

Organization Information

Full Legal Name of Organization: University of New Brunswick	
Operating Name of Organization: University of New Brunswick	
Common Acronym of Organization (if applicable): UNB	
URL for Organization Homepage (if applicable): www.unb.ca	
Proposed Degree Nomenclature: Addition of Diploma to Degree Pre-requisite Bridging Courses at Humber	
Location (specific address) where program to be delivered: Humber North Campus 205 Humber College Blvd Toronto, ON M9W 5L7	
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Abstract:

Graduates from the UNB Humber collaborative BN program meet the entry-to-practice requirements set by the College of Nurses of Ontario and the Registered Nurses Association of New Brunswick and the program, as offered at the Humber educational site, has received a seven year accreditation from the Canadian Association of Schools of Nursing.

The proposed courses will give qualifying *Registered Practical Nursing* program graduates the pre-requisite courses they need to enter the UNB Humber Collaborative *Bachelor of Nursing* program. Eligible graduates must have completed the 2 year PN diploma at Humber with a 70% GPA and they must have passed the C.N.A. exam. Additionally, they must meet all RPN to BN bridging admission requirements including successful completion of the six bridging courses, each course having been completed with a minimum grade point average of 70% and with a cumulative GPA of at least 70% for the six courses combined. The proposed bridging courses covers the skill, knowledge and content shortfalls in both professional studies and breadth education identified through a formal “program learning outcome gap analysis”.

Notably, the proposed bridging curriculum includes degree-level courses are to be taken prior to entry into the 3rd year of the Bachelor of Nursing program. Faculty experts and the UNB Registrar have confirmed that the admission requirements, the block transfer credit provisions, assignment and grading requirements, as well as the sequencing of bridging courses meet all Bachelor of Nursing degree program pre-requisite requirements.

Both the University of New Brunswick and Humber support this initiative. The progression and success of the students in the courses will be carefully monitored and evaluated.

The methodology for developing this program is explained in some detail in this submission. The submission also includes detailed course outlines and related faculty CVs.

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1. Introduction:

This report identifies the actual learning outcomes gap between an applicant's Registered Practical Nursing diploma studies and the Bachelor of Nursing degree program. It recommends a set of courses to fill any "learning outcomes gaps". These degree-level courses, the accompanying block transfer of diploma credits, and the successful completion of the remaining semesters of the Baccalaureate allow a transfer student to meet the degree requirements in the shortest justifiable time.

This proposal addresses three fundamental issues:

- First, it uses a course-by-course comparison learning outcomes gap analysis to identify the skills and knowledge gap between the related diploma and baccalaureate program. Additionally, it assesses the "breadth content gap" between relevant diploma curriculum and the degree's breadth requirements.
- Second, it recommends an intensive baccalaureate-level set of courses to be completed by qualifying diploma graduates for entry into the Nursing Baccalaureate program with the maximum justifiable recognition of prior learning.
- Third, it references the policies which have been put in place to ensure the credibility of the courses and entry into the degree.

This proposal conforms to the principles underlying current transfer policies, follows relevant PEQAB requirements and has been developed in consultation with the baccalaureate faculty at the University of New Brunswick and Humber.

2. The Process for Identifying the Difference between the Related Registered Practical Nursing Diploma and the Nursing Baccalaureate Programs:

The process involves:

- a) Establishing that admission to the pre-requisite courses requires a 70% GPA in the final year of the related diploma program. (See Appendix A for UNB's Admission Policies)
- b) Comparing the program and course-level learning outcomes and identifying the 'learning outcomes gap' for nursing, natural science and social science courses by describing the differences in skills and knowledge (Appendix D).
- c) Developing a set of pre-requisite courses that will (i) bridge the learning outcomes and breadth content gap up to the point of a student's transfer into the degree program and (ii) confirm each student's ability to handle the baccalaureate program at that level.

Attached (Appendix B and C) include details pertaining to the related Diploma (*Registered Practical Nursing*) and the Bachelor of Nursing.

In this gap analysis, the University of New Brunswick and Humber conducted a “course-by-course analysis” in order to grant baccalaureate-level transfer credits for qualifying nursing, natural science and general education courses offered as part of a diploma program. Each decision follows the process and criteria outlined in Appendix G.

The potential block transfer of breadth credits is detailed below and summarized in Appendix F.

3. Identifying the Learning Outcomes Gaps between Related Diploma Program and the Baccalaureate in Nursing:

In general, the learning outcome gap analyses consistently found several significant differences between degree and diploma curricula. These differences typically reflect the nature and depth of baccalaureate and diploma study. Also, they have been validated with faculty who teach both at the diploma and degree level. These frequently identified significant differences have been found to be:

- the richness of understanding of the theoretical models used to contextualize;
- the rigour of research thinking and methodology;
- the level of analysis including the appropriate selection and application of relevant theoretical frameworks, rigour and comprehensiveness of research, understanding of statistical evidence and clarity of presentation; and
- the strength and sustainability of oral and written argumentation.

Following this established practice, the Nursing Baccalaureate program and course learning outcomes and breadth content were compared to the Practical Nursing Diploma.

The program level learning outcomes gap analysis is presented in total in Appendix D.

With respect to the nursing courses, the eight column chart lists:

- a) the BN nursing courses in column one;
- b) the comparative learning outcomes for the related RPN diploma courses in column 2;
- c) a summary of the depth and breadth of overlapping content using Bloom’s cognitive domain taxonomy as a reference point for the analysis in column 3;
- d) a summary of the gap between the courses column 4;
- e) the planned method of bridging and mastering the learning gaps in column 5;
- f) a comparative analysis of the standards of practice which regulate both RN’s and RPN’s in column 6;
- g) a summary of the gap pertaining to the standards of practice; and
- h) the planned method of bridging and mastering the standards of practice gaps.

With respect to the natural science, social science and humanities (breadth) courses, the 5 column chart in appendix D lists:

- a) the BN natural science and social science/humanities courses in column one;
- b) the comparative learning outcomes for the related RPN diploma courses in column 2;
- c) a summary of the depth and breadth of overlapping content using Bloom’s cognitive domain taxonomy as a reference point for the analysis in column 3;
- d) a summary of the gap between the courses column 4;
- e) the planned method of bridging and mastering the learning gaps in column 5;

4. Gaps Addressed:

The prior section summarized four typical differences in the nature and depth of degree and diploma study. Diploma- to-degree bridging courses address these differences by:

- ‘filling’ the skills and knowledge gaps;
- require students to demonstrate ‘mastery’ of academic and professional skills and knowledge at the level of the degree classes into which they will transfer; and
- hold on to file samples of evaluated student work for the purpose of ongoing program evaluation and external review.

i) **Bridging the Learning Outcomes Gaps between the Diploma and the Degree**

Drawing from Appendix D and a detailed analysis of the outcomes gaps between the Practical Nursing Diploma courses and the first two years of the BN degree courses (attached as Appendix C), the development team clustered the learning outcomes gaps to determine which content areas needed to be addressed. These were then analyzed for depth and breadth of subject matter. These are summarized under the heading of the course titles included in this submission. The gap clusters are:

