Course sequences for Collaborative Partner Sites may be found in the Academic Calendar for each institution.</p> <p><u>Grande Prairie Regional College</u></p> <p><u>Red Deer College</u></p> <p><u>Keyano College</u></p>
---	---

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19**

CURRENT	PROPOSED
<p data-bbox="188 359 500 390"><u>BScN—Honors Program</u></p> <hr/> <p data-bbox="188 422 444 453">General Information</p> <hr/> <p data-bbox="188 485 781 789">The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the BScN—Honors Program should consult BSc in Nursing- Honors Program for admission requirements. A detailed course sequence of the BScN—Honors Program for students transferring from the BScN—Collaborative Program and for After Degree students is provided below.</p> <p data-bbox="188 810 781 1052">Students in the BScN—Honors Program are required to complete two Nursing Honors Seminars and a Nursing Honors Project and maintain superior academic standing. They must also be committed to function in an apprenticeship model where under the guidance of their Honors Supervisor they develop a strong foundation in nursing research and scholarship.</p> <ol data-bbox="188 1073 781 1898" style="list-style-type: none"> <li data-bbox="188 1073 781 1346">1. The curriculum for the BScN— Collaborative Program with transfer to the Honors Program is designed to be taken over four years. With approval, students have up to six years from the time of original admission to the Faculty of Nursing to complete the degree requirements. Normally, students who do not complete the program within six years will be required to withdraw.[VK1] <li data-bbox="188 1346 781 1587">2. The BScN—Honors Program for After Degree students is designed to be taken over two calendar years. With approval, students have up to three years to complete the requirements for this program. Normally, students who do not complete the program within three years will be required to withdraw[VK2]. <li data-bbox="188 1587 781 1797">3. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. <li data-bbox="188 1797 781 1898">4. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, 	<p data-bbox="810 359 1122 390"><u>BScN—Honors Program</u></p> <hr/> <p data-bbox="810 422 1066 453">General Information</p> <hr/> <p data-bbox="810 485 1403 789">The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the BScN—Honors Program should consult BSc in Nursing- Honors Program for admission requirements. A detailed course sequence of the BScN—Honors Program for students transferring from the BScN—Collaborative Program and for After Degree students is provided below.</p> <p data-bbox="810 810 1403 1052">Students in the BScN—Honors Program are required to complete two Nursing Honors Seminars and a Nursing Honors Project and maintain superior academic standing. They must also be committed to function in an apprenticeship model where under the guidance of their Honors Supervisor they develop a strong foundation in nursing research and scholarship.</p> <ul data-bbox="810 1073 1403 1898" style="list-style-type: none"> <li data-bbox="810 1073 1403 1346">• The curriculum for the BScN— Collaborative Program with transfer to the Honors Program is designed to be taken over four years. With approval, students have up to six years from the time of original admission to the Faculty of Nursing to complete the degree requirements. Normally, students who do not complete the program within six years will be required to withdraw.[VK3] <li data-bbox="810 1346 1403 1587">• The BScN—Honors Program for After Degree students is designed to be taken over two calendar years. With approval, students have up to three years to complete the requirements for this program. Normally, students who do not complete the program within three years will be required to withdraw[VK4]. <li data-bbox="810 1587 1403 1797">• Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. <li data-bbox="810 1797 1403 1898">• Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert,

