

**University of Windsor
Senate**

**5.5.1 Nursing (BScN) Degree Completion Program for Graduates of the Lambton College
Practical Nursing Program**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Nursing (BScN) degree completion program for Graduates of the Lambton
College Practical Nursing program be approved.**

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- This new pathway into the existing BScN program has been approved by the Faculty Council, the Provost and the Program Development Committee.
- Provost's comments: *"This is a strong articulation agreement with good benefits for the community."*
- See attached.
- [Click here](#) to link to the appendices (appendix a, appendix b, appendix c)

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INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.

A. Basic Program Information

FACULTY:	Nursing
AAU:	Nursing
Program Title:	BScN Completion for Registered Practical Nurses [RPNs]
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis) [Please note that, for general degrees, the discipline is not included on diplomas.]	Collaborative Bachelor of Science in Nursing Honours
Proposed Year of Offering [Fall 20xx]:	Fall 2015
Mode of Delivery:	Face to Face with some flexible delivery and on-line
Planned Student Enrolment (per section B.4.2)	Enrolment for RPN applicants will fluctuate with space in Collaborative BScN program and pre-determined enrolment plan with college partners. See RPN to BScN articulation agreement (draft) attached.
Normal Duration for Completion:	Three years
Will the revised program be run on a cost-recovery basis?	No.

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

Please provide a brief statement about the direction, relevance and importance of the revised program.

Describe the overall aim and intended impact of the revised program.

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

This proposed articulation agreement provides a pathway to a BScN degree for those individuals who hold an Ontario College Diploma in Practical Nursing, or equivalent from another jurisdiction, and who hold a current certificate of competence to practice as a Registered Practical Nurse in the Province of Ontario. The length of the proposed program is three (3) years of full time study.

This first articulation agreement will be with Lambton College to allow qualified applicants to enter second year of the Collaborative BScN program (at the College) and take a course of study to prepare them for entry into the third year of the accredited Collaborative Honours BScN degree program (at the University of Windsor) currently offered in partnership with Lambton College in Sarnia, St. Clair College in Windsor and St. Clair College, Chatham. Successful students will qualify to transfer to the existing collaborative BScN program at the University of Windsor at the end of year two. *St. Clair College, our other collaborative partner, is interested in pursuing a similar arrangement, but discussions are in the early stages and an agreement about enrolment has not yet been reached.

The overall aim is to offer a) seamless access to baccalaureate degree completion for qualified college diploma graduates from a practical nursing program and b) meet the continuing education needs of the locally employed RPNs by providing access to this education in our community.

This proposed program meets the University of Windsor's mission:

Enabling people to make a better world through education, scholarship, research and engagement through “the provision of opportunities for life-long learning AND meets the strategic priority of providing an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition”.

One of the goals of our Faculty of Nursing is the development of a program to meet the needs of this specific

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population of adult learners who are active members of our communities and desire access to life-long learning.

B.2 Changes to Program Content (QAF Section 2.1.4)

Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.

The curriculum is **not** changing. The collaborative program is now stable with a seven-year CASN accreditation for both the Collaborative Honours BScN degree and for the University of Windsor as the education unit. Students will enter the collaborative BScN program in Year Three on the University of Windsor site with traditional four-year students and study the same curriculum in years three and four.

Applicants will be given credit for one year of their completed Practical Nursing college diploma and be expected to complete one year at the Lambton College site - taking a combination of courses from years one and two of our collaborative program that bridge to year three.

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere.

The closest program for RPN to BScN completion is at Conestoga College in collaboration with McMaster University. RPNs who work and live in Windsor and our surrounding communities are adults with responsibilities and commitments that often do not allow them to relocate. On-line opportunities exist; however, feedback to us about totally on-line programs confirms that these types of programs do not meet the needs of all those seeking to complete a BScN. This is partially due to the individual responsibility of each student to secure their own clinical placements and preceptors to meet the degree requirements.

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MTCU section 1)

Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline

N/A - no change.