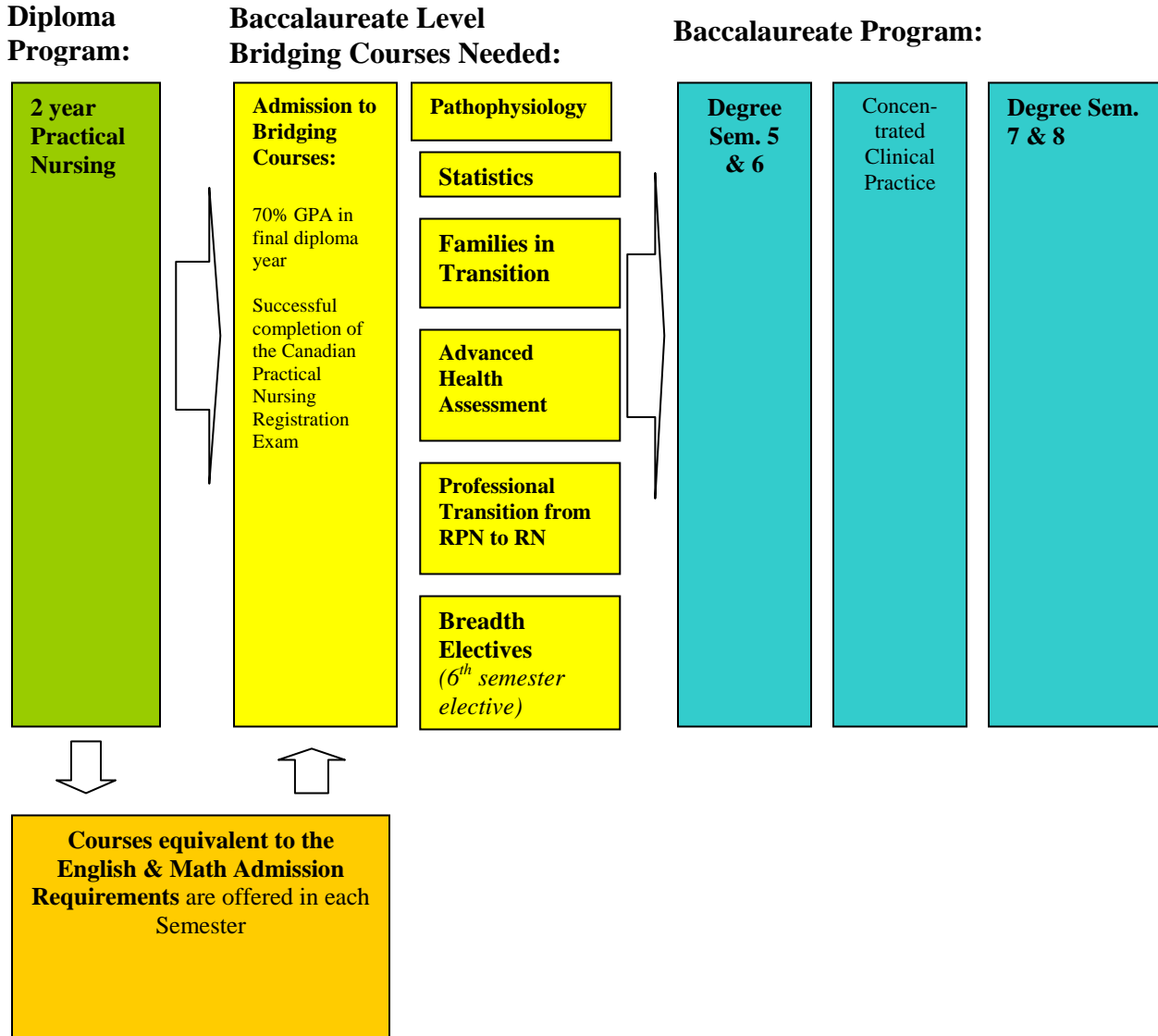
Pathophysiology – 60 hours
Advanced Health Assessment – 60 hours (both class and clinical simulation)
Statistics – 45 hours
Families in Transition – 45 hours
Professional Transition from RPN to RN - 60 hours
Breadth Elective – 45 hours

Note about Breadth: In keeping with the initial PEQAB program submission and approval, the courses in pathophysiology, statistics and the free breadth electives will bridge the breadth requirements for this degree. In addition, many of the nursing courses provide opportunities for students to study the society and culture in which they live from a broader perspective. Therefore, as per the BN program application and approval, *the Families in Transition* course will also address the differences in breadth between the psychology course offered in the BN program and the one offered in the PN program.

The bridging model is presented in diagrammatic form in the Illustration below.

Illustration

Bridging from the 2 Year Practical Nursing Diploma into the 3rd Year of the Baccalaureate in Nursing



The Bachelor of Nursing program was proposed and approved for delivery at Humber by Humber faculty. Humber provides all of the necessary teaching and learning classrooms and labs, study space, library resources, software, and clinical-placement resources critical to its quality and success. These resources are being put in place on schedule and as required. Students in the bridging courses will have access to all of the required baccalaureate-level learning resources.

As noted in the introduction, we are confident that our research, planning, consultation and experience assure us that this program will effectively prepare transfer students to integrate successfully into the baccalaureate program and typically progress at an average or above-average rate. However, student success data will be collected and the transfer student progress will be tracked. Wherever the review process identifies weaknesses in the program or its policies, changes will be proposed and implemented.

5. Structural Guidelines and Policies Governing the RPN to BN Bridging Program:

5.1 Admissions to the Bridging Courses:

- Completion of a qualifying Practical Nursing program with a final year GPA of 70%
- Successful completion of the Canadian Practical Nursing Registration Exam

5.2 Grading:

- Grading will reflect baccalaureate-level ability, knowledge, communications skills and standards of practice

5.3 Faculty:

- Faculty will have taught courses at the degree level and have met the UNB's requirements for baccalaureate teaching.

5.4 Curriculum:

- All course outlines are included in Appendix E.

5.5 Credit Transfer:

- For degree transfer, diploma breadth credits must be earned at 70% and meet the college's breadth criteria (Appendix G)
- A block transfer of credits towards entry to the third year of the BN baccalaureate program will be assigned upon successful completion of the RPN to BN pre-requisite courses.

5.6 Program Review and Quality Assurance:

- All programs are reviewed informally each year and formally assessed, both internally and externally. The review cycles are determined by the

program review requirements at both UNB and Humber. The review cycles for the BN program are determined by the Canadian Association of Schools of Nursing and the Nurses Association of New Brunswick.

- The *formal internal review* includes a report, including strengths, weaknesses and recommendations, which will be addressed by the Deans and/or their designates at both the University of New Brunswick and Humber.