<p>Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.</p> <p>5. Clinical practice may include shift and weekend rotations.</p> <p>Course Sequence</p>	<p>Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.</p> <ul style="list-style-type: none"> Clinical practice may include shift and weekend rotations. <p>Course Sequence</p>
<p>Course sequence for students transferring from the BScN—Collaborative Program:</p> <p>Note: Students will follow the course sequence for the BScN—Collaborative Program in Year 1 and Year 2.</p> <p>Sequence A</p>	<p>Course sequence for students transferring from the BScN—Collaborative Program:</p> <p>Note: Students will follow the course sequence for the BScN—Collaborative Program in Year 1 and Year 2.</p> <p>Year 3 (See Note 1)</p>
<p>Year 3</p> <p>Two Term</p> <p><u>NURS 399 - Selected Topics in Nursing Research</u> Fall Term</p> <hr/> <p><u>NURS 307 - Acute Care Nursing Theory I</u> <u>NURS 308 - Acute Care Nursing Practice I</u> Winter Term</p> <hr/> <p><u>NURS 405 - Community Nursing Theory</u> <u>NURS 406 - Community Nursing Practice</u></p>	<p>Fall Term</p> <ul style="list-style-type: none"> <u>NURS 300 - Health Policy, Health Care Organizations, Change Management</u> <u>NURS 321 - Advanced Acute Care Nursing Practice I</u> <u>NURS 323 - Community Nursing through the Lifespan</u> OR <u>NURS 327 - Mental Health & Wellness in Nursing</u> <p>Two Term</p>
<p>Year 4 (see Note 1)</p>	<p><u>NURS 399 - Selected Topics in Nursing Research</u></p> <p>Winter Term</p> <ul style="list-style-type: none"> <u>NURS 325 - Advanced Acute Care Nursing Practice II</u> <u>NURS 327 - Mental Health & Wellness in Nursing</u> OR <u>NURS 323 - Community Nursing through the Lifespan</u> <u>NURS 400 - Leadership in Nursing & Interprofessional Practice</u> <p>Year 4 (See Notes 1 and 2)</p> <hr/>
<p>Fall Term</p> <p><u>NURS 407 - Acute Care Nursing Theory II</u> <u>NURS 408 - Acute Care Nursing Practice II</u> <u>NURS 409 - Leadership and Issues in Nursing</u> <u>NURS 499 - Scholarly Project in Nursing</u> (see Note 2)</p> <p>Winter Term</p>	<p>Fall Term</p> <ul style="list-style-type: none"> <u>NURS 422 - Contemporary Issues in Healthcare Ethics & Law</u> <u>NURS 425 - Nursing Leadership in a Focus Area</u> <u>NURS 499 - Scholarly Project in Nursing</u> (see Note 3)

<p>NURS 494 - Nursing in Context D1 (see Note 3) NURS 495 - Nursing Practice VIII Sequence B</p> <hr/> <p>Year 3</p> <hr/> <p>Two Term</p> <hr/> <p>NURS 399 - Selected Topics in Nursing Research Fall Term</p> <hr/> <p>NURS 309 - Mental Health Nursing Theory NURS 310 - Mental Health Nursing Practice Winter Term</p> <hr/> <p>NURS 407 - Acute Care Nursing Theory II NURS 408 - Acute Care Nursing Practice II Year 4 (see Note 1)</p> <hr/> <p>Fall Term</p> <hr/> <p>NURS 405 - Community Nursing Theory NURS 406 - Community Nursing Practice NURS 409 - Leadership and Issues in Nursing NURS 499 - Scholarly Project in Nursing (see Note 2) Winter Term</p> <hr/> <p>NURS 494 - Nursing in Context D1 (see Note 3) NURS 495 - Nursing Practice VIII Notes</p>	<p>Winter Term</p> <ul style="list-style-type: none"> NURS 485 - Nursing Practice in a Focused Area <p>Notes</p> <ol style="list-style-type: none"> Courses may be configured differently depending on clinical placement availability. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3. All NURS 499 requirements must be completed prior to Winter Term of Year 4.
<ol style="list-style-type: none"> To proceed to Year 4, all courses listed in Year 3 of the program must have been successfully completed. All NURS 499 requirements must be completed prior to Winter Term of Year 4. To proceed with NURS 494, students must have completed all courses of the Honors Program except the corequisite NURS 495. <p>Course Sequence for After Degree Students:</p> <hr/> <p>Note: The BScN—Honors Program is only offered in Edmonton. Year 1 (see Note 1)</p> <hr/> <p>Two Term</p> <hr/> <p>NURS 399 - Selected Topics in Nursing Research Fall Term</p> <hr/> <p>NURS 113 - Pathophysiology NURS 301 - Nursing Research (see Note 2) NURS 303 - Introduction to Nursing Theory</p>	<p>Course Sequence for After Degree Students:</p> <hr/> <p>Note: The BScN—Honors Program is only offered in Edmonton. Year 1 (see Note 1)</p> <hr/> <p>Fall Term</p> <hr/> <ul style="list-style-type: none"> NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare NURS 311 - Evidence Informed Nursing Practice NURS 316 - Pathophysiology and Pharmacology I

