4.1.6: Graduate Diploma in Advanced Practice Oncology/Palliative Nursing - New Program Proposal

Item for: Approval

MOTION: That the Graduate Diploma in Advanced Practice Oncology/Palliative Nursing be approved.

*Subject to approval of the expenditures required.

Rationale/Approvals:
- This proposal has been approved by the Faculty of Nursing Council, the Faculty of Graduate Studies Council, the Program Development Committee and the Provost and Vice-President, Academic.
- PDC reiterated that its approval is subject to approval of the expenditures required.
- See attached.
A. Basic Program Information

<table>
<thead>
<tr>
<th>FACULTY:</th>
<th>Nursing</th>
</tr>
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<tbody>
<tr>
<td>AAU:</td>
<td>N/A</td>
</tr>
<tr>
<td>Program Title:</td>
<td>Graduate Diploma in Advanced Practice Oncology / Palliative Nursing</td>
</tr>
<tr>
<td>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.]</td>
<td>Graduate Diploma in Advanced Practice Oncology / Palliative Nursing</td>
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<tr>
<td>Proposed Year of Offering [Fall 20xx]:</td>
<td>Summer 2012</td>
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<tr>
<td>Mode of Delivery:</td>
<td>Multiple Modes of Study including face-to-face, flexible delivery and distance e-learning format.</td>
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<tr>
<td>Planned Student Enrolment</td>
<td>15 students</td>
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<tr>
<td>Normal Duration for Completion:</td>
<td>12 months (full-time); 24 months (part-time)</td>
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B. Overall Program Plan

Abstract/Summary of Proposal

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

The Faculty of Nursing at the University of Windsor will deliver a Graduate Diploma in Advanced Practice Oncology/Palliative Nursing in partnership with the de Souza Institute, Toronto. Partnership support will include financial support for students, technical support to augment e-learning delivery, e-mentorship to students and access to supports through de Souza i.e., the virtual library and clinical practice placements at Cancer Care Ontario sites. A Memorandum of Understanding between the University of Windsor and the de Souza Institute is under development.

While much attention has been focused on the shortage of generalist registered nurses\(^1\), there are particular concerns in specialized areas of nursing practice. For instance, while oncology nurses play a vital role across the continuum of cancer care, \textit{there are not enough trained oncology nurses}\(^2\). This is particularly concerning, given that 38\% of women and 41\% of men will develop cancer in their lifetime.

Building on the successful delivery of graduate education to baccalaureate prepared nurses (MSc and MN) and nurse practitioners (Primary Health Care Nurse Practitioner [PHCNP] certificate) at the University of Windsor’s Faculty of Nursing, and the de Souza Institute’s preparation of oncology nurses for excellence in specialty practice, this collaboration to offer graduate level education will further enhance the knowledge, skills and professional practice of Ontario nurses seeking to work in oncology and/or palliative care settings and ultimately make the quality of cancer care in Ontario the best in the country.

The collaboration will include two phases:


\(^2\) Bakker, D., Fitch, M., Green, E. et al. Understanding the Factors that Influence Recruitment and Retention in Oncology Nursing. Final Progress Report submitted to CHSRF, 2006
• Phase I (2012 and onwards): graduate diploma in advanced practice oncology/palliative nursing to facilitate the specialization of graduate prepared nurses, including primary care nurse practitioners (PHCNPs) in the field of oncology / palliative care;
• Phase 2 (possible- fiscal 2012-2013 and onwards): Masters of Nursing, Oncology/ Palliative Stream. [Not part of this submission]

It is anticipated that the partnership will foster interdisciplinary research collaborations, which will create linkages between the de Souza Institute and the University of Windsor and will expand research capacity. The de Souza Institute and the Faculty of Nursing have a shared vision to grow opportunities for interprofessional education, collaboration and research.

**Academic Goal**

*Overall aim and intended impact of the proposed new program*

Our partnership with the de Souza Institute and this graduate diploma program will have immediate benefits: The University of Windsor’s Faculty of Nursing’s resources will be augmented through support from the de Souza Institute to further develop and offer specialty curriculum and advanced training opportunities in oncology and palliative nursing. Ontarians will be assured of high quality specialized cancer care, close to home, from nurses who achieve specialty graduate education in oncology / palliative nursing. Nurses working in oncology will feel more confident in their knowledge and ability to care for oncology and palliative patients. From the system point of view, a better recruitment and retention in oncology/palliative nursing workforce means a better prepared cancer care system to meet the challenge of increasing demand for services.

**Program Content**

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

The proposed curriculum for the new graduate diploma is consistent with the current state of oncology nursing at the advanced practice level. Advanced practice nurses (APN) must have an in depth knowledge base of pathophysiology, disease process, and treatment modalities in order to provide state of the art care to this unique patient population. This curriculum is also in keeping with the current mandate of Cancer Care Ontario to provide quality, evidence based care based on standards and guidelines by enhancing leadership, management and research skill sets for APNs.

*Unique or innovative curriculum, program delivery, or assessment practices distinguishing this proposal from existing programs elsewhere.*

Currently, in Canada, there are no Advanced Practice Oncology/Palliative Nursing Diploma programs. Yet this was identified as a need by nurses currently practicing in the APN role in our cancer centers (See the needs assessment undertaken in 2008 by de Souza and Cancer Care Ontario, illustrated in Appendix ‘D’ in the attached business case). This program is innovative in that it will be delivered as a hybrid distance education offering using e-Learning technology, combined with our renowned summer research institute, simulation facilities and a supervised clinical practicum. This program has the potential to draw students from all over Ontario and eventually country wide.

**Program Name and Degree Designation/Nomenclature**

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

The proposed graduate diploma name and designation [Graduate Diploma in Advanced Practice Oncology / Palliative Nursing] is appropriate to program content and consistent with current usage in the discipline. Opportunities for designation will be explored in the future – for example via the Oncology Nursing Society – APN Oncology designation.
Collaborative Program

If this is a collaborative program with another college/university, identification of partners and institutional arrangements for reporting eligible enrolments for funding purposes.

N/A –not a collaborative program with another college/university.

RELATIONSHIP OF GOALS AND OBJECTIVES TO UNIVERSITY AND OTHER PRIORITIES

Area/Department’s Goals and Objectives

Consistency of proposed program with the area/department’s overall goals and objectives.