B.4 DEMAND FOR THE MODIFIED PROGRAM

[Major program changes requiring new/additional resources should be accompanied by a strong argument and clear evidence of student and market demand, and societal need.]

B.4.1 Expected Impact of the Proposed Changes to Student and Market Demand

Describe the tools and methodology used to conduct the market assessment in support of the proposed program revisions.

Provide Quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.).

External pressure, to offer a degree completion program for RPNs in our community has come from St. Clair College in Windsor, Chatham and Lambton College in Sarnia. Our local hospitals have also asked us to consider offering this program for local RPNs whom they employ. St. Clair College began pursuing a relationship with Nipissing University for BScN degree completion for their Practical Nursing Program graduates in the spring of 2013 that has not yet materialised. There will be an opportunity for graduates of the Practical Nursing Diploma program at St. Clair College to pursue degree completion through the University of Windsor and Lambton College. The only barrier to taking in large number of students is the restriction on funding beyond the Ministry of Education and Training caps and the availability of clinical placements. The nurse leaders at St. Clair College are aware of the plans for an RPN completion articulation agreement with Lambton College.

There have been some other universities / colleges with RPN Bridging programs who have moved into Chatham, Sarnia and Windsor offering mostly online opportunities, but they have been met with mixed reaction.

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Our local health care institutions and agencies would like a local program that takes into consideration the placement needs of students and the need for face to face classes and engagement with nursing faculty and other students. In addition, the University of Windsor and Lambton College offer accessible student services that support the learning needs of students who are often employed in our communities as RPNs while they continue their education. Student support and engagement with faculty increases the chance of successful degree completion.

The Centre for Business Advancement & Research in of the Odette School of Business conducted a market survey for the Faculty of Nursing in 2009. Students in the RPN program at St. Clair College and Lambton College and Registered Practical Nurses working in the tri-county area participated in the survey and expressed a high level of interest in a completion program. “74.1% of respondents answered YES”, to the question – Would you be interested in taking a Post-RPN degree completion program at the University of Windsor? This equated to 622 out of the 840 responses. 60.8% of the respondents indicated that they were also interested in taking bridging courses to qualify for a degree completion program.

Expected proportion (percentage) of domestic and visa students. For graduate programs, identification of undergraduate or master’s programs from which students would likely be drawn.

Our Collaborative BScN program partner, Lambton College, intends to offer this opportunity to a small number of qualified applicants each year to off set their attrition from the Collaborative BScN program.

B.4.2 Expected Impact of Changes to Estimated Enrolments

Provide details on projected enrolments for the revised program in the following tables.

For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

<i>Projected enrolment levels for the first five years of operation of the revised program. (If the program is in operation, use actual and projected data.)</i>	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
<i>In the regular program (non-co-op)</i>	See RPN to BScN articulation agreement (draft) attached as Appendix C.				
<i>In the co-op/experiential learning stream (if applicable)</i>					
<i>For co-op options: projected number of international students enrolled in the co-op stream</i>					

<i>Annual projected student intake into the first year of the revised program: (this may differ from the “first year of operation” projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)</i>	<i>Transferring into the program and into year three of the collaborative BScN See RPN to BScN articulation agreement (draft) attached Appendix C.</i>
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: (this may differ from the “first year of operation” projected enrolments which could include anticipated enrolments from students transferring into the</i>	

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second, third, or fourth year of the program)	
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B.4.3 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)

If this is a new collaborative program with another college/university, or revision to a collaborative program, identify partners and institutional arrangements for reporting eligible enrolments for funding purposes.

The University of Windsor would report eligible enrolments for year 3 and year 4 (Fall) for funding purposes. Some students may choose as per our Collaborative Memorandum of Understanding (MOU) to return to their College home site for the winter semester of year four.

B.4.4 Evidence of Societal Need for the Revised Program (MTCU section 6)

Describe the tools and methodology used to assess societal need.