<p><u>NURS 304 - Introduction to Nursing Practice</u> <u>NURS 305 - Introduction to Health Assessment</u> Winter Term</p>	<ul style="list-style-type: none"> • <u>NURS 330 - Foundations for Success in Nursing</u> • <u>NURS 334 - Foundations of Nursing I</u> • <u>NURS 335 - Nursing Practice - Health Assessment & Nursing Process</u>
<p><u>NURS 215 - Pharmacotherapeutics in Nursing</u> <u>NURS 307 - Acute Care Nursing Theory I</u> <u>NURS 308 - Acute Care Nursing Practice I</u> Spring/Summer</p>	<p>Two Term</p> <ul style="list-style-type: none"> • <u>NURS 399 - Selected Topics in Nursing Research</u>
<p><u>NURS 309 - Mental Health Nursing Theory</u> <u>NURS 310 - Mental Health Nursing Practice</u> Year 2 (see Notes 1 and 3)</p>	<p>Winter Term</p>
<p>Two Term</p>	<ul style="list-style-type: none"> • <u>NURS 222 - Indigenous Health in Canada</u> • <u>NURS 344 - Foundations of Nursing II</u> • <u>NURS 345 - Introductory Acute Care Nursing Practice</u> • <u>NURS 416 - Pathophysiology and Pharmacology II</u>
<p><u>INT-D 410 - Interprofessional Health Team Development</u> Fall Term</p>	<p>Spring/Summer</p>
<p><u>NURS 407 - Acute Care Nursing Theory II</u> <u>NURS 408 - Acute Care Nursing Practice II</u> <u>NURS 409 - Leadership and Issues in Nursing</u> <u>NURS 499 - Scholarly Project in Nursing (see Note 4)</u> Winter Term</p>	<ul style="list-style-type: none"> • <u>NURS 431 - Advanced Acute Care Nursing Practice I</u> • <u>NURS 433 - Community Nursing Through the Lifespan OR NURS 437 - Mental Health & Wellness in Nursing</u> <p>Year 2 (see Notes 1 and 2)</p>
<p><u>NURS 405 - Community Nursing Theory</u> <u>NURS 406 - Community Nursing Practice</u> Spring/Summer</p>	<p>Fall Term</p>
<p><u>NURS 494 - Nursing in Context D1 (see Note 5)</u> <u>NURS 495 - Nursing Practice VIII</u> Notes</p>	<ul style="list-style-type: none"> • <u>NURS 400 - Leadership in Nursing & Interprofessional Practice</u> • <u>NURS 435 - Advanced Acute Care Nursing Practice II</u> • <u>NURS 437 - Mental Health & Wellness in Nursing OR NURS 433 - Community Nursing Through the Lifespan</u> • <u>NURS 499 - Scholarly Project in Nursing (see Note 3)</u>
<ol style="list-style-type: none"> 1. Courses may be configured differently depending on clinical placement availability. 2. Students must complete <u>NURS 301</u> prior to <u>Winter Term of Year 1</u>. 3. To proceed to Year 2, all courses listed in Year 1 of the program must have been successfully completed. 4. All <u>NURS 499</u> requirements must be completed prior to Winter Term of Year 2. 5. To proceed with <u>NURS 494</u>, students must have passed all courses of the Honors Program except the corequisite <u>NURS 495</u>. 	<p>Winter Term</p>
<p>Promotion Requirements</p>	<ul style="list-style-type: none"> • <u>NURS 485 - Nursing Practice in a Focused Area</u> <p>Spring/Summer</p>
<p>Promotion from year to year requires a minimum GPA of 3.0 on all courses taken during the Fall/Winter and Spring/Summer. Students who do not meet this requirement, but have a GPA of 2.0 are required to transfer back into the BScN—</p>	<ul style="list-style-type: none"> • <u>NURS 300 - Health Policy, Health Care Organizations, Change Management</u> • <u>NURS 422 - Contemporary Issues in Healthcare Ethics & Law</u> • <u>NURS 425 - Nursing Leadership in a Focus Area</u> <p>Notes</p> <ol style="list-style-type: none"> 1. Courses may be configured differently depending on clinical placement availability. 2. To proceed to Year 2, all courses listed in