6. Summary and Recommendation:

This proposal recommends the approval of this baccalaureate-level bridging courses through which qualifying related diploma graduates can develop the additional skills and knowledge to confidently enter baccalaureate studies. These bridging courses permit the granting of a maximum justifiable number of baccalaureate credits for qualifying related diploma studies and demand a minimum justifiable time to degree completion. They incorporate a plan of credit transfer and baccalaureate course completion to meet the degree program's breadth requirements. The admission requirement of a professional portfolio evaluated by competent professionals assures the technical ability of students to enter the degree program at the proposed level; sample copies will be held on file to provide evidence of admission standards. Students are required to demonstrate baccalaureate-level skill and knowledge at the point of degree program entry.

APPENDIX A

Relevant UNB Academic Policies and Regulations

The approved policies below are drawn from UNB's General Admission Requirements. Of particular significance to this application is section E.

I. ADMISSION FOR THE ACADEMIC YEAR 2008-2009

A. General Information

Applicants may obtain information or application forms from the Admissions Office, University of New Brunswick, P.O. Box 4400, Fredericton, N.B. E3B 5A3 (call (506) 453-4865, or fax (506) 453-5016), or the Admissions Office, UNB Saint John, P.O. Box 5050, Saint John, NB E2L 4L5, (call (506) 648-5670, or fax (506) 648-5691).

Applicants are also encouraged to consult UNB's Home Page on the Internet (<http://www.unb.ca>) for up-to-date developments, including an on-line application.

A student applying for entrance to the University of New Brunswick (UNB) must complete an application form and forward it to the Admissions Office together with the application processing fee of \$45. A non-refundable tuition confirmation deposit of \$100 is required from all applicants after they have been accepted.

The final date for application, including required supporting documentation, for the 2008-2009 session is 31 March 2008 (31 January for BEd programs). Applications received after that date may be considered, provided that space is available, but late applicants are cautioned that their applications will not be processed until the earlier applications are dealt with, and that they may not necessarily be accepted for the campus or Faculty of their choice. This closing date does not apply to applications for Graduate Studies. It is recommended that applications for programs with enrollment limits, i.e. Bachelor of Education, Bachelor of Nursing, Bachelor of Science in Kinesiology, and Bachelor of Recreation and Sports Studies programs be submitted early.

Meeting the minimum requirements does not guarantee admission to any program.

It is strongly recommended that applications for programs with enrollment limits, i.e. Bachelor of Education, Bachelor of Nursing, Bachelor of Science in Kinesiology, Bachelor of Recreation and Sports Studies, and Bachelor of Philosophy in Interdisciplinary Studies programs be submitted early.

Applicants for University scholarships must complete the Scholarships Section of the application.

Given the lead time required for processing of visas, international students are encouraged to apply early; UNB expedites the processing of such applications, which includes offering to fax acceptances and rendering early decisions as soon as applications become complete. Offers of admission can be made throughout the year, until such time as competitions are declared closed.

Students will normally follow the regulations in the Calendar for the year of their admission.

The University reserves the right to refuse admission.

B. Non Public-Schooled Applicants

Applicants in this category may have been home-schooled or may have attended a private school that does not follow a regular provincial curriculum. These applicants must provide the following:

A complete Application for Admission form with the application processing fee.

A letter identifying the applicant's "non public-schooled" status, and if possible, a transcript detailing grade 11 and grade 12 courses. Course outlines, syllabi, evaluation criteria, and a list of resource materials should be provided for each course.

Evidence of a minimum score of 1100 in the SAT 1.

For programs requiring specific grades in particular courses, evidence of achievement can be provided as follows:

Complete a SAT 2 test in required courses and achieve a minimum of 550 out of 800, or

Complete the Grade 12 Adult High School Certification Provincial exam for that subject and achieve the grade specified in the program pre-requisite (e.g. a minimum grade of 60% is required in English 122 for admission to the Faculty of Arts), or

Achieve a minimum grade of 4 in an approved Advanced Placement (AP) course.

Submit evidence of achievement as outlined above by having official documents (transcripts/statements of results) sent directly from the testing agency to the Admissions Office. Documents will not be accepted sent directly from applicants.

C. Mature Applicants

Canadian citizens and permanent residents who do not meet the usual entrance requirements and who are 21 years of age or older by the session for which acceptance is sought may be considered for admission. In addition to the documentation normally requested, such applicants are encouraged to submit a letter indicating why they feel they are likely to profit from a university education.

Normally admission to an undergraduate program will be assessed after a mature applicant has completed UNB courses on a part-time basis approved for the purpose; high school graduates, adult high school diploma recipients, and holders of high school equivalency certificates (GED) may be exempted from this requirement. Since some Faculties specifically require certain courses in Mathematics and Science, qualifying course work may also be required; proof of successful completion in the specified course, as offered by the N.B. Department of Post-Secondary Education & Training and/or the NBCC network, is acceptable. All applicants should consult the Registrar's Office before registering.

Applicants who have attended another college or university but who have been away from formal education for a minimum of five years may make application under this regulation. However, clear evidence of ability to handle university-level studies, or of extenuating circumstances, will be required. In select cases, qualifying course work may not be required.

D. Academic Probation for Transfer Students

When students transferring from another Faculty, University, or post-secondary institution are admitted on Academic Probation, that placement on Academic Probation will be considered to be the one allowable placement under these regulations.

E. Admission from Community College

Graduates from Community College Programs and students who have successfully completed study in community college programs should request that official transcripts of their work be forwarded to the Registrar's Office.

Such transcripts will be considered for transfer credit provided that: the courses being considered for credit satisfy the program requirements at the University of New Brunswick; the courses being considered meet the standard of grade required within the program at the University of New Brunswick.

F. Admission with Advanced Standing

The University of New Brunswick welcomes and encourages applications from International Baccalaureate students. UNB offers transfer credits for successfully completed Higher Level courses (with a minimum grade of 5, 6 or 7) in English, French, History, Economics, Math, Chemistry, Biology and Physics.

Credit may be given for appropriate courses if an applicant has completed at least one full year of CEGEP. Normally, a minimum mark of 65% will be required in each subject for which credit is sought.

Applicants from overseas who already possess entrance requirements as stated on GCE 'O' level or its equivalent may be considered for transfer credit, for appropriate courses in the program they propose to enter, on the basis of GCE 'A' level passes with at least a minimum grade of 'C'.

Applicants that have written AP exams may be eligible for advance credit. Minimum grade requirements and specific transfer courses will depend upon the particular AP course and program applied for. Applicants should have official results forwarded to the Admissions Office for assessment.

An admitted applicant who has taken recognized OAC credits may be considered for transfer credit in appropriate courses. Normally a mark of 65% will be required in each subject for which credit is sought. In some subjects a higher grade may be required.

The maximum amount of transfer credit which may be allowed will not be more than the normal number of credit hours in first year of the program to which the student is admitted.

G. International Applicants

For applicants from Great Britain and countries with GCE equivalent examinations, GCE "O" level at "B" or grade three level in English, Mathematics, and four academic options is required.

Applicants from other countries should consult the UNB web <http://www.unb.ca/prospective/international/> page for detailed admission requirements that can differ between countries.