Elaborate on the

- 1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),*
 - 2) geographic scope of (e.g., local, regional, provincial, or national), and*
 - 3) anticipated duration of, and trends in,*
- societal need for graduates of the modified program*

Provide evidence that the proposed program revisions respond to societal need for graduates of the revised program and/or changes in the field, including sources of data and expert input or feedback collected to support this change in direction.

In Canada, the need to graduate baccalaureate prepared nurses to replace the number of Registered Nurses eligible to retire is necessary. This demand is compounded by the growing sector of the Canadian population entering their senior years with longer life expectancy, and often with chronic illnesses requiring hospitalization, long-term care, hospice care or home care. Predicted retirements of the aging RN work force in Canada have been delayed by the recent economic downturn, but are expected to gain momentum over the next few years. According to the Ontario Nurses' Association website, "more than 25,000 or 27.6 per of working Ontario RNs in the 55+ age range will soon be eligible for retirement" (2013).

By providing locally employed RPNs an opportunity to advance their careers and pursue a BScN degree, the Faculty of Nursing is enriching the profession of nursing. We are doing this by keeping passionate and experienced nurses at the bedside who might otherwise leave nursing to pursue other careers if they perceived themselves to be "stuck" with no opportunities for personal growth. Their vast experience and dedication to the profession of nurses ensures that the local workforce will continue to evolve and thrive.

Both the Faculty of Nursing at the University of Windsor and Lambton College are experiencing an increase in inquiries about an RPN bridging to BScN program from Registered Practical Nurses who work and live in the Erie St. Clair LHIN geographic region. These individuals are reluctant to enrol in a program that would not recognize their prior learning, but rather necessitate another 4 years of academic study, require a physical move to another city with an RPN Bridging program or to take a program completely on-line. Both the University of Windsor and Lambton College are recognized educational leaders in the local market and the level of student enquiries demonstrates the desire to choose a local option.

B.4.5 Duplication (MTCU section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similar program in the geographically contiguous area, e.g., Michigan/Detroit.

There is no equivalent program offered in the United States. The closest completion program for a practical nurse is to an Associate Degree in Nursing that is not recognized by the College of Nurses of Ontario for Registration in Ontario.

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The closest degree completion program for RPNs is located at Conestoga College and Mohawk College in partnership with McMaster University. There are RPN Bridging programs offered at the following institutions:

Nipissing University – Canadore College and online

McMaster University - as stated above

Trent University and George Brown College

Ryerson University and Centennial College

UOIT and Durham College

There is a consortium developing between Lakehead University, Laurentian University and Nipissing University to meet the needs of students in northern Ontario for RPN to BScN completion.

If the revised program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs.

Accessibility and the provision of continuing education opportunities for nurses employed in our local communities are the intended outcomes of the proposed program offering. The numbers of students who complete their BScN degree will be relatively small and will be absorbed into the current Collaborative BScN program.

B.5 RESOURCES

B.5.1 Resources Available

[Complete Budget Summary Sheet – Schedule A]

B.5.1.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).

Qualified students who are eligible for transfer into year three of the Collaborative BScN will be part of the existing cohort of students who transfer from the Lambton College site each fall semester. There is no foreseen need for increased faculty or staff resources to support the small cohort of expected students.

B.5.1.1a

Complete the following table listing faculty members in the AAU offering the program as well as faculty members from other AAUs who are core to the delivery of the revised program. Indicate in the table the involvement of each faculty member in the revised and existing program(s) offered by the AAU.

Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the revised and existing program(s)	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		<i>Existing program(s) in the AAU</i>	<i>Proposed program</i>