<p>Collaborative Program or BScN After Degree Program.</p> <p>Graduation Requirements</p> <p>Graduation with Honors requires a GPA of 3.0 on the last ★60. Students who are not recommended for graduation with Honors at the end of their program may be granted the BScN degree if they meet the minimum requirements for this degree (see BScN—Collaborative Program and BScN—After Degree Program).</p> <p>Graduation with First-Class Honors: Graduation with First-Class Honors requires a GPA of 3.5 or higher on the last ★60 taken for credit toward the degree and that no failing grades are incurred throughout the program.</p>	<p>Year 1 of the program must have been successfully completed.</p> <p>3. All NURS 499 requirements must be completed prior to Winter Term of Year 2.</p> <p>After Degree Honors students who began study in Fall 2017 will transition to the new curriculum as follows:</p> <p>Year 1 (see Note 1)</p> <hr/> <p>Fall Term</p> <hr/> <p>NURS 113 - Pathophysiology NURS 301 - Nursing Research NURS 303 - Introduction to Nursing Theory NURS 304 - Introduction to Nursing Practice NURS 305 - Introduction to Health Assessment</p> <p>Two Term</p> <hr/> <p>NURS 399 - Selected Topics in Nursing Research</p> <p>Winter Term</p> <hr/> <p>NURS 215 - Pharmacotherapeutics in Nursing NURS 307 - Acute Care Nursing Theory I NURS 308 - Acute Care Nursing Practice I</p> <p>Spring/Summer</p> <hr/> <p>NURS 309 - Mental Health Nursing Theory NURS 310 - Mental Health Nursing Practice</p> <p>Year 2 (see Notes 1 and 2)</p> <hr/> <p>Fall Term</p> <hr/> <p>NURS 300 - Health Policy, Health Care Organizations, Change Management NURS 431 - Advanced Acute Care Nursing Practice I NURS 433 - Community Nursing Through the Lifespan NURS 499 - Scholarly Project in Nursing (see Note 3)</p> <p>Winter Term</p> <hr/> <p>NURS 400 - Leadership in Nursing & Interprofessional Practice NURS 422 - Contemporary Issues in Healthcare Ethics & Law NURS 435 - Advanced Acute Care Nursing Practice II NURS 498 – “Advanced Acute Care Nursing Theory” (★6)</p>
---	--

	<p>Spring/Summer</p> <hr/> <p>NURS 485 Nursing Practice in a Focused Area</p> <hr/> <p>Notes</p> <hr/> <ol style="list-style-type: none"> 1. Courses may be configured differently depending on clinical placement availability. 2. To proceed to Year 2, all courses listed in Year 1 of the After Degree program must have been successfully completed. 3. All NURS 499 requirements must be completed prior to Winter Term of Year 2. <p>Promotion Requirements</p> <hr/> <p>Promotion from year to year requires a minimum GPA of 3.0 on all courses taken during the Fall/Winter and Spring/Summer. Students who do not meet this requirement, but have a GPA of 2.0 are required to transfer back into the BScN— Collaborative Program or BScN After Degree Program.</p> <p>Graduation Requirements</p> <hr/> <ul style="list-style-type: none"> • Graduation with Honors requires a GPA of 3.0 on the last ★60. Students who are not recommended for graduation with Honors at the end of their program may be granted the BScN degree if they meet the minimum requirements for this degree (see BScN— Collaborative Program and BScN—After Degree Program). • Graduation with First-Class Honors: Graduation with First-Class Honors requires a GPA of 3.5 or higher on the last ★60 taken for credit toward the degree and that no failing grades are incurred throughout the program.
--	--