International students and landed immigrants whose native language is not English must submit the results of an English language proficiency test: TOEFL, MELAB (Michigan Test), and IELTS (University of Cambridge) and CAEL (Canadian Academic English Language Assessment) have been approved for this purpose. This requirement may be waived in cases where the applicant has been in Canada for three or more years. In all cases, the University reserves the right to require proof of language proficiency before permission will be granted to register in academic courses.

APPENDIX B

Registered Practical Nursing Diploma

This program provides the skills and knowledge necessary to become a registered practical nurse. Humber's health sciences and bioscience laboratories offer students a chance to continually practice and enhance their skills. Direct clinical practice and simulated laboratory experiences occur throughout the program. Successful completion of this program allows the student to write the Canadian Practical Nurse Registration Examination (CPNRE) in Ontario. The Practical Nursing diploma program is approved by the College of Nurses of Ontario. In 2004, Humber's Practical Nursing diploma program achieved the maximum approval term of five years from the College of Nurses of Ontario.

Graduates find positions in various health-care settings: long-term care, rehabilitation services, complex care, acute care, obstetrics, community services, and psychiatry.

The Vocational Learning Outcomes

The registered practical nursing diploma at Humber is comprised of the following courses:

NURS	160	Practical Nursing Theory 1
	161	Practical Nursing Practice 1
	162	Practical Nursing Health Assessment
	260	Practical Nursing Theory 2
	261	Practical Nursing Practice 2
	263	Practical Nursing Pharmacotherapeutics 1
	360	Practical Nursing Theory 3
	361	Practical Nursing Practice 3
	363	Practical Nursing Pharmacotherapeutics 2
	364	Ethical Issues in Nursing Practice
	365	Legal and Professional Issues
	466	Practical Nursing Theory 4
	460	Practical Nursing Leadership
	461	Practical Nursing Practice 4
	561/571	Practical Nursing Practice 5
BIOS	101	Human Anatomy and Physiology 1
	211	Human Anatomy and Physiology 2
Psych	101	Introduction to Psychology
Lang	101	Writing Skills for Health Sciences
Psych	002	Developmental Psychology
Soci	002	Introduction to Sociology

The course outlines for these courses are on file and available upon request.

Generic Skills Standard

All graduates of college programs must have achieved the thirteen generic skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.

The Generic Skills Learning Outcomes

1. The graduate has reliably demonstrated the ability to

communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.

Explanation

Communicating in a clear, concise, and correct manner requires producing the written, spoken or visual material that best suits the situation. Graduates will have developed their ability to analyze their audiences to identify what is required and to match those needs with the means that is most appropriate. They will have produced material according to the style and conventions required, and they will have checked their products for accuracy and clarity. Finally, graduates will have used the tools available to them to create and correct their written, spoken, and visual messages.

Elements of the Performance

- Plan and organize communications according to the purpose and audiences
- Choose the format (e.g., memo, illustration, video, multimedia presentation, diagram) appropriate to the purpose
- Incorporate the content that is meaningful and necessary
- Produce material that conforms to the conventions of the chosen format
- Use language and style suitable to the audience and purpose
- Ensure that the material is free from mechanical errors
- Use the computer technology that will enhance the production of materials
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

2. The graduate has reliably demonstrated the ability to

reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.

Explanation

Responding to messages from many sources requires the ability to receive and to comprehend what has been received. One way to demonstrate that comprehension is to reframe, or restate in other forms, the original message. This requires graduates to have developed the skills to read, listen to, and observe messages contained within narrative and visual forms. It also requires the ability to construct unique narrative and visual representations that are consistent with the original messages.

Elements of the Performance

- Develop and use strategies to read, listen, and observe effectively
- Clarify what has been read, heard, and observed
- Reproduce original information in other formats (e.g., written and spoken summaries; tables, figures, charts, diagrams, maps, drawings, photographs, and computer-generated graphics; terms represented by numbers; and values represented by letters or signs)
- Use technology, where appropriate, to aid in reframing
- Evaluate the representation for consistency of meaning with the original
- Acknowledge the use of material from other sources according to the conventions of the medium used

3. The graduate has reliably demonstrated the ability to

apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.

Explanation

Using mathematics effectively in everyday situations requires the ability to apply a wide variety of mathematical skills accurately. Graduates will have demonstrated their ability to apply the concepts of number and space to situations which include quantities, magnitudes, measurements, and ratios. They will have developed their ability to identify the need for mathematics, to apply mathematical techniques (concepts, conventions, strategies, and operations) and to check the results of their applications. This will require graduates to be flexible and creative and to be confident in their mathematical skills and abilities.

Elements of the Performance

- Recognize situations that require mathematics
- Assess potential mathematical strategies (including models, geometric representations or formulas, elementary algebraic equations, descriptive statistical methods, and mathematical reasoning) for suitability and effectiveness
- Decide on the degree of accuracy required for answers
- Estimate probable answers
- Execute mathematical operations necessary to implement selected strategies
- Use calculators or appropriate technological tools to perform mathematical operations accurately
- Check for errors in numerical answers and the appropriate fit between problems and answers
- Express answers clearly
- Transfer the use of mathematical strategies from one situation to another

4. The graduate has reliably demonstrated the ability to

use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.

Explanation

Using computers and other technologies as tools to increase productivity and to enhance tasks requires graduates to have the confidence and ability to use the tools well. Graduates will have demonstrated the ability to recognize when computers and other technologies contribute to completing tasks, solving problems, performing research, and creating products. They will use the technological tool most appropriate to the task and use it accurately. Finally, they will have gained confidence in continuing to learn about and cope with new technologies in the future.

Elements of the Performance

- Use basic operating system functions competently (e.g., load software, store, and retrieve data)
- Determine which tasks can best be handled by computers and other technology
- Select suitable software, equipment, and tools for the task
- Use the software, equipment, and tools effectively, correctly, and ethically
- Deal with equipment and software problems and errors in a logical and systematic manner
- Transfer concepts, knowledge, and skills from one technology to another
- Evaluate one's own use of hardware, software, and technological tools

5. The graduate has reliably demonstrated the ability to

interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Explanation

Working in teams or groups in either a work or personal context requires the ability to assume responsibility for collective duties and decisions. It also requires interacting effectively with the members of the group. Therefore, in achieving this outcome, graduates will have demonstrated their ability to understand and complete the various tasks required of them as group members. They will also have demonstrated their ability to understand and respond to others.

Elements of the Performance

- Identify the tasks to be completed
- Establish strategies to accomplish the tasks
- Identify roles for members of the team/group
- Clarify one's own roles and fulfill them in a timely fashion
- Treat other members of the group equitably and fairly
- Contribute one's own ideas, opinions, and information while demonstrating respect for those of others
- Employ techniques intended to bring about the resolution of any conflicts

- Regularly assess the group's progress and interactions and make adjustments when necessary

6. The graduate has reliably demonstrated the ability to

evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.

