

**Senate Committee on Academic Development  
and  
Senate Budget Review Committee**

**Program Approval Submission**

*This form is to be used when seeking approval for all new or substantially revised programs of study leading to a degree, diploma or certificate*

FACULTY/SCHOOL: School of Nursing, Faculty of Health Sciences

PROPOSED NEW PROGRAM: Second Entry Enrolment Nursing (Advanced Standing Track)

PROPOSED IMPLEMENTATION DATE: September 2006

DATE OF FACULTY BOARD

APPROVAL: \_\_\_\_\_

SUBMISSION CONTACT NAME: Cynthia Baker, Director, School of Nursing

TELEPHONE: (613) 533-2669

EMAIL: bakerc@post.queensu.ca

SIGNATURE OF THE DEAN: \_\_\_\_\_ DATE: \_\_\_\_\_

Please note that program proposals must receive the approval of Faculty Board prior to being submitted to the Senate Office for referral to the Senate Committee on Academic Development (SCAD) and the Senate Budget Review Committee (SBRC), which will then make their recommendations to Senate.

**PART A**

The criteria requested in PART A should be regarded as the minimum criteria for the assessment of academic programs. Any unit planning a new program should show how not only the criteria listed below but also, where appropriate, those required by the Undergraduate Program Review Audit Committee and those of the Ministry of Training, Colleges & Universities have been taken into account. For further information, please refer to the Senate Policy "Policies and Procedures for Establishing New Undergraduate Programs" (<http://www.queensu.ca/secretariat/senate/policies/newprog/index.html>)

## PART A

### 1. OBJECTIVES:

Please summarize the rationale for introducing this program. The program should be consistent with the Queen's mission, the academic plans of the unit including its teaching and research strengths, the relation of the unit with other academic units and the standards, educational goals and learning objectives of the degree. Explain how this program will achieve the expected academic quality. Please identify the Faculty, School or Department, which will be administratively responsible for the academic aspects of this program such as supervision of graduate students, curriculum development and the Internal Academic Review Process.

**The advanced standing track of the BNSc program will be a secondary entry enrolment track of the generic nursing program for transfer students with a minimum of 10 (full year) University courses. Students in this track will be able to take clinical courses over two Spring/Summer sessions, in addition to Fall & Winter courses, which will allow them to complete all the BNSc course requirements in 24 months. In our experience, second entry students are academically strong. Besides reducing the number of years it would normally take them to complete the program, the use of the Spring/Summer term will allow us to secure clinical placements for additional undergraduate students, at a time of the year when fewer students are being accommodated in regional agencies. (See attached Appendix A)**

### 2. ADMISSION REQUIREMENTS:

The admission requirements (preparation and achievement) should be appropriate for the learning objectives of the program and the institution to ensure the appropriate quality of student applicants. In no case should admission requirements be lower than the published minimum standards for the University. Indicators of student demand including applications, registrations, projected enrolment levels, and of the quality of students must be considered. Where admission is competitive, actual admission requirements may be higher than the published minimum standards. Information about anticipated enrolments should also be included.

**Admission requirements are a minimum of ten (full year) University courses including a course in Physiology (or its equivalent) and an introductory course in Psychology (both of which are requirements in the BNSc program).**

### 3. CURRICULUM:

Provide a detailed overview of the proposed program, along with the proposed *Calendar* description. Details such as course requirements (core, supporting, recommended, optional courses), prerequisites, problems students may encounter and new courses being proposed for the program should be included. The structure and curriculum of the program should be appropriate for its learning objectives.

**Courses in the proposed program are the same as the courses in the BNSc program. The following clinical courses are taken during the Spring/Summer session of the first year of the program;**

**NURS 207  
NURS 316  
NURS 340**

**The following clinical courses are taken in the Spring and Summer session of the second year of the program:**

**NURS 345  
NRUS 405  
NURS 401  
NURS 492**

**4. TEACHING:**

Briefly explain how the intended mode of delivery (including, where applicable, distance or on-line delivery) and standards of instruction for this program are appropriate to meet the program's learning objectives.

**The mode of delivery, standards of instruction are the same for this track as the generic BNSc program.**

**5. EVALUATION OF STUDENT PROGRESS:**

Briefly explain the intended method of evaluation of student progress and how it is appropriate for this program.

**Student progress will be evaluated, using the same methods applied in the required undergraduate nursing program.**

**6. EQUITY:**

This program's planning, development and implementation should be consistent with the equity goals of the University and must avoid direct, indirect and systemic discrimination.