Please see below – five year faculty plan (Faculty of Nursing does not have areas/departments)

Faculty Five Year Plan

Consistency of proposed program with the Faculty’s overall goals and objectives as defined in its Five-year Plan.

The University of Windsor’s Faculty of Nursing has a vision for EXCELLENCE in nursing education, practice, and research. A partnership with de Souza to offer this new program is embraced as an opportunity to further excellence in oncology education established with the creation of the de Souza Institute, and to build on the Faculty’s reputation for graduating nurses who are leaders in the profession.

This new program fits with the Faculty’s overall goals and objectives as defined in its five year Strategic Plan (2006-2011) as follows: in this Strategic Plan document, the Faculty of Nursing identified a strong commitment to developing new graduate streams to reflect the changing needs and demands of nurses. Examples provided in the strategic plan included Leadership, Advanced Practice and Nurse Practitioner streams. The Graduate Diploma in Advanced Practice Oncology/ Palliative Nursing fits within this goal.

A new strategic planning cycle was started in February 2011 by the Faculty of Nursing. The de Souza Institute also held a strategic planning session in April 2011. (The Dean attended this retreat representing the University of Windsor, Faculty of Nursing.) Multiple strategic planning workshops have provided the Faculty of Nursing with opportunities to reflect on the de Souza partnership initiative and the previous goal of the Faculty as identified in the Strategic Plan (2006-2011) for Revenue Generation (page 20). In this section, The Faculty of Nursing identified:

“The establishment of a continuing education program with the Centre for Executive Education will generate revenue through the provision of certificate courses and other initiatives to meet the educational demands of nurses in the local and regional areas”.

The establishment of a continuing education program with the Centre for Executive Education did not materialize, but the desire to provide specialized courses at the graduate and post-graduate level has remained high on the priority list for the Faculty of Nursing. A partnership with the de Souza Institute will assist the Faculty of Nursing to realize this goal and provide us with the infrastructure, income and reputation to pursue other initiatives, thereby growing the presence of the Faculty of Nursing at the University of Windsor in the highly competitive regional market. The program will attract nurses throughout Ontario and will be delivered through an e-learning format in partnership with the de Souza Institute, including the 14 Cancer Care Ontario Sites through the Ontario Telemedicine Network.
University Strategic Plan

Consistency of proposed program with the University’s mission, overall goals and objectives as defined in its strategic plan.

The University’s new strategic plan acknowledges the strength and commitment to achieve five strategic priorities. Two of these priorities are particularly relevant for the proposed partnership and this new program:

1. To pursue strengths in research and graduate education
2. To engage in Community Partnerships.

The proposed partnership with the de Souza Institute will allow the further development of nurses in Ontario with a focus on graduate level education in oncology/palliative care. As well, the location of the University of Windsor is an additional strength, as it is home to one of the 14 regional cancer centres at Windsor Regional Hospital and the Hospice of Windsor. It is felt that this new program will also incorporate the cancer care centres provincially in order to provide the practicum placement training that will be required.

It is anticipated that the partnership will also foster interdisciplinary research collaborations, which will create linkages between the de Souza Institute, Hospice of Windsor, and the University of Windsor and will expand research capacity.

DEMAND FOR THE NEW PROGRAM/PROGRAM CHANGE

Student and Market Demand

Tools and methodology used to conduct the market assessment.

A summary of the needs assessment was undertaken in 2008 by de Souza and Cancer Care Ontario, and is illustrated in Appendix ‘D’ in the attached business case. As well, discussions and reviews have taken place by the Faculty of Nursing with the de Souza Institute, the Hospice of Windsor, Council of Ontario Universities Programs in Nursing (COUPN), and experienced oncology/palliative care advanced practice nurse experts.

While much attention has been focused on the shortage of generalist registered nurses\(^3\), there are particular concerns in specialized areas of nursing practice. For instance, while oncology nurses play a vital role across the continuum of cancer care, there are not enough trained oncology nurses\(^4\). This is particularly concerning, given that 38% of women and 41% of men will develop cancer in their lifetime. The number of newly diagnosed cancers increases by 2.5% and the number of patients living with cancer increases by 4.5% annually\(^5\) resulting in vast human resource needs and health service challenges, such as wait lists for treatment, demands for diagnostics, and acute and follow up care demands. With advances in genomic medicine and our improved understanding on the illness and its prevention and treatment options, cancer care is becoming increasingly complex. Furthermore, individuals survive longer, resulting in the need for individuals to cope with and manage challenging survivorship issues related to treatment and disease impact. Advances in palliative care and its movement towards innovative models being delivered in community settings is an urgent need for leaders and nurses to provide innovative models of palliative care.

New nursing graduates are prepared to meet entry to practice competencies and do not have the knowledge or clinical expertise required for specialty oncology practice. As such, to meet the complex

\(^4\) Bakker, D., Fitch, M., Green, E. et al. Understanding the Factors that Influence Recruitment and Retention in Oncology Nursing. Final Progress Report submitted to CHSRF, 2006
\(^5\) Cancer Care Ontario: Ontario Cancer Plan 2008-2011
needs of the growing cancer patient population, current nurses in practice across Ontario and new graduates require specialized education to address the very specific and specialized issues and challenges of cancer patients and their families. Continuous professional development is important to prepare nurses at all levels of education to address continuous change in the workplace, and to support nurses to work at their full scope of practice while providing high quality care. There is evidence that a strong commitment to providing a continuous life-long learning environment will result in a healthier workplace and better patient care, increased job satisfaction and result in greater retention. 

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

A summary of the needs assessment was undertaken in 2008 by de Souza and Cancer Care Ontario, and is illustrated in Appendix ‘D’ in the attached business case. As well, discussions and reviews have taken place by the Faculty of Nursing with the de Souza Institute, the Hospice of Windsor, Council of Ontario Universities Programs in Nursing (COUPN), and experienced oncology/palliative care advanced practice nurse experts.

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.

It is anticipated that the student demand will initially be domestic (Canadian), but eventually would be expended internationally. The Graduate Diploma in Advanced Practice Oncology / Palliative Nursing will particularly attract nurses working in Michigan area (Detroit) oncology settings, such as the Karmanos Cancer Centre. A number of our Post Diploma BScN alumni work at Karmanos and have expressed interest in this oncology/palliative graduate diploma.