Explanation

Solving a range of complex problems and dealing with a variety of tasks require the thinking skills and strategies that will allow graduates to identify what has to be done and to select and implement the most suitable approach. In applying thinking skills and strategies, graduates will have understood the limits as well as the potential of their own thought processes. As well, in attempting various strategies, they will have explored styles of thinking that may be new to them. This will allow graduates to understand the way they think and how they approach decisions and problems.

Elements of the Performance

- Clarify the nature and extent of problems or required directions
- Explore various thinking skills and strategies that could be used
- Identify limits as well as the potential of one's own thought processes
- Choose and apply thinking skills and strategies (e.g., inductive and deductive thinking; creative and intuitive thinking; inquiry; critical thinking; and reflection)
- Evaluate results of the thinking skills and strategies used in problem solving and decision making
- Appreciate the benefits of the use of alternative types of thinking

7. The graduate has reliably demonstrated the ability to

collect, analyze, and organize relevant and necessary information from a variety of sources.

Explanation

Making decisions and completing tasks often requires information that can be used as support. Graduates, therefore, must be able to access current, relevant, and useful information and to organize that information in understandable ways. In achieving this outcome, graduates will have developed and used strategies to locate and gather a wide range of information, most particularly through technological means. They will have learned how to select pertinent information and to sort it so that it can be displayed in useful formats like databases and spreadsheets. This information can then be used to support decisions and to assist in the completion of tasks.

Elements of the Performance

- Identify the nature of the information required
- Investigate sources of information (including people, text, databases, and the Internet)

- Gather information from the most appropriate sources using various data collection techniques, including technology
- Examine the information and select what is relevant, important, and useful
- Employ a variety of techniques to organize the information (e.g., spreadsheets, databases, graphs, and charts)
- Draw conclusions about how the information can be used
- Evaluate the processes used
- Cite sources according to the conventions of the medium used

8. The graduate has reliably demonstrated the ability to

evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.

Explanation

With the wealth of numerical and non-numerical information available, graduates must be able to interpret, understand, and draw conclusions about what others have produced. Graduates will have used their mathematical abilities to question the validity of statistics and other numerical claims. Graduates also will have used their language and critical thinking skills to analyze the assumptions and evidence that others use to support more qualitative arguments and conclusions. As a result, graduates will have developed the ability to question and make decisions about what they read, hear, and observe.

Elements of the Performance

- Identify conclusions and claims made by others
- Detect any fallacies, biases, misrepresentations, and assumptions and judge their relevance to supporting arguments
- Check for accuracy and credibility of claims or arguments
- Be prepared to defend acceptance or rejection of claims or arguments

9. The graduate has reliably demonstrated the ability to

create innovative strategies and/or products that meet identified needs.

Explanation

Creating strategies and products that are original and innovative will require graduates to develop their creative thinking skills to find alternative ways to address situations. Graduates will have developed the confidence to use old information in new ways; to see unique relationships; and to practice the lateral, divergent, and intuitive thinking that will yield new approaches.

Elements of the Performance

- Analyze needs
- Generate creative ideas for strategies and products that will meet needs
- Choose alternatives to pursue based on needs and criteria of projects/plans
- Create strategies/products
- Evaluate strategies/products according to meeting needs

10. The graduate has reliably demonstrated the ability to

manage the use of time and other resources to attain personal and/or project-related goals.

Explanation

Achieving task-related goals in their personal and professional lives requires graduates to use their time, money, space, and other, often limited, resources as efficiently as possible. Graduates will have developed their ability to plan and predict ways of achieving goals. They will have developed and used tools intended to assist in the process. Finally, they will have attempted to follow their plans and use the tools, assessing regularly how realistic the goals, plans, and processes are and adapting when it is necessary.

Elements of the Performance

- Define reasonable and realistic goals
- Use planning tools (e.g., budgets and schedules) to achieve goals
- Monitor the process and goals and respond to changes
- Use resources (e.g., money, space, and time) efficiently to accomplish tasks
- Re-evaluate goals and the use of resources and make appropriate adjustments

11. The graduate has reliably demonstrated the ability to

take responsibility for her or his own actions and decisions.

Explanation

Making decisions, taking positions, and completing tasks require graduates to be accountable for actions taken and to defend their convictions. Graduates will have demonstrated their ability to evaluate what they do and why they do it. They will have taken into consideration their individual values, beliefs, and opinions and the effects these have on their actions. Not only will graduates be able to justify their decisions, they will be able to advocate positively on behalf of themselves.

Elements of the Performance

- Review the results of one's actions and decisions
- Reflect on the processes and practices used
- Identify any errors and make corrections
- Identify successes for adaptation to other situations

- Account for how one's own values and beliefs affect actions and decisions
- Evaluate and act upon constructive feedback
- Be prepared to defend decisions made and actions taken

12. The graduate has reliably demonstrated the ability to

adapt to new situations and demands by applying and/or updating her or his knowledge and skills.

Explanation

Transferring skills from one context to another enables graduates to be lifelong learners. Graduates will have developed the confidence to know that their current skills are applicable to a range of changing, novel, and unexpected situations. They will have demonstrated their ability to reflect on what they can do, match those skills to the new demands, and apply previous skills or develop the additional ones that will make them as effective in the new situations.

Elements of the Performance

- Assess current skills, knowledge, and learning styles
- Identify skills and knowledge required for new situations
- Adapt current skills and knowledge to new situations
- Identify new skills and knowledge required
- Choose the most appropriate learning and working styles to acquire new skills and knowledge
- Evaluate success of the processes and actual adaptations

13. The graduate has reliably demonstrated the ability to

represent her or his skills, knowledge, and experience realistically for personal and employment purposes.

Explanation

Preparing for changes in their personal and professional lives requires graduates to assess and present their accomplishments and abilities. In achieving this outcome, graduates will have developed their ability to reflect on what they have done and learned. They will also have summarized their abilities in ways that are attractive and useful to potential recipients. These ways may include portfolios and resumes. Finally, graduates will have developed the skills to present themselves and their accomplishments personally and with confidence.

Elements of the Performance

- Summarize one's own skills, knowledge, and experience realistically
- Choose formats (e.g., resume, portfolio, and interview) which best display skills, knowledge, and experiences according to the situations
- Evaluate responses to the representations and make any adjustments

General Education Standard

All graduates of college programs must have met the general education requirement described on the following pages, in addition to achieving the vocational and generic skills learning outcomes.

The General Education Requirement

The general education requirement shall be met consistent with the following guiding principles:

1. General education in the colleges shall identify and deal with issues of societal concern in a manner relevant to the lives of students. General education courses shall be structured in such a way as to guide students through the historical context of such issues, their theoretical bases, and application to contemporary life.
2. All general education courses offered in the colleges shall be designed to provide benefits to one or more of the three areas: learners' personal growth and enrichment, informed citizenship, and working life.
3. An essential component of the mission of Ontario's colleges is the encouragement and support of continuous learning. This commitment to lifelong learning shall be reflected in each of the general education courses offered in the colleges.