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Carty, Laurie – Professor		√	√
de Witt, Lorna - Assistant Professor		√	√
El-Masri, Maher – Professor		√	√
Fox-Wasylyshyn, Susan – Assoc. Dean & Assoc. Professor		√	√
Hernandez, Cheri - Associate Professor		√	√
Kane, Debbie - Associate Professor		√	√
Patrick, Linda - Dean & Associate Professor		√	√
Rajacich, Dale-Associate Professor		√	√
Thrasher, Christine-Associate Professor		√	√
Williamson, Karen-Assistant Professor		√	√
Yiu, Lucia-Associate Professor		√	√
Category 2: Tenure-track Professors teaching exclusively in this AAU			
Crawley, Jamie - Assistant Professor		√	√
Freeman, Michelle - Assistant Professor		√	√
Freeman-Gibb, Laurie - Assistant Professor		√	√
Krohn, Heather - Assistant Professor		√	√
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Bornais, Judy		√	√
Dayus, Debbie		√	√
Rickeard, Debbie		√	√
Category 4: Limited-term Appointments teaching exclusively in this AAU			
Kiernan, Jason		√	√
Pfaff, Kathy		√	√
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
...			
Category 6: Sessionals and other non-tenure track faculty			
Mary Chick, Sessional Lecturer		√	√
Mary Cole, Sessional Lecturer		√	√
Natalie Giannotti, Sessional Lecturer		√	√
Pat McKay, Sessional Lecturer		√	√
Category 7: Others			
...			

B.5.1.1b

Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the revised program, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:

- *sustain the program*

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- *promote innovation, and*
- *foster an appropriate intellectual climate.*

N/A

B.5.1.1c

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

It is expected that the students who transfer over to complete their BScN from the Lambton College site will not exceed the year one steady state enrolment numbers of Lambton College agreed to in our RPN to BScN articulation agreement (draft attached as Appendix C). Lambton College expects the additional students to make up for attrition in the first two years of the Collaborative BScN program offered on their campus.

B.5.1.1d

For graduate programs: *Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

B.5.1.1e

For graduate programs: *Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

B.5.1.1f Other Available Resources

Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:

- *staff support,*
- *library,*
- *teaching and learning support,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

The numbers anticipated are small and the current resources are expected to be adequate on the University site for years three and four of the program.

B.5.1.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:

- *existing courses,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

Other campus units are not expected to experience additional demands on resources due to the addition of a small number of students expected in this program change.

B.5.1.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

The students in this proposed stream would receive the same funding as other students who transfer over from the college sites to complete their BScN degree.

B.5.1.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

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Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the revisions to this program.

There are no anticipated cost savings, but for the Faculty of Nursing and our College partner Lambton College and potentially our other partner St Clair College there is an opportunity for recouping loss associated with attrition in the program.

B.5.1.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

Faculty: The need to hire additional sessional clinical instructors will be determined by the number of students who successfully transfer to the University site at the end of year two. This number is dependent on the amount of attrition at all sites.

Staff: The Faculty of Nursing does not need new staff to oversee the small number of students in this proposed program

GA/TAs: No additional GA/TAs required

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: no additional resources or services.

Teaching and Learning Support: the current services will be adequate.

Student Support Services: no additional resources anticipated.

Space and Facilities: The total number of additional students will be accommodated in current space.

Equipment (and Maintenance): No additional equipment anticipated.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe new or changes to

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

The following are the admission requirements for Registered Practical Nurses to enter the BScN Program:

- Registered Practical Nursing diploma from a College of Applied Arts and Technology with an overall B (73%) average and no grade less than a C (63%).
- Minimum one year full-time equivalent work experience as a Registered Practical Nurse (RPN) i.e. 2000 hours.
- Current Registration with the College of Nurses of Ontario (CNO) as an RPN with no terms, conditions or limitations on their practice.

Upon entering the program, students must demonstrate successful completion of a clinical simulation exercise (OSCE) to verify current clinical competence. In the event of a student being below the expected level of clinical competence on the OSCE - remediation will be offered by Lambton College, at the student's expense. Students must demonstrate clinical competence at the expected level prior to taking any clinical courses.

Program regulations for progression through the program remain the same as the Collaborative BScN program.

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Prior to admission to the program and prior to beginning clinical: a current Basic Cardiac Life Support Certificate (BCLS) and a police clearance (vulnerable populations). Clinical agencies will require a record of immunization (see policies for the FoN, Collaborative Nursing Program).

Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

The admission requirements for the successfully completed Practical Nurse Diploma program in combination with the above GPA, clinical experience requirement and College of Nurses credentials ensures that applicants are prepared for the successful attainment of the intended learning outcomes.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.