This specialized graduate diploma will provide the knowledge and skills deemed essential for nursing management of the cancer patient and for care of patients at the end of life. Importantly, this graduate diploma is designed to provide the knowledge and skills required to function as an advanced practice nurse in this important field. Upon completion, graduates will be able to contribute to oncology nursing at an advanced level fitting into the de Souza APN (Advanced Practice Nurse) designation at the Master degree or higher (see details in attached business case).

The students drawn to this graduate diploma program will include:

- Graduate students in Nursing who apply to take the specialized diploma concurrently or as a post-graduate diploma.
- NP/Masters –Advanced Practice Stream Graduate Students who apply to take the graduate diploma concurrently or as a post-graduate diploma.

The Faculty of Nursing anticipates the development of a new Graduate Stream in Oncology / Palliative Nursing in the future as phase two of this project/partnership with the de Souza Institute.

Estimated Enrolments

Provide details on projected enrolments in the following tables. NB: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

<table>
<thead>
<tr>
<th>Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)</th>
<th>First Year of Operation</th>
<th>Second Year of Operation</th>
<th>Third Year of Operation</th>
<th>Fourth Year of Operation</th>
<th>Fifth Year of Operation</th>
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**Projected steady-state student enrolment per academic year:**

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<thead>
<tr>
<th></th>
<th># of First-year students</th>
<th># of Second-year students</th>
<th># of Third-year students</th>
<th># of Fourth-year students</th>
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<tbody>
<tr>
<td>15</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

**Projected steady-state student enrolment overall:**

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<th></th>
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<tr>
<td>15</td>
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This specialized graduate diploma program is projecting an annual enrolment of 15 students, but will not be limited to 15 students if there is a desire through the partnership with de Souza to increase enrolment numbers. The design of the program is e-learning with the intent to deliver the program through the Ontario Telemedicine Network to nurses working in Oncology settings at the 14 Cancer Care Centres in Ontario. The second phase of the project with de Souza will also complement this specialized graduate diploma by offering a specialized stream in the MSc or MN programs that will be delivered by e-learning to nurses working in oncology and palliative settings who desire to pursue graduate education. The use of e-learning to deliver a specialized field in graduate education for practicing nurses (the degree and the diploma) will expand the presence of the Faculty of Nursing at the University of Windsor nationally, and potentially internationally.

**Societal Need**

Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as review of the proposed program by relevant experts in the field. The development of this proposal included consideration of:

- comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.  
  - **Yes** (see letter from Esther Green – Cancer Care Ontario)  
  - **No**

- comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.  
  - **Yes** (see letter from the de Souza Institute – Mary Jane Esplen)  
  - **No**

- review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of new positions anticipated in the field, number of positions in the field current being advertised, etc.)?  
  - **Yes** (in attached business case)  
  - **No**

- statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?  
  - **Yes**  
  - **No** (see below*)

If yes, append letters, survey or statistics to proposal.

If no, explain:

Explanation: This specialized graduate diploma is being developed in partnership with the de Souza Institute (Toronto) and Cancer Care Ontario (letters attached).

*Anecdotally, nurses seeking advanced practice education in oncology and palliative care are pursuing studies through the Oncology Nursing Society in the United States.*
Tools and methodology used to assess societal need.

See information provided in the attached business case (Introduction, Needs Assessment). A summary of the needs assessment was also undertaken in 2008 by de Souza and Cancer Care Ontario, and is illustrated in Appendix ‘D’ in the attached business case. As well, discussions and reviews have taken place by the Faculty of Nursing with the de Souza Institute, the Hospice of Windsor, Council of Ontario Universities Programs in Nursing (COUPN), and experienced oncology/palliative care advanced practice nurse experts.

The Windsor Star reported on December 9th, 2010, that Windsor and Essex County has “higher rates of certain types of cancer …..and higher cancer mortality rates than the Ontario average.” The report on the cancer statistics was released by the Windsor Essex County Health Unit. Data to complete the report was obtained from a variety of sources, but included Cancer Care Ontario and the Canadian Cancer Society.

Dimensions and evidence of societal need for graduates of the new program (e.g., socio-cultural, economic, scientific, or technological).

Students who enroll in the Advanced Practice Oncology/Palliative Nursing Graduate Diploma will already be Registered Nurses specializing in Oncology and preparing for de Souza Nurse Advanced Practice Designation (see Appendix A of attached business case) or Nurse Practitioners, pursuing continuing education in Oncology. Societal need for graduates of the proposed Diploma in Advanced Oncology/Palliative Nursing is significant in our society where high rates of cancer continue to exist.

Evidence of geographic scope of societal need for graduates of the new program (e.g., local, regional, provincial, or national)

As described in the earlier section on Student and Market demand. The need for nurses specialized in oncology/palliative nursing is nation-wide.

Evidence of anticipated duration of, and trends in, societal need for graduates of the new program.

Societal need for graduates with advanced preparation in Oncology and Palliative Nursing will continue to grow in our society especially with the escalating numbers of seniors and people living longer with chronic diseases and serious life threatening illnesses (includes cancer and cancer survivorship). The de Souza Institute does not focus solely on preparing nurses to work in centres that treat cancer or provide end of life care for people with terminal illness. The entire spectrum of cancer including prevention and health promotion are an important focus of study as well as survivorship and the psychosocial aspects of diagnosis and treatment on individuals and families. The need for this specialty education is anticipated to grow and will require a continuing education component in the future to support nurses working in the field.


McMaster University offers a Graduate Diploma in Advanced Neonatal Nursing. There are no Graduate Diplomas in Advanced Practice Oncology / Palliative Nursing offered at any other institution in Ontario.

As provided in Appendix “E” of the attached business case, there are limited oncology focused programs at the graduate school level in Canada.

If the proposed program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of proposed program in comparison to similar programs.
Letters of support are attached to provide evidence of societal need and student demand for the proposed new program. This advanced practice oncology/palliative nursing program is the first of its kind in Ontario. It is not a duplicate of any other programs.
RESOURCES

Identify, in detail:
- resources currently available
- anticipated sources of new resources,
- reallocation of resources or cost-savings, and
- additional resources required to run the proposed new program.

The resource impact of a proposal is almost never neutral.

Note: Proposers must also complete and submit the attached Budget Summary with the new program proposal.