**Equity goals of the University will be applied in the implementation of this track.**

**7. HUMAN RESOURCES:**

Please demonstrate that the number, quality and academic expertise of the faculty in the area of the proposed program are sufficient to meet the demands of the program. Where appropriate, the availability of support staff, teaching and laboratory assistants should be indicated. (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

**This track of students will mean two additional clinical groups in the clinical courses of the BNSc program. Many of clinical instructors are employed on a contractual basis. We will need to employ additional clinical instructors.**

**8. PHYSICAL AND INFORMATION RESOURCES:**

Please provide a summary of available or required program-specific resources, such as: classroom requirements, laboratories, information technology services and facilities, and library facilities and information resources (including unique and special collections). (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

**9. FINANCIAL RESOURCES:**

There should be evidence of sufficient resources to introduce and maintain the program for a reasonable period of time. This should include consideration of any additional funds from internal sources and from government or other external sources as well as possible financial impact of the programs on other programs, within and outside the unit. (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

**The additional cost of this program will be the increased number of clinical groups. This will be covered by the income from BIU's and tuition.**

**10. SOCIETAL CONTEXT (STUDENT DEMAND, SOCIETAL NEED, DUPLICATION):**

Please provide a summary of how this program is expected to meet student demand and societal need. Evidence of student demand could include: projected enrollment levels, application statistics, origin of student demand (domestic and international), and duration of projected demand. Evidence of review and comment by appropriate student organizations should be provided. Please explain how the program will fulfill a societal need in specifically identified fields (academic, public and /or private sector) and consider the probable availability of positions on graduation, the likelihood of attracting out of province or international students and the equity implications of the program, In the case of a professional program, discuss its congruence with the regulatory requirements of the profession. Please cite similar programs offered by other institutions and provide evidence of additional societal need and/or student demand as well as indicate innovative and distinguished aspects of the program.

**We have developed this proposal because of the large number of strong University students enrolled in other disciplines (many of whom are in life sciences and have completed some or all of the foundational, required courses) who inquire about transferring into nursing. We believe that the profession would benefit if we can offer these potential nursing students a second entry enrolment program.**

**11. LEARNING AND PROGRAM OUTCOMES:**

While the aim of a university education is to produce educated individuals who possess good judgment and the capacity for critical thought, it is also important to consider specific indicators of learning and program outcomes, such as a graduation rate, length of studies, job placement, external scholarships, awards of graduating students, results of professional certification or licensing examinations, etc. Please discuss the anticipated outcomes of this program.

**BNSc degree.**

**12. OTHER ISSUES:**

Please describe any additional special considerations with respect to this program.

**PART B - RESOURCE IMPLICATIONS**

**1. SUMMARY OF RESOURCES REQUIRED**

Please summarize the **additional** resources needed to implement the program:

- a) FACULTY there will be 2 additional clinical groups to accommodate  
(number of half courses)
- b) STAFF \_\_\_\_\_  
(number or fraction of FTEs)
- c) TEACHING ASSISTANTS Additional TA will be required in Microbiology  
(number of student-courses)
- d) PHYSICAL FACILITIES:

Please describe the space resource implications of the proposal in terms of the following (include both size (in terms of # of students) and frequency (number of hours per week required))

- 1. Classrooms there will be an additional 16 students in the theoretical courses
- 2. Laboratories there will be an additional 16 students to accommodate
- 3. Offices \_\_\_\_\_

*For number d) 3 above, please reallocation or reconfiguration of space is required. If so, appropriate approval must be appended.*

e) INFORMATION FACILITIES

Please indicate the ITS resource implications for the proposal in terms of requirement for

- 1. Hardware \_\_\_\_\_
- 2. Software / Internet \_\_\_\_\_
- 3. Audio-Visual \_\_\_\_\_
- 4. Telecommunications \_\_\_\_\_

***If you are unsure of the resource implications for any of the following, please consult with someone in the affected department or unit.***

f) LIBRARY SERVICES

Please indicate which of following new library resources will be needed:

- ρ journals
- ρ print monographs

- ρ audio visual material
- ρ historical documents
- ρ electronic databases
- ρ statistical / geospatial data

Indicate the likelihood of the program having an impact on Library staffing?

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g) UNIVERSITY REGISTRAR

Please indicate the resource implications for the proposal in terms of requirement for

1. Scholarships / Bursaries Additional 16 students
2. Registration / SIS Programming An additional 16 students
3. Timetable Timetabling for the additional students for the theory courses will be a challenge – but doable; as clinical is offered in Spring and Summer, this will allow for easier timetabling.
4. Admission (Graduate / Undergraduate) An additional 16 student to accommodate
5. Convocation 16 additional students will graduate in the fall from the BNSc program

h) OTHER UNIVERSITY SERVICES

Please indicate the resource implications for the proposal in terms of requirement for

1. Financial Services 16 additional students to accommodate
2. Human Resources 16 additional students to accommodate
3. Advancement 16 additional students to accommodate
4. Student Services 16 additional students to accommodate
5. Residences 16 additional students to accommodate
6. Other \_\_\_\_\_