*Identify in **BOLD** the changes to program requirements.*

Total courses: The students entering into the program at Lambton College will receive credit for 10 courses towards the BScN. They will complete an additional 12 courses at Lambton College that are a combination of year one and year two collaborative nursing course requirements.

The total number of courses in the Collaborative BScN program are: 43

Major requirements: 63-171, 63-172, 63-166, 63-173, 63-174, 63-175, 63-176, 63-177, 63-271, 63-272, 63-273, 63-274, 63-275, 63-277, 63-278 (double-weighted), 63-279, 63-371, 63-372, 63-373, 63-374, 63-375, 63-377, 63-378, 63-389 (*renumbered from 63-471*), 63-391, 63-472 (double-weighted), 63-473, 63-476 (double-weighted), 63-479*, 63-481*(double-weighted).

Other requirements:

02-250 or 65-205, 46-115, 55-237, 55-351, 59-191; One Nursing Option (taken from nursing option electives offered), One Arts Option and Two Open Options.

PROPOSED DEGREE COMPLETION PROGRAM:

The RPN Pathway will include the Major requirements of: 63-171, 63-172, 63-176, 63-271, 63-279, 63-275, 63-278 (double-weighted), 63-279, 63-371, 63-372, 63-373, 63-374, 63-375, 63-377, 63-378, 63-389 (*renumbered from 63-471*), 63-391, 63-472 (double-weighted), 63-473, 63-476 (double-weighted), 63-479*, 63-481*(double-weighted).

Other requirements: 59-191, 55-237, 55-351, 65-205 or 02-250, one Arts Option and Two Open Options.

Recommended options (if any): All students in the BScN take 2 open options, 1 arts option & 1 nursing option.

Description of thesis option (if applicable): N/A

Description of experiential learning components (if applicable): N/A

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.), if applicable: n/a

For Co-op components:

Guidelines for co-op work term reports: n/a

General length of co-op work term: n/a

Is the completion of the experiential learning/co-op component a requirement of the program? n/a

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C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5): N/A

C.3.2 For All Program Proposals:

C.3.2.1 New or Changes to Standing Required for Continuation in Program

Minimum average requirements for continuation in the program.

Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.

No new or changes to standing required for continuation in the Collaborative BScN program.

C.3.2.2 New or Changes to Standing Required for Graduation

Minimum average requirement to graduate in the program.

Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.

No new or changes to standing required for graduation from the Collaborative BScN program.

C.3.2.3 New or Changes to Suggested Program Sequencing

Provide suggested program sequencing for each year of the revised program, ensuring that all pre-requisites are met in the sequencing.

Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the revised program. Please ensure that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Students would take a combination of courses from the first two years of the four-year BScN to meet program requirements for progression into year three. The eligible students would be given credit for one year of their two year Practical Nurse diploma that includes all relevant clinical practice experiences.

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the

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Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).

The learning outcomes identified in this document are the approved learning outcomes for the Collaborative BScN Program, which has been accredited by CASN, approved through the IQAP process and our Regulatory Body at the College of Nurses of Ontario. We will review suggested edits to the outcomes statements this June at the collaborative workshop with our partners at the same time that we plan for our curriculum review process. We are creating a pathway for the PN graduate into the existing program with the approved outcome statements, so the program outcome statements below are not new or unique for this pathway.

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Integrate nursing and relevant multidisciplinary knowledge into nursing practice.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
B. Integrate research findings into clinical practice, education and management.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Formulate clinical judgments that are based on critical inquiry and analytical reasoning	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Implement behaviours to promote personal and professional self-development. Integrate the ethical, legal, professional and regulatory parameters into nursing practice.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge Autonomy and Professional Capacity

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
F. Implement the nursing process to promote, maintain, and restore the health of individuals, families, groups, communities and populations. Collaborate with clients, their families, communities, and members of the health team and other organizations for the promotion, achievement and restoration of optimal health.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
Promote the health of individuals, families, groups, communities and populations. Integrate leadership and management roles into the delivery of health care.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
Engage in activities to promote the development of the profession of nursing	I. the ability and desire for continuous learning	Autonomy and Professional Capacity

C.4.1

Describe how the revised program's structure and regulations ensure that the specified learning outcomes can be met by successful students.