RESOURCES AVAILABLE

Available Faculty and Staff Resources

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

The Faculty of Nursing is currently reviewing its Human Resource needs, taking into consideration the previous Dean leaving in 2006 and not being replaced until 2010, the retirements over the past two years (1) and the anticipated retirements over the next five years. In addition, the numbers of students have increased in the Faculty of Nursing, justifying the hiring of new faculty. There are currently the following:

Full Time Faculty: 21 faculty members, of which:
- PhD completed: Tenure Track (2), Tenured (10)
- PhD preparing– Lecturer (5 yr terms) converting to Tenure Track upon PhD completion (4)
- Limited Terms (3 yr terms) – 1 PhD prepared and 1 PhD preparing (terms end June 2012)
- AAS – 3 (one of whom is PhD prepared) – one of these AAS terms is from 2011-2013. Other two are permanent positions.

One additional Limited Term (2 yr) – 2011 to 2013 was approved to be hired for 2011 via the Strategic Priority Funds competition for 2011. This position will be hired specifically to support/teach in this new Graduate Diploma program. The short-listed candidates are scheduled to be interviewed in November 2011.

Sessional Lecturers (3)

Part-time faculty (sessional instructors) – 100+ hired per term

Faculty resources: Nurses with the requisite qualifications who work at the de Souza Institute in Toronto are available to support the program.

Administrative/professional staff support:
- 3 Nursing secretaries
- 1 Assistant to the Dean
- 2 Clinical Coordinators
- 1 Lab & Education Coordinator

The current staff support needs will be re-evaluated as the proposed program grows.

IT Support: The Faculty of Nursing currently has no dedicated IT support. The Graduate Diploma Program will require dedicated IT services to facilitate smooth operation of the E-Learning platform. The de Souza Institute and Cancer Care Ontario will be supportive of the University of Windsor in the early stages of launching the diploma courses on-line through the Ontario Telemedicine Network.

Assess faculty expertise available and actively committed to the new program. Provide evidence of the
appropriateness of collective faculty expertise to contribute substantially to the proposed 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
- promote innovation, and
- foster an appropriate intellectual climate.

[Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program.]

The Faculty of Nursing currently has one PhD preparing Limited-Term faculty member (Laurie Freeman-Gibb) who will convert to a tenure track faculty member upon completion of doctoral studies, and who is an Advanced Practice Nurse (licensed in the US as a Nurse Practitioner) with clinical expertise and a program of research in Oncology. She is currently working closely with the de Souza Institute to learn the IPODE – Interprofessional Oncology Distance Education course offerings through a consortium model operating out of Dalhousie University. We are currently exploring if the graduate level approved courses offered through IPODE would be a valuable link for both the Diploma and the proposed graduate stream in phase two. The de Souza Institute currently incorporates the IPODE courses in psychosocial oncology into their model for the de Souza Nurse designation (see details in attached business case). This faculty person is committed to championing the partnership with de Souza within the Faculty of Nursing in a leadership role.

The CVs of the core nursing faculty who will be teaching in the program are attached.

Other nursing faculty are engaged in research with an Oncology focus and there is a pool of highly qualified clinical faculty, and adjunct faculty (including Nurse Practitioners) currently working in Oncology settings within the Tri County area and more specifically with Hospice of Windsor, Cancer Care Ontario or in community agencies that provide care, support and education in the cancer journey from health promotion, risk reduction, disease prevention, treatment, survivorship and/or end of life care.

The partnership with de Souza, Cancer Care Ontario and the Hospice of Windsor will provide the opportunity to engage a variety of experts in the field to participate in course development and delivery.

The Faculty of Nursing is committed to actively support the new program.

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

Experts in Oncology/Palliative nursing currently exist in the Faculty of Nursing. Participation by one tenure track faculty member and a limited term faculty member (in progress to be hired) initially on the supervision, development, and teaching of this program is needed. Once the program is developed and established, faculty, along with expert sessional and adjunct faculty members from across the province, will be utilized to teach and supervise the program.

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.

N/A – there is no graduate supervision required as there is no thesis with this diploma.

Other Available Resources

Describe all other resources currently available and actively committed to the proposed program, including for example:

- library,
- teaching and learning support,
Library: In addition to the resources currently available through the Leddy Library, students will have access to resources through the de Souza Institute. The de Souza Institute has a virtual library; an online database containing over 1500 eJournals, 280 eBooks and several databases located at http://library.desouzanurse.ca.

Teaching and Learning Support will be augmented through the relationship with the de Souza Institute and Cancer Care Ontario. Ontario nurses working in Ontario have access to E-Mentoring through a partnership between de Souza and McMaster University. de Souza Institute also has an eLearning Centre. The centre offers workshops, study groups, and ability to interact with other Ontario nurses. Provincial resources include Cancer Care Ontario (CCO); Community Health Nurses Initiatives Group; Registered Nurses Association of Ontario. National resources include the Canadian Nurses’ Association, Canadian Association of Nurses in Oncology (CANO), Association of Cancer Online Resources (ACOR); BC Cancer Agency and the Canadian Cancer Society (CCS); Canadian Association of Psychosocial Oncology (CAPO; Canadian Hospice Palliative Care Association (CHPCA). A complete list of additional resources through de Souza can be obtained from their website under resources.

Space: Students will study using e-Learning technology. Current space for small group learning will be adequate for phase one of the project – such as nursing’s existing room 110 or Room 108 Toldo Health Education Building. The completion of the 3rd floor Medical Education Building space dedicated to Nursing (anticipated completion spring/summer 2012) will provide additional dedicated teaching and simulation space for this program.

Resource Implications for Other Campus Units

Describe the proposed program’s reliance 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.

Faculty currently use the Collaborative Learning Environment Windsor (CLEW) to deliver distance and partial distance or flexible delivery courses. Consultations with both CTL and IT Services have contributed to planning for the de Souza project with the Faculty of Nursing. It is anticipated that the de Souza project will be delivered using CLEW, a collaborative on-line learning environment, and the Ontario Telemedicine Network or OTN and will be delivered to nurses in their workplaces at Cancer Care Ontario sites throughout Ontario. http://www.ontariohealthinfo.ca/.

ANTICIPATED NEW RESOURCES

List all anticipated new resources originating from within the area, department or faculty (external grants, donations, government grants, etc.)