**2. NEW EXPENDITURES**

What **new** funds will be needed for each of the following? One-time \$ are monies that will only be required once for startup. Base \$ are funds that will continue to be needed year after year. Please attach some backup to show how the numbers were calculated.

e.g. Staff - Base \$60,000 (1.5 FTE @ \$40,000))

	ONE TIME \$	BASE BUDGET \$
FACULTY		
STAFF		
TEACHING ASSISTANTS		
STUDENT ASSISTANCE (Grad)		
OTHER NON-SALARY		
<b>TOTAL</b>		

### 3. FUNDING SOURCES

Please show the source of the **additional and/or re-allocated funds** needed for the proposal. What amount will be re-allocated from within the department's budget, from within the faculty's budget, from within the University's budget and how much will come from tuition or other sources. One-time \$ are monies that will only be required once for startup. Base \$ are funds that will continue to be needed year after year. The total costs in section 2 (Cost Breakdown) must match the total costs in section 3 (funding sources)

	ONE TIME \$	BASE BUDGET \$
DEPARTMENT BUDGET		
FACULTY BUDGET		
UNIVERSITY BUDGET		
TUITION REVENUE		
OTHER SOURCES		
<b>TOTAL</b>		

If other sources are used, please list the sources and indicate if the funds have been applied for and if they have been secured.

BIUs – 2 have been secured for an intake of 16 students  
Tuition (at current rate) and BIUs for 2006-2007 = \$133,902

### IMPACT ON ENROLMENT

a) How many students are expected in the program?

16

b) How many new students will the program attract to Queen's University?

\_\_\_\_\_

(i.e. students in the program that are not transfers from existing programs currently being offered at Queen's)

c) How many students must be accommodated by other departments / units? 16  
additional student in Microbiology \_\_\_\_\_

(Please indicate which departments / units will be affected and how.)

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## 5. NET IMPACT OF THE PROPOSAL

Please summarize any other resource or funding implications of the proposal.

**The major resource implication is the additional groups. Clinical instructors will be employed on a contractual basis to cover this and the revenue from BIUs and tuition fees will exceed the additional cost.**

## 6. SIGN-OFF

Following Faculty Board approval, signatures from the following individuals listed below must be obtained to verify that they have reviewed this proposal. Supplementary comments may be appended and so indicated by checking the box beside the appropriate signature.

Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	_____
Dean or Associate Dean	<input type="checkbox"/>	_____
Dean of Student Affairs	<input type="checkbox"/>	_____
University Librarian	<input type="checkbox"/>	_____
Director, Information Technology Services	<input type="checkbox"/>	_____
University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	_____
Vice-Principal (Academic)	<input type="checkbox"/>	_____



**Second Entry Enrolments Proposal  
(Advanced Standing Track)  
Queen's University, School of Nursing, Faculty of Health Sciences  
September 2005**

Queen's University School of Nursing is proposing a second entry nursing program for students who have already completed a minimum of ten (full year) university courses including one in physiology and one in psychology. Course requirements would be the same in the proposed program as in the generic program. We would schedule clinical courses, however, in May and June of the first and second years of the program whereas in the generic undergraduate program all clinical courses are in the Fall and Winter terms. We would also use one of the spring/summer sessions to offer a web based course.

Using the two additional spring/summer sessions would allow second entry nursing students to complete their program in twenty-four months. As our clinical groups have up to eight students per group, our plan would be to add two clinical groups by admitting sixteen students annually to this program beginning in September 2006 pending approval time.

Our collaboration with St. Lawrence College dissolved at the end of June 2005 and Queen's University has assumed responsibility for all students registered in this collaborative program. As Saint Lawrence College has entered into another partnership and admitted nursing students into this program in September, both institutions, therefore, returned to their pre-collaboration enrollment numbers. We would maintain this intake in our generic undergraduate program and the second entry students would represent additional students. The use of the spring/summer period would allow us to secure appropriate clinical placements for these students at a time of the year when far fewer students are being accommodated in regional agencies. In addition, regular part time clinical instructors would be able to supervise the additional groups because of their placement in May and June.

This model cannot be delivered as part of our existing program because of the need to use the May and June semester first, to ensure the availability of clinical placements and clinical instructors for the additional students and secondly, to ensure that the students complete the program in a time-frame shorter than our generic program.

We have developed this proposal because of the large number of strong University students enrolled in other disciplines (many of whom are in life sciences and have completed some or all of the foundational, required courses) who inquire about transferring into nursing. We believe that the profession would benefit if we can offer these potential nursing students a second entry enrolment program.

Cynthia Baker, RN, PhD  
Director, School of Nursing & Associate Dean, Faculty of Health Sciences