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19**

CURRENT	PROPOSED
<p><u>Registered Psychiatric Nurse (RPN) to BScN Program</u></p>	<p><u>Registered Psychiatric Nurse (RPN) to BScN Program</u></p>
<p>General Information</p> <hr/> <p>This program is for graduates of Psychiatric Nursing Programs.</p> <ol style="list-style-type: none"> The curriculum is designed to be taken over 20 months. Application for an extension to the program must be submitted to the Student Advisor. With approval, students have up to three years from the time of admission to complete the requirements for this program. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program. Clinical practice may include shift and weekend rotations. 	<p>General Information</p> <hr/> <p>This program is for graduates of Psychiatric Nursing Programs.</p> <ol style="list-style-type: none"> The curriculum is designed to be taken over 2 calendar years. Application for an extension to the program must be submitted to the Student Advisor. With approval, students have up to three years from the time of admission to complete the requirements for this program. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program. Clinical practice may include shift and weekend rotations.
<p>Course Sequence</p> <hr/> <p>Year 3 (see Note 1)</p> <hr/> <p>Fall Term</p> <hr/> <p>NURS 301 - Nursing Research NURS 305 - Introduction to Health Assessment NURS 341 - Using and Interpreting Statistics for Health Research (see Note 2) POL S (★3)</p> <p>Winter Term</p> <hr/> <p>NURS 215 - Pharmacotherapeutics in Nursing</p>	<p>Course Sequence</p> <hr/> <p>Year 1 (see Note 1)</p> <hr/> <p>Fall Term</p> <hr/> <p>NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare NURS 211 - Statistics & Knowledge Management (see Note 2) NURS 311 - Evidence Informed Nursing Practice NURS 335 - Nursing Practice - Health Assessment & Nursing Process</p> <p>Winter Term</p>

<p><u>NURS 307 - Acute Care Nursing Theory I</u> <u>NURS 308 - Acute Care Nursing Practice I</u> Year 4 (see <u>Notes 1 and 3</u>)</p> <hr/> <p>Fall Term</p> <hr/> <p><u>NURS 407 - Acute Care Nursing Theory II</u> <u>NURS 408 - Acute Care Nursing Practice II</u> <u>NURS 409 - Leadership and Issues in Nursing</u> Winter Term</p> <hr/> <p><u>NURS 405 - Community Nursing Theory</u> <u>NURS 406 - Community Nursing Practice</u> PHIL (★3) Spring/Summer</p> <hr/> <p><u>NURS 494 - Nursing in Context D1 (see Note 4)</u> <u>NURS 495 - Nursing Practice VIII</u></p> <hr/> <p>Notes</p> <ol style="list-style-type: none"> 1. Courses may be configured differently depending on clinical placement availability. 2. An equivalent STAT (★3) course may be accepted in lieu of <u>NURS 341</u>. 3. To proceed to Year 4, all courses listed in Year 3 of the RPN to BScN Program must have been passed. 4. To proceed with <u>NURS 494</u>, students must have passed all courses of the Registered Psychiatric Nurse (RPN) to BScN Program except the corequisite <u>NURS 495</u>. 	<p><u>NURS 222 - Indigenous Health in Canada</u> <u>NURS 344 - Foundations of Nursing II</u> <u>NURS 345 - Introductory Acute Care Nursing Practice</u> <u>NURS 416 - Pathophysiology and Pharmacology II</u> Spring/Summer <u>NURS 431 - Advanced Acute Care Nursing Practice I</u> <u>NURS 433 - Community Nursing Through the Lifespan</u></p> <hr/> <p>Year 2 (see <u>Note 1</u>)</p> <hr/> <p>Fall Term</p> <hr/> <p><u>NURS 300 - Health Policy, Health Care Organizations, Change Management</u> <u>NURS 435 - Advanced Acute Care Nursing Practice II</u></p> <hr/> <p>Winter Term (<u>see Note 3</u>)</p> <hr/> <p><u>NURS 485 - Nursing Practice in a Focused Area</u></p> <hr/> <p>Spring/Summer (<u>see Note 3</u>)</p> <hr/> <p><u>NURS 422 - Contemporary Issues in Healthcare Ethics & Law</u> <u>NURS 425 - Nursing Leadership in a Focus Area</u></p> <hr/> <p>Notes</p> <ol style="list-style-type: none"> 1. Courses may be configured differently depending on clinical placement availability. 2. An equivalent STAT (★3) course may be accepted in lieu of <u>NURS 341</u>. 3. <u>NURS 485 may be offered in Spring/Summer of Year 2. In this case, students would take NURS 422 and 425 in Winter Term.</u> <p><u>Students admitted in Fall 2017 will follow the course sequence of the Calendar under which they were admitted with one exception: students will take NURS 485 instead of NURS 494 and 495.</u></p>
--	--