Government Grants: The Faculty of Nursing is working with the de Souza Institute to secure additional funding since this is a provincial initiative that fits into the strategic plan of the de Souza Institute and their goal for sustainability and expansion of the vision for the “de Souza Nurse designation.

Donations: Potential exists for donations to support this initiative and all avenues are being explored in partnership with de Souza and with the Office of Advancement.
PLANNED REALLOCATION OF RESOURCES AND COST-SAVINGS

- Identify all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in preparing this proposal.

The strategic funds proposal also included the hiring of a full-time AAS – Clinical Practice Experiential Learning Specialist for two years (sustainable once student enrolment reaches targeted growth and salary savings to changes in the clinical facilitation roles of full-time faculty). This position will improve the coordination and mentorship opportunities for the large pool of sessional instructors hired every fall and winter term to supervise undergraduate nursing students. Designating one person to oversee the orientation, professional development, supervision, mentorship of sessional clinical faculty will free up several full-time faculty to focus on the de Souza project.

ADDITIONAL RESOURCES REQUIRED

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

Faculty:
The Faculty of Nursing was successful with its proposal to the Strategic Initiative Funding competition in 2011 to hire a Limited-Term Lecturer for a period of two years (sustainable once student enrolment reaches targeted growth). Funding to support this position is also being sought through an external funding proposal. This Limited-Term position will ideally be filled by a graduate prepared Registered Nurse who is also a Nurse Practitioner experienced in either Palliative Care or Oncology Nursing.

Staff:
It is anticipated that additional administrative and dedicated IT staff will be required as the student numbers increase in the new diploma program.

GA/TAs:
There are no additional GA/TA requirements anticipated for the Graduate Diploma.

Describe all additional institutional resources and services required by all affected areas or departments to run the proposed 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 library resources are required during this phase of development for the proposed Diploma due to the resources available through the partnership with de Souza.

Teaching and Learning Support:
The Diploma in Advanced Practice Oncology/Palliative Care Nursing will be offered on-site to local students and on-line to students living at a distance to the University of Windsor. The de Souza Institute has a very highly developed system of teaching and learning support that includes an E-mentorship program delivered through McMaster University. Students who are in the Diploma program will have access to de Souza teaching and learning supports. The de Souza Institute has provided financial support to the Faculty of Nursing to cover the expenses of curriculum development.

Student Support Services:
The proposed program will run with the current student support services on campus and the additional services that will be provided through the partnership with the de Souza Institute and Cancer Care Ontario.
The Ontario Oncology Nursing e-Mentorship Program provides generalist, specialized (according to CANO standards, 2001) and advanced practice nurses with a unique opportunity for professional growth. This program has now been expanded with the support of de Souza to all nurses who care for patients and families at risk for or affected by cancer. Mentors are paired with nurses beginning their employment in a cancer care setting with a goal to support their career development goals.

http://www.hamiltonhealthsciences.ca/workfiles/Express/Oncology%20Nursing%20e-Mentorship%20Program.pdf

Space and Facilities:
This program will require additional office space for the Limited-Term hire and this is available on the third floor of the Toldo Health Education Building [once the Faculty of Nursing moves into the 3rd floor of the Medical Education Building-anticipated for 2012]. Interim office space has been prepared in room 105 Toldo. Space allocated to the Faculty of Nursing on the 3rd floor of the Medical Education Building has been designed to provide the teaching and learning space required for this Diploma program (to meet the needs of both the students on campus and the delivery of e-Learning).

Equipment (and Maintenance):
There is a need for additional equipment to run this program and this has been built into the plans for the 3rd floor of the Medical Education Building. Proposals have been written and submitted to secure funding for the teaching and learning space. The Faculty of Nursing is working closely with Advancement to secure initial funding and on-going financial support.

Demonstrate the consistency of requested additional resources with the focus of and requests in the area’s Faculty Plan.

The resources requested are consistent with the focus of the Faculty of Nursing’s Plan. The Faculty of Nursing is committed to:

1) Strategic partnerships
2) Engaging with the community.
3) Being a leading institution in nursing education at the graduate level.
4) Developing accessible graduate education for practicing nurses.
5) Providing continuing education for nurses in specialty areas of practice at an advanced level.
### C. Program Details

#### Program Description

Provide a brief program description (2-3 sentences) for possible use in recruitment initiatives.

The Graduate Diploma in Oncology/Palliative nursing is designed for advanced practice nurses who desire a series of nursing courses to facilitate the clinical and psychosocial care of oncology/palliative clients. Furthermore, this program augments leadership and management skills while increasing the knowledge base needed to participate in interdisciplinary research. This unique program offers distance education along with simulation and clinical skill development.

#### Admission Requirements

<table>
<thead>
<tr>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>- program-specific admission requirements,</td>
</tr>
<tr>
<td>- selection criteria,</td>
</tr>
<tr>
<td>- credit transfer,</td>
</tr>
<tr>
<td>- arrangements for exemptions or special entry, and</td>
</tr>
<tr>
<td>- alternative admission requirements, if any, for admission into the program, such as additional language requirements or portfolios, recognition of prior work or learning experience, etc.</td>
</tr>
</tbody>
</table>

1) All general regulations of the Faculty of Graduate Studies admission requirements are applicable.

2) Completed or currently enrolled* in a Master’s degree in a clinical nursing specialty with at least a B standing. Consideration may be given to BScN applicants holding master’s degrees in other cognate disciplines. *Students currently enrolled in a master’s program must have completed three-quarters of their program prior to being admitted to the program.

3) Evidence of registration or license in her/his own province/country.

4) Minimum of two years’ experience in nursing. Preference will be given to those with Oncology/Palliative care experience.

5) Current curriculum vitae

6) Original post-secondary transcripts

7) Three confidential reports must be completed by academic/professional referees, with at least one from an academic who has taught the applicant and one from a recent employment supervisor.

8) A narrative statement must be submitted, which will address the candidate’s rationale for seeking the graduate diploma.

9) Applicants whose native language is not English must submit certification of English proficiency (official TOEFL score or equivalent MELAB).

10) Applications for admission must be completed by February 15 (or until seats have been filled).

11) Completed Application form and application fee

12) An interview may be required.