General education appropriate for Ontario colleges is defined as those postsecondary learning experiences that enable learners to meet more effectively the societal challenges which they face in their community, family, and working life. General education in the colleges provides learners with insight into the enduring nature of the issues being addressed and into their particular relevance to today and the future. It is intended to encourage and support continuous learning. It is delivered as discrete courses which are designed to address one or more of the following goals and associated broad objectives established for general education:

Goals and Broad Objectives

1. Aesthetic Appreciation

understand beauty, form, taste, and the role of the arts in society

Broad Objectives

- develop critical awareness of the arts in society
- perceive and evaluate the role of the arts
- heighten critical appreciation through development and application of personal and formal judgment factors

2. Civic Life

understand the meaning of freedoms, rights, and participation in community and public life

Broad Objectives

- develop knowledge of the structure and function of governments in Canada: legislative, judicial, and administrative arms; roles of elected officials and public servants; and a personal awareness of citizen responsibility
- develop historical understanding of major issues affecting Canadian politics and a critical awareness of related public policy
- develop awareness of international issues and their effects, and the place of Canada in international communities
- develop awareness of the history, significance, and organization of the voluntary sector in community life

3. Cultural Understanding

understand the cultural, social, ethnic, and linguistic diversity of Canada and the world

Broad Objectives

- develop an understanding of cultural identity by linking personal history to broader cultural study
- develop an understanding of the diversity of cultures and subcultures represented in Canadian society and of their interactions within the Canadian society
- develop intercultural understanding through reasoned reflection on various cultures' responses to universal human issues

4. Personal Development

gain greater self-awareness, intellectual growth, well-being, and understanding of others

Broad Objectives

- consider one's expectations and values and analyze their impact on personal goals
- apply an understanding of the individual and human development to personal life and relationships
- integrate the concept of well-being into one's lifestyle
- understand oneself as a learner and articulate one's own learning style

5. Social Understanding

understand relationships among individuals and society

Broad Objectives

- develop informed understanding of social organization and institutions and of ongoing issues in relationships between individuals, groups, and societies

- develop informed understanding of social trends, social change, and social problems and of implications for social and personal response
- develop informed understanding of contemporary social problems and issues

6. Understanding Science

appreciate the contribution of science to the development of civilization, human understanding, and potential

Broad Objectives

- develop an understanding of the history, philosophy, contributions, perspectives, and limitations of the sciences
- develop an understanding of the scientific method and its uses in measuring quantifiable entities and confirming laws of nature

7. Understanding Technology

understand the interrelationship between the development and use of technology and society and the ecosystem

Broad Objectives

- relate implications of current transformations in technological knowledge and development to our physical and biological world
- develop awareness of ethical positions on enduring issues regarding the place of the human species in the physical and biological world

8. Work and the Economy

understand the meaning, history, and organization of work; and working life challenges to the individual and society

Broad Objectives

- set personal expectations for efficiency, effectiveness, ethics, and rewards and reconcile them with the changing work environment
- apply knowledge of the organization and structure of work, its institutions, and history; and of social and cultural attitudes to work
- develop an understanding of the changing nature of work and the economy

APPENDIX C

B.N. – 1st Two Years of Study

The University of New Brunswick and the Humber College Institute of Technology and Advanced Learning, offer the collaborative Bachelor of Nursing program. The program focuses on caring and primary health care. Its major emphases are on the concepts and theories for understanding human responses in health and illness situations. It also provides graduates with transferable skills including critical thinking, problem solving and effective communication.

The program is known for its strong clinical focus and the fact that, in Ontario, all four years are delivered at the Humber north campus. Beginning in the first year, and in every year of the program, students gain hands-on, practical experience in the finest hospitals and community health agencies in the Greater Toronto area.

The first two years of the Bachelor of Nursing program are comprised of the following courses:

NRS. 101 -Nursing as a Profession
NRS. 103 -Professional Relationships
NRS. 123 -Clinical Practicum: Nursing and Wellness
NRS. 125 -Nursing and Wellness
NRS. 204 -Health Assessment
NRS. 206 -Concentrated Clinical Practice 1-
NRS. 212 -Pharmacotherapeutics
NRS. 213 -Chronic Health Challenges
NRS. 214 -Mental Health Challenges
NRS. 215 -Clinical Practicum 2
NRS. 217 -Young Families' Health
NRS. 218 -Clinical Practicum: Young Families' Health
NRS 306 Concentrated Clinical Practice 2
BIOL 171 -Anatomy and Physiology 1
BIOL 271 -Anatomy and Physiology 2
BIOL 250 -Pathophysiology 1
BIOL 251 -Pathophysiology 2

PSYC 400 -Psychology - An Introduction

COMM 410 -Fundamentals of Clear Writing
OR
ENGL 401 -Trauma and Memory in Literature

PSYC 402 -Developmental Psychology
OR
SOC 400 – Sociology of Health
OR
SOC 450 – City Life: 702

All of the NRS and BIOL outlines are on file and available upon request. More information concerning the remaining outlines in Sociology, Psychology, and Language and Communications and Soc is available in Appendix E of this submission.

APPENDIX D

Gap Analysis

Comparisons of Nursing Degree (1st Two Years) and RPN Diploma

Each course in the first two years of the BN and all of the courses in the PN program were reviewed in detail. The learning outcomes in each program were scrutinized for levels of intellectual behaviour according to Bloom's Taxonomy. The curriculum topic content was matched between the two programs.

Of the six levels from simple to complex in the Bloom's cognitive domain (knowledge, comprehension, application, analysis, synthesis and evaluation) both the first two years of the BN program and PN program utilized statements to measure knowledge, comprehension and application with the addition of evaluation in the clinical courses. The NRS 204 (BN) also includes outcomes in the analysis category. The difference between NRS 204 and NURS 162 will be bridged by the *Advanced Health Assessment* course offered in the set of bridging courses.

The UNB curriculum uses the theoretical framework of: knowing, being and doing and introduces nursing theories and concepts of a caring curriculum in the first year. The Practical Nursing Program is based on the metaparadigm of person, health, nursing and the environment (integrated into all four years of the UNB curricula) and Roy's Adaptation Model of Nursing. The *Professional Transitions* course will address the gaps found between these two frameworks.

Other gaps were identified in the comparison of the depth of study in pathophysiology and the focus of family as a unit of care. Consequently, the bridging courses include an additional pathophysiology course and a new course entitled *Families in Transition*. In addition, since the RPN students do not take a statistics course, this was added to the bridge.

Furthermore, in order to ensure that the students complete sufficient breadth courses at the degree level, a breadth elective was also included in the bridging cluster of courses.

The Standards of Practice for Nursing are the same for both programs in Ontario. A review of the nursing competencies reveals that the PN program curriculum does not include a review of the health care system at the international level, nor does it include provision of care to communities and populations. These gaps will be addressed in the bridging program course, *Professional Transitions*. Also addressed in the *Professional Transitions* course will be the competency of the critical inquiry process.