The program will not be revised. Qualified students will be given one year of credit for their previously completed two-year diploma in Practical Nursing that includes all relevant clinical experiences. Each student who enters the program will complete accredited courses from years one and two of the collaborative nursing program on the Lambton College site. The courses that have been selected bridge the gap between what was previously studied and what needs to be completed to enter year three at the University of Windsor to complete the BScN.

The course sequence in year one of the proposed program include the following:

f- Fall [Lambton site]

Year One – Winter [Lambton site]

See Appendix A and Appendix B for the course sequencing at Lambton for Year One.

Students who come to the University of Windsor at the end of the year at Lambton will enter year three of the collaborative BScN.

Year Three: Fall [University of Windsor]
63-371 Families Experiencing Crises
63-372 Clinical Nursing Experience

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63-373 Nursing Care of Clients with Complex Health Problems I
 63-377 Nursing Research
 63-391 Basic Human Nutrition

Year Three: Winter [University of Windsor]

63-374 Clinical Nursing Experience
 63-375 Nursing Care of Clients with Complex Health Problems II
 63-389 Community as Client
 63-xxx Nursing Option
 Arts option
 Open option

Intersession

63-378 Clinical Nursing Experience

Note: All option courses must be completed prior to entering year four of the program.

Year Four: Fall [University of Windsor]

63-472 Clinical Nursing Experience – Hospital or 63-476 Clinical Nursing Experience – Community
 63-473 Concepts of Leadership in Nursing Practice
 63-479 Issues in Global Health

Year Four: Winter [University of Windsor]

63-472 Clinical Nursing Experience – Hospital or 63-476 Clinical Nursing Experience – Community
 63-481 Transition to Professional Practice

Note: If 472 is taken in the Fall term, then 63-476 is taken in the Winter term. If 63-476 is taken in the Fall term, then 63-472 is taken in the Winter term.

C.4.2

For programs with a proposed experiential learning or co-op component: describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

The mode of delivery includes face-to-face lecture/seminar groups and supervised clinical practicums. There are flexible delivery options for students in year four theory to support student placements in clinical practicum experiences located in remote locations.

C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this revised program. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/Week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	No changes from the current program
Tutorials	
Practical experience	
Service or experiential learning	

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Independent study	
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	
Studying for tests/examinations	
Other: <i>[specify]</i>	
<p>Compare the student workload for the proposed revised program with the workload for the existing program and other similar programs in the AAU.</p>	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.

The same expectations as the Collaborative BScN.

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the new or revised stated learning outcomes and degree level expectations.

The same plan as the Collaborative BScN

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)

[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

Definitions:
Co-operative Education provides students with a well-rounded education that is founded both in academic theory and real world application. Co-op Education combines semesters of study with semesters of full-time, paid employment in career-related positions.
All other unpaid placement opportunities or initiatives fall under the category of other “Experiential Learning components involving placements”. (this may include field placements, internships, etc.)

E.1

Describe the new or revised experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

No new or revised experiential learning component.

E.2

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the revised curriculum.

Same expectations as students in the four- year direct entry BScN program.

E.3

Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area for the new or revised co-op/experiential learning option (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).

Provide a summary of the types of positions that would be suitable at each level of work-term.

How will these placements/opportunities be developed?

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax

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credit. See Policy on Co-op Programs for more details.]

N/A

E.4

Describe the mechanism that will be established for the supervision of the new or revised experiential learning placements. (QAF section 2.1.9)

Same as the current program

E.5

Provide information on the fees associated with the new or revised experiential learning component, if applicable.

NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

N/A

E.6 AAU Council Approval of New or Revised Co-op Component –N/A

E.7 Guidelines for the Establishment of New/Revised Co-op Programs: CHECKLIST – N/A