#### Category 1: Nursing MSc or MN Program (completed or currently enrolled)

1) Proof of completion of MSc or MN Program, or students must have completed least three quarters of their course work requirements prior to admission, since the Diploma requirements are additional to those requirements for
the M.Sc. or M.N. degree. Students may apply and register in this Diploma Program while completing their M.Sc. thesis research. However, a separate application and tuition fee are required for enrolment in the Advanced Oncology/Palliative Diploma Program.

2) For the Graduate Diploma Program in Advanced Oncology/Palliative Nursing, at least two (2) years experience is required in nursing. Applicants with Oncology/Palliative care experience will be given admission preference.

**Category 2: NP certificate with MN or MSc**

1) NP-MN or NP-MSc with at least a B program average.

2) Minimum of two years’ experience as an NP in any practice setting. Preference will be given to those with Oncology/Palliative care experience.

**Category 3 PhD in nursing or related field**

1) Students with a PhD in nursing or a related field. Preference will be given to those with a research focus in Oncology/Palliative care.

---

_Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes established for completion of the program._

**Program Curriculum Structure/Program of Study**

[NB: For graduate programs, each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.]

**Total courses:**

1) Advanced Health Assessment, Diagnostics, and Therapeutics of the Oncology/Palliative Patient (2 courses, part I and part II)

2) Interdisciplinary Psychosocial Aspects of Cancer/Palliative Care (one course)

3) Leadership and Management in Oncology/Palliative care settings (one course)

4) The Summer Institute (Interprofessional research)

5) Practicum with two phases: 1) Simulation and 2) Preceptorship

**Major requirements:**

1) Advanced Health Assessment, Diagnostics, and Therapeutics of the Oncology Patient (2 courses, part I and part II)

2) Psychosocial Aspects of Cancer/Palliative Care (one course)

3) Leadership and Management in Oncology/Palliative care settings (one course)

**Other requirements:**

1) The Summer Institute (Interprofessional research)

2) Practicum (experiential learning) with two components: 1) Simulation and 2) Preceptorship

**Recommended options (if any):**

N/A

**Description of thesis option (if applicable):**

N/A

**Description of experiential learning components (if applicable):**

Each student will be required to participate in person in oncology/palliative emergencies in our state of the art Simulation Lab. This will then be augmented with an oncology/palliative care clinical placement.
Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.), if applicable:

Evaluation of this component will be based on performance in case-based simulation experiences and in the clinical setting. An online seminar with assignments will also augment the evaluation process for this section of the diploma.

For Co-op components:

Guidelines for co-op work term reports:
N/A

General length of co-op work term: N/A

Standing Required for Continuation in Program

| GPA 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]. |

The minimum grade required in all courses is B-. Any student who does not successfully complete a course may repeat it once at the discretion of the Dean of the Faculty of Nursing and the Dean of Graduate Studies and Research. The student may not repeat more than one course.

Standing Required for Graduation

| Minimum GPA 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]. |

Must be in good standing in order to graduate, with a minimum GPA equivalent to a B- (as above).

Suggested Program Sequencing

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

Program sequencing for Full Time (12 months):
First Semester:
AHAD/Therapeutics I (one course), with either Interdisciplinary Psychosocial Aspects of Cancer/Palliative Care (one course) or Leadership and Management in Oncology/Palliative care settings (one course)

Second Semester:
AHAD/Therapeutics II (one course) with either Interdisciplinary Psychosocial Aspects of Cancer/Palliative Care (one course) or Leadership and Management in Oncology/Palliative care settings (one course). (whichever not taken in previous semester)

Spring /Summer Semester:
Practicum (experiential learning) consisting of two components: 1) Simulation and 2) Preceptorship, concurrent with the Summer Institute (Interprofessional research).

Program Sequencing for Part Time (24 months):
First Year Semester 1:
Interdisciplinary Psychosocial Aspects of Cancer/Palliative Care (one course) or Leadership and Management in Oncology/Palliative care settings (one course).

First Year Semester 2:
Interdisciplinary Psychosocial Aspects of Cancer/Palliative Care (one course) or Leadership and Management in Oncology/Palliative care settings (one course). (whichever not taken in previous semester)
First year Spring /Summer:
Summer Institute (Interprofessional research).

Second Year Semester 1:
AHAD/Therapeutics I

Second year Semester 2:
AHAD/Therapeutics II

Second Year Spring/Summer semester
Practicum (experiential learning) consisting of two components: 1) Simulation and 2) Preceptorship

### LEARNING OUTCOMES

In the following table provide the specific learning outcomes 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 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, for assistance with the articulation of learning outcomes.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Characteristics of a University of Windsor Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of this program, the successful student will know and be able to:</td>
<td>A U of Windsor graduate will have the ability to demonstrate:</td>
</tr>
<tr>
<td>Provide advanced health assessment and therapeutics as required to care for oncology patients throughout the complete disease trajectory (from diagnosis to end of life care).</td>
<td>A. the acquisition, application and integration of knowledge</td>
</tr>
<tr>
<td>Critically appraise, investigate, and utilize current literature to strengthen the ability to provide psychosocial and palliative aspects of caring for cancer patients across the whole disease spectrum.</td>
<td>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</td>
</tr>
<tr>
<td>Appraise, review, assess, and interpret the latest research evidence and best practices guidelines to ensure optimal oncology/palliative care patient outcomes.</td>
<td></td>
</tr>
<tr>
<td>Evaluate the role of the advanced practice nurse within the leadership and management structure of different oncology/palliative Care settings.</td>
<td>C. critical thinking and problem-solving skills</td>
</tr>
<tr>
<td>Integrate the advanced practice nursing role within the leadership and management structure of different oncology/palliative Care settings</td>
<td></td>
</tr>
</tbody>
</table>
Program Learning Outcomes
This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.

At the end of this program, the successful student will know and be able to:

Appraise, review, assess, and interpret the latest research evidence and best practices guidelines to ensure optimal oncology/palliative care patient outcomes.

Examine, interpret, and evaluate oncology/palliative care clinical situations and data using a systems approach.

Demonstrate accountability and responsibility for actions and decisions made in the care of oncology and palliative care patients.

Participate in interprofessional research and collaboration to ensure the best outcomes for oncology/palliative care patients.

Work and communicate effectively within an interprofessional setting, as a team member.

Appraise creatively and aesthetically the skill sets necessary to care for oncology/palliative patients.

Appraise, review, assess, and interpret on an ongoing basis the latest research evidence and best practices guidelines to ensure optimal oncology/palliative care patient outcomes.