SCHOOL OF HEALTH SCIENCES
RPN TO BN BRIDGING COURSES – GAP ANALYSIS

Course Outline BN	Course Outline PN	Outcomes Levelling Blooms Taxonomy	Gap	Bridge	Standards/ Competencies	Gap	Bridge
Nursing Courses							
NRS. 101	NURS 160 NURS 364 NURS 365 NURS 260	K C App BN & PN	. Being Knowing Doing . Scholarly Writing	. Philosophy 45 hours . Professional Transition 60 hours	The PN curriculum reflects the six CNO Standards of Practice which regulate the practice of both RN's and RPN's and the three delegated to nursing to nursing by the RHPA	Structure of the Health core system at the: international & national level. Provision of care to communities and populations	Professional Transitions
NRS 103	NURS 160 NURS 161	K C App BN & PN	None		PN Critical Thinking	Expand the meaning of critical thinking to reflect application of the critical inquiry process	Professional Transitions
NRS 123	NURS 261	K C App BN & PN	Adolescent Placement	Families in Transition 45 hours	BN Critical Thinking		

Blooms Taxonomy: K = Knowledge C = Comprehension App = Application An = Analysis S = Synthesis E = Evaluation

Course Outline BN	Course Outline PN	Outcomes Levelling Blooms Taxonomy	Gap	Bridge	Standards/ Competencies	Gap	Bridge
Nursing Courses							
NRS 204	NURS 162	KC App BN & PN An.BN	Critical Analysis & more in-depth child & adolescent	Health Assessment 60 hours			
NRS 206	NURS 161, 261, 361, 263, 363	K C App E BN & PN	None				
NRS 212	NURS 263, 363	K C App BN & PN	None				
NRS 213	NURS 160, 260, 360	KC App BN & PN	None				
NRS 214	NURS 260, 261, 316, 461, 561/571	K C App E BN & PN	Assist. Program	Assist Program			
Nursing Courses							
NRS 215	NURS 161, 261, 361, 461, 561/571, 263, 363	K C App E BN & PN	None	None			
NRS 217	NURS 260, 360,	K C App E BN Some PN	Young Families Theory	Families in Transition 45 hours			
NRS 218			Young Families	Families in Transition			
NRS 306	NURS 261, 361, 364, 365, 561/571	K C App E BN & PN					

Course Outline BN	Course Outline PN	Outcomes Levelling Blooms Taxonomy	Gap	Bridge	Standards/ Competencies	Gap	Bridge
Natural Sciences							
BIOL 171	BIOS 101 BIOS 211	K C App BN & PN	Depth of knowledge particularly in the nervous system	Review of selected outcomes in A&P in Pathophysiology course 60 hours			
BIOL 271	BIOS 101 BIOS 211	K C App BN & PN					
BIOL 250	NURS 260 NURS 360	K C App BN & PN	Depth of knowledge particularly in the nervous system	Pathophysiology course			
BIOL 251	NURS 260 NURS 360	K C App BN & PN					
Social Sciences							
PSYC 400	PSYC 001	K C App BN & PN	Difference in depth and breadth between PSYC 001 and PSYC 400	Families in transition			
COMM 410 OR ENGL	LANG 101	K C App An BN & PN	Scholarly Writing	. Philosophy . Professional Transitions			

Course Outline BN	Course Outline PN	Outcomes Levelling Blooms Taxonomy	Gap	Bridge	Standards/ Competencies	Gap	Bridge
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PSYC 402	PSYC 002	K C App BN & PN	Difference in depth and breadth between PSYC 002 and PSYC 402	Families in Transition			
SOCI 400 OR SOCI 450	SOCI 002	K C App Ann BN & PN	Difference in depth and breadth between SOCI 002 and SOCI 450	Philosophy			

APPENDIX E
Academic Course Schedule and Course Outlines

6.4.2 Academic Course Schedule for Students Completing the Pre-requisite Courses

Year and Semester	Diploma to Degree Pre-requisite Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Bridging Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
BRIDGING COURSES							
	Pathophysiology		4		None	Jeff Semple	Ph.D.
	Advanced Health Assessment	4			None	Pamela Richardson	Ph.D.
	Families in Transition	4			None	Joy Shewchuk	M.S.N.
	Professional Transitions	4			None	Kathleen MacMillan Rosemary Watkins Janice Thompson (guest lecture)	Ph.D. M.A. (Ed.) Ph.D.
	Statistics		3		None	See summary below	
	Breadth Elective		3		See summary of breadth electives below.	See summary of breadth electives below.	

Table: Previously Assessed Courses

Course	Type	Previously Assessed	Consent Program
Pathophysiology	DO	Yes	Two pathophysiology courses were assessed as part of the Bachelor of Nursing review
Advanced Health Assessment	DW	No	A course entitled Health Assessment was reviewed as part of the Bachelor of Nursing review. However, the proposed course is at a more refined and advanced level.
Families in Transition	DW	No	A course entitled Young Families Health (NRS 217) was reviewed as part of the Bachelor of Nursing review. The proposed course is more comprehensive and thus requires more hours of instruction.
Professional Transitions	DW	No	Elements of this course appear in a number of B.N. courses (NRS 101, Nursing as a Profession, NRS 103 Caring Relationships; NRS 125 Nursing and Wellness) This course was designed to address the personal, professional and political contexts of nursing as a discipline.
Statistics	DO	Yes	Bachelor of Nursing & Other Humber PEQAB Submissions e.g., B.A.A. Creative Advertising
Breadth elective	DO		See below

Note: The Statistics course will be taught by faculty members from the Liberal Arts and Science School. This course and associated faculty members have been reviewed and approved with the original BN degree submission. Similarly, all breadth electives offered by Humber to students registered in the UNB Humber Collaborative Program have been reviewed and approved as either part of the UNB Humber Collaborative Program or in Humber's stand-alone degree submissions as follows:

Subject Title	Type	Previously Assessed	Consent Program
Breadth Courses			
Academic Writing and Critical Reasoning	DO	Yes	B.A.B. Tourism Management
Astronomy: Discovering our Place in the Universe	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Betrayal in Contemporary Fiction	DO	Yes ²	Pilot project submission and B.N. submission
Brainstorm	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Breakthroughs in 20 th Century Science	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Business & Politics	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Canadian Studies	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
City Life	DO	Yes ²	Pilot project submissions, and B.N. submission
Communications, Technology and Culture	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
The Corporation in Society	DO	Yes	B.A.B. Human Resources Management
Desire and Discontent	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Developmental Psychology	DO	Yes	Pilot project submissions and B.N. submission
Ethics and Moral Theory	DO	Yes	B.A.T. Industrial Design, B.A.A. Creative Advertising
Film Survey and Analysis	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Foundations of Literature and Composition	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Good and Evil	DO	Yes	B.A.A. Criminology and Corrections
The Good Life: A Philosophic Investigation	DO	Yes	B.A.A. Creative Advertising
How is Society Possible? Conflict, Cooperation and Social Theory	DO	Yes	B.A.A. Creative Advertising
Human Security and World Disorder	DO	Yes ²	4 pilot project submissions, B.A.A. Creative Advertising