Characteristics of a University of Windsor Graduate
A U of Windsor graduate will have the ability to demonstrate:

D. literacy and numeracy skills

E. responsible behaviour to self, others and society

F. interpersonal and communications skills

G. teamwork, and personal and group leadership skills

H. creativity and aesthetic appreciation

I. the ability and desire for continuous learning

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

The program’s course structure meets the regulations as prescribed by the College of Nurses of Ontario.

To ensure that students successfully meet the learning outcomes, thorough discussions and reviews have taken place with the de Souza Institute, the Hospice of Windsor, COUPN and experienced oncology/palliative care advanced practice nurse experts.

Student Workload
Provide information on the expected workload per course credit (3.0) of a student enrolled in this new
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 | Minimum 3 – 6 hours per week
Tutorials | N/A
Practical experience | Minimum 6 – 10 hours per week
Service or experiential learning | 16 Hours for simulation; 48 hours clinical practicum
Independent study | 10 hours per week
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.) | When applicable, 5 hours per week
Studying for tests/examinations | When applicable, 5 hours per week
Other: [specify] | N/A

**Compare the student workload for this program with other similar programs in the department or program.**
The student workload is comparable to the MN and the Nurse Practitioner program expectations.

**Mode of Delivery**
Demonstrate that the proposed modes of delivery are appropriate to meet the intended program learning outcomes. Discuss online vs. face-to-face modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

Online and face to face (on campus) delivery modes allow for all students across the province to have access to the program. Required on campus learning courses/experiences (simulation component and Summer Institute) ensure scholarly engagement with peers. We are confident that these mixed modes of delivery will ensure the acquisition of skills, knowledge and attitudes necessary to care for oncology/palliative patients.

**D. MONITORING AND EVALUATION**
Exams, written assignments, along with objective clinical assessment are standard evaluation criteria used in nursing programs at all levels.

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

Standardized tests, marking rubrics, and clinical competencies will be used to ensure consistency and performance at the graduate level.

Describe how the success of the program will be monitored and evaluated. The description should include types of data to be gathered, criteria for evaluation, review process, and use of information to adjust program activities or planning.

The program will be monitored and evaluated through a process that includes the external partner – the de Souza Institute. Feedback will be obtained from students who graduate from the program and employers of the graduates. Feedback will also be obtained from the preceptors following the clinical course. Information that is gathered will be used to make adjustments to the program, curriculum content, and course offerings. Graduates from the program will also be invited to participate on a curriculum committee (which also consists of University of Windsor & de Souza representatives) for the diploma program.
It is anticipated that there may also be an external review of the program by the Ministry of Health through the Nursing Secretariat’s office, as this has been past practice.

Student Evaluation of Teaching will be obtained using SET tools and/or other standardized evaluation instruments for each course. Small student group discussions with the Dean and Graduate Coordinator will be used to gather verbal feedback about issues and concerns as is currently done in the graduate programs during the winter semester or more often if there are concerns.

This program will also be evaluated through the Quality Assurance Process at the University of Windsor with the existing graduate and nurse practitioner programs in the Faculty of Nursing.

An internal university of Windsor Advisory group is being established as a mechanism for quality insurance. It will include monitoring and evaluation of the program through the inclusion of all stakeholders.

E. GRADUATE PROGRAMS ONLY
[Complete this section ONLY if this is a graduate program proposal.]

Normal Duration for Completion
Provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

Currently, six courses required for a graduate diploma is consistent with graduate diplomas offered in other nursing graduate diploma programs in the country. For working nurses, the option of one course per semester will ensure that the program may be reasonably completed within the proposed time period for part-time enrolment.

Program Research Requirements
Explain the nature and suitability of the major research requirements for completion of the degree.

N/A – no research requirements for this diploma program

Program Financial Assistance Resources
Provide evidence that financial assistance for graduate students will be sufficient to ensure a well-qualified and sufficient pool of applicants.

The de Souza Institute provides opportunities for financial support. Additional support may be available through nursing graduate scholarships and awards. Employers may also provide financial support to their employees who wish to take this program – e.g. professional development.

F. EXPERIENTIAL LEARNING COMPONENT ONLY (including Co-op programs)
[Complete this section ONLY if the proposed program includes an experiential learning 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.)

Describe the experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)
Each student will be required to participate in person in oncology/palliative emergencies in our state of the art Simulation Lab. This will also be augmented with a supervised clinical placement in an oncology/palliative care setting.

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

Through the simulation component, students have the opportunity to engage in “real-life” experiences in the safety of the controlled lab setting. The knowledge and skills students gain from this experience are easily transferable to their clinical and workplace settings.

The supervised clinical placements allow students to develop competencies that will be applied to future practice in their workplace.

Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).

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

Cancer Care Ontario and the Hospice of Windsor have agreed to provide positions for clinical placements. Future placements will be developed and expanded as the program grows.

Describe the mechanism that will be established for the supervision of experiential learning placements.

The simulation component will be supervised by faculty within the Faculty of Nursing. Clinical placements will be supervised by a preceptor in the field.

Provide information on the fees associated with the 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.

The fees will be included via the tuition charge for this program.

Is the completion of the experiential learning component a requirement of the program?

Yes.

Complete the Remainder of Section F where the Experiential Learning Component is an OPTION in the Program:

Program Requirements

Describe how the program requirements differ for students who complete the experiential learning option and those who opt not to.

N/A

Learning Outcomes

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

### Standing Required for Continuation in the Experiential Learning Option of the Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA requirement for continuation in the program</td>
<td>Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [<a href="http://www.uwindsor.ca/calendars">www.uwindsor.ca/calendars</a>].</td>
</tr>
</tbody>
</table>

N/A

### Standing Required for Graduation in the Experiential Learning Option of the Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum GPA requirement to graduate in the program</td>
<td>Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [<a href="http://www.uwindsor.ca/calendars">www.uwindsor.ca/calendars</a>].</td>
</tr>
</tbody>
</table>

N/A

### Suggested Program Sequencing and Work/Study/Placement sequencing, as appropriate

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide program and work/study/placement sequencing for each year of the program. Please ensure that all pre-requisites are met in the sequencing.</td>
<td></td>
</tr>
</tbody>
</table>

N/A

### G. TO BE COMPLETED FOR CO-OP COMPONENT ONLY

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a summary of the types of positions that would be suitable at each level of work-term.</td>
<td></td>
</tr>
</tbody>
</table>

N/A
## Estimated Enrolments

Provide details on projected enrolments in the following tables. NB: normally an annual intake of a minimum of 20 students enrolled in the co-op or internship program is required.