Subject Title	Type	Previously Assessed	Consent Program
The Influence of Mass Media on Canadian Society	DO	Yes	B.A.A. Creative Advertising
Introduction to Environmental Studies	DO	Yes	B.A.B. Human Resources Management
Introduction to Politics	DO	Yes	B.A.A. Creative Advertising
Introduction to Psychology	DO	Yes ²	Pilot project submissions and B.N. submission
Introduction to Sociology	DO	Yes ²	B.A.A. Creative Advertising
Knowing and Believing: Epistemology	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Leadership	DO	Yes	B.A.B. Tourism Management
Love Stories	DO	Yes	B.A.A. Criminology and Corrections
Money, Markets and Democracy	DO	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Person, Mind and Body: Selfish Thoughts	DO	No	Note: This course is included in the Humber B.A.B. (Accounting) submission to PEQAB (Scheduled for Fall 2008)
Philosophy of Law	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Power	DO	Yes	B.A.A. Creative Advertising
Power 2: The Question of Legitimation	DO	Yes	Pilot project submissions and B.N. submission
Research Methods	DO	Yes	B.A.B. Creative Advertising
Social Psychology	DO	Yes	B.A.A. Creative Advertising
Sociology of Consumption	DO	Yes ²	Pilot project submissions and B.N. submission
Sociology of the Everyday	DO	Yes	B.A.B. (e-Business) Consent Renewal
Sociology of Health	DO	Yes	B.N. submission
Sociology of Technology	DO	Yes	B.A.A. Creative Advertising
Theories of Beauty	DO	Yes	Pilot project submissions, B.A.A. Creative Advertising
Trauma & Memory in Literature	DO	Yes	B.N. submission

Copies of all of these outlines are on file and available upon request.

APPENDIX F

Bachelor of Nursing Breadth Requirements:

The determination of breadth is based on the original BN submission. As noted in that submission, the courses deemed to be outside the professional or main field of study, by the Nursing Faculty, are those courses taught by faculty with non-nursing backgrounds. In this application, those courses include:

1. Comm 410 Composition and Literature or Engl 401 Trauma and Memory in Literature
2. Psych 400 Psychology – An Introduction
3. Biol 171 Anatomy and Physiology 1 (linked)
4. Biol 271 Anatomy and Physiology 2 (linked)
5. Psych 402 Developmental Psychology
6. Phil 702 – Power or Soci 400 – Sociology of Health or Soci 702 – City Life
7. Biol 250 – Pathophysiology 1 (linked)
8. Stat 226 - Statistics for Students of Biological Sciences (linked)
9. Biol 251 Pathophysiology 2 (linked)
10. Biol 325 – Microbiology (linked)
11. Free Elective (Year 4, Term 1)

From this list there are 11 opportunities in the BN program to take courses that are considered by the partnering institutions to be courses which are outside the discipline, 6 of which are linked. The linked courses, taught by faculty with non-nursing backgrounds, are Statistics for Students of Biological Sciences as well as the bioscience courses, namely: Anatomy and Physiology 1, Anatomy and Physiology II, Pathophysiology I, Pathophysiology II, and Microbiology. In addition to the courses offered by the biological science faculty, Humber's liberal arts and science faculty deliver the general education (breadth) courses for this program some of which are designated or some of which are offered with limited choice. These include: Intro Psych, Developmental Psych, a Communications or English course (#1 above), a Philosophy or Sociology Course (#6 above) and a free elective (although students are also given the opportunity to choose a nursing course as an elective course). Both UNB and Humber recognize that it would be preferable to give students more choice; however, the intensity of the program and the inclusion of a high number of practicum hours impose certain timetabling restrictions on the availability of all courses including breadth courses.

In that initial submission and reviewed, it was also determined that breadth is also achieved in this program stemming from that fact that nursing is truly an interdisciplinary field of study. Many of the nursing courses provide opportunities for students to study the society and culture in which they live from a broader perspective. In these courses, the breadth content is actually imbedded in the nursing courses. In fact, the design of this collaborative nursing curriculum is such that the content of many of the actual nursing courses includes content from many disciplines outside the field thus adding breadth to these courses, while simultaneously preparing graduates to meet the requirements of the professional and regulatory bodies.

The following table summarizes the association between the courses approved as breadth in the original BN submission, the linkage between those courses and those found in the RPN and bridging courses.

Bachelor of Nursing Degree Breadth Requirements	Diploma Courses which contribute towards the criteria for approved baccalaureate level credit transfer	Additional Degree Level Breadth Requirements provided in the Bridging Course Cluster	Explanation of Breadth Credit
BIOL 171	BIOS 101 BIOS 211	Pathophysiology	Degree program breadth course
BIOL 271	BIOS 101 BOPS 211		
BIOL 250	NURS 260 NURS 360		
BIOL 251	NURS 260 NURS 360		
PSYCH 400	Psych 001	Families in Transition	Degree program breadth course
COMM 410 OR ENGL	Lang 101	Professional Transitions	Degree program breadth course
		Breadth Elective	Degree level breadth course
Degree Years 3 & 4			
BIOL 325 (Microbiology)			Degree program breadth course
Free elective (7)			Degree level breadth course

APPENDIX G

Evaluating Courses Earned in a Diploma Program for Transfer Credit to a Degree Program:

Course Name: Course #:

Course Review Checklist	Comments/Questions
1. Will the course provide breadth within the degree program the student is entering?	
2. Is the course a full-semester course? (typically credits and a minimum of 45 hours)	
3. Is the course description clear and easily understood?	
4. Are the learning outcomes clear, concise, and achievable (performance based, observable, measurable)?	
5. Is there a congruence between:	
• the course description and the learning outcomes	
• the learning outcomes and the topics covered	
• the learning outcomes and the evaluation, assignments and course activities?	
6. Does the course present underpinning theory (major theorists, principles, models), current research?	
7. Does the course include a range of perspectives, theoretical frameworks and paradigms that	
• are designed to enrich/extend students' knowledge/skills	
• develop student's fluency in interpreting meaning from multiple perspectives	
• where appropriate, are drawn from a variety of fields outside the discipline?	
• have a relationship to the world at large (e.g., to the individual, business and society at large; cultural, social, political, economic, environmental, legal, ethical, global issues) and inter-relationships with other disciplines?	
8. Is there, if appropriate, a selection of emerging topics included so that students are aware of likely future developments and/or applications in the subject as well as their potential impact?	
9. Does the course emphasize the higher levels of learning, encouraging students to reflect, apply, analyze, evaluate, synthesize, justify, communicate and problem solve?	
Are students given the opportunity to develop a range of possible approaches to the use of the theory in problem solving?	
10. Are the modes of delivery clearly identified and appropriate to achieve course outcomes?	
11. Does the course foster independent learning, research, and work habits so that graduates can keep up to date, adapt to change and develop life long learning skills?	
12. Are the texts and/or readings appropriately current and	

complex to deal with analysis of the issues?	
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Adapted from the Humber Degree Council's Course Review
Checklist for Course Developers