<table>
<thead>
<tr>
<th></th>
<th>First Year of Operation</th>
<th>Second Year of Operation</th>
<th>Third Year of Operation</th>
<th>Fourth Year of Operation</th>
<th>Fifth Year of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the regular program (non-Co-op)</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>In the Co-op stream</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Projected number of international students enrolled in the Co-op stream</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Projected steady-state student enrolment per academic year:

<table>
<thead>
<tr>
<th></th>
<th># of First-year students</th>
<th># of Second-year students</th>
<th># of Third-year students</th>
<th># of Fourth-year students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the regular program (non-co-op)</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>In the Co-op stream</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Projected steady-state student enrolment overall:</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Suggested Program Sequencing and Work/Study sequencing, as appropriate

Provide program and work/study sequencing for each year of the program. Please ensure that all pre-requisites are met in the sequencing.

NB: 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).

N/A

### AAU Council Approval of New Co-op Component

Please obtain signatures for the following statement.

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the Centre for Career Education in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.
Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.*

Signature of AAU Head*: _______ N/A______________________________

Signature of Director of the Centre for Career Education: __________ N/A________________________

Guidelines for the Establishment of New Co-op Programs: CHECKLIST

Final Overview:
Please complete this checklist to ensure that the senate-approved guidelines for the establishment of a new co-op program have been addressed:

Does the proposal:
☐ include the endorsement of/involvement by the Centre for Career Education?
☐ adequately describe the academic program?
☐ include a strong rationale for co-operative education?
☐ list the types of positions suitable to students at the junior, intermediate and senior work-term?
☐ articulate the possibility for international placements at a later point?
☐ provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
☐ include a plan to monitor the availability of work placements on an ongoing basis?
☐ articulate specific learning outcomes and co-op requirements?
☐ include a commitment by the department to adequately support the program by:
  ☐ funding a co-op faculty representative?
  ☐ ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:
☐ attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
☐ be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
☐ provide year-round availability of students to the workplace in some manner?
☐ meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?
Budget Summary Sheet

<table>
<thead>
<tr>
<th>Yearly base expenditures</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/ Staff/Technician Requests* - includes 1 part time technical support person ($42,500), and 3 sessional instructors contracted each year ($20,790/year). Note: A full-time limited term faculty member’s salary has been funded via the 2011/12 Strategic Priority Funds for 2 years so this salary is not included, but will needed to be included to the base budget once the funding ends. It is anticipated by then that the revenue generated from student tuition for this program after two years will fund the ongoing salary of this faculty member.:</td>
<td>$63,290</td>
</tr>
<tr>
<td>GA/TA Requests:</td>
<td>$0</td>
</tr>
<tr>
<td>Other Operating Expenses (please specify)* - includes the following: Summer Institute ($10,000), Supplies ($1,500), Travel ($3,000), Misc. (2,000), Long distance phone ($75), Postage/courier ($100), Advertising/promotion ($1,000), Printing/copying ($800), Ongoing maintenance/upgrading of equipment and technology ($10,000)</td>
<td>$28,475</td>
</tr>
<tr>
<td><strong>Total Yearly base expenses:</strong></td>
<td><strong>$91,765</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One-Time Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities:</td>
<td></td>
</tr>
<tr>
<td>Facilities/Equipment (furnishing/equipping new clinical learning centre): Note: these funds are being raised/acquired by Nursing as part of the funds to furnish/equip the expansion on the 3rd floor of the MEB. The estimated cost related to this program is $150,000.</td>
<td>$150,000</td>
</tr>
<tr>
<td>Equipment:</td>
<td></td>
</tr>
<tr>
<td>Technology infrastructure. Note: this one time cost will build a platform of infrastructure for online delivery of graduate education globally, and eventually undergraduate education.</td>
<td>$563,800</td>
</tr>
<tr>
<td>Library Resources Requests:</td>
<td>$0</td>
</tr>
<tr>
<td>Costs related to use of technology/Centre for Teaching and Learning (CTL) resources:</td>
<td>Technology costs are included above.</td>
</tr>
</tbody>
</table>
**Appendix A: FINAL CHECKLIST FOR PROPOSERS**

Having completed the program/course change proposal form, please complete the following table by marking an “X” in the appropriate column.

<table>
<thead>
<tr>
<th>PRIMARY CRITERIA</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the program or course tie into the University’s Strategic Plan?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Is the program or course “Unique” in Ontario? In Canada? In North America?</td>
<td>X</td>
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<tr>
<td>Is there evidence that a market exists for this program or course (a) on-campus; and/or (b) off-campus?</td>
<td>X</td>
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<tr>
<td>Does this program or course have income potential? (How many students would it generate?)</td>
<td>X</td>
<td></td>
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<tr>
<td>Does this program or course address current issues? (e.g., double cohort, large-class problem, absence of upper-level on-line classes, etc.)</td>
<td>X</td>
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<tr>
<td>Are there U of W courses which have been developed for flexible learning indicating either (a) partial development already exists, or (b) a degree of expertise exists?</td>
<td>X</td>
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<tr>
<td>Are there departmental procedures in place for (a) course planning; (b) course development; and, (c) course delivery (Policy documents, Committees, Timelines, etc.)?</td>
<td>X</td>
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<tr>
<td>Is there evidence of support from the Dean(s), AAU Head(s)/Director(s)/Chair(s) for this program?</td>
<td>X</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SECONDARY CRITERIA</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the new program or course have partnership options (with other departments or faculties, or other universities)?</td>
<td>X</td>
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<tr>
<td>Does the new program or course allow for staggering options (e.g., every other year, or Windsor one year and another site the following year)?</td>
<td>X</td>
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<tr>
<td>Is the new program or course a complement to other Windsor flexible learning programs (will not interfere with other programs)?</td>
<td>X</td>
<td></td>
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<tr>
<td>Is the new program or course a complement to other Windsor on-campus programs (will not interfere with other programs)?</td>
<td>X</td>
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<tr>
<td>Does the department have the “critical mass” to undertake the program or course (a) sufficient interested and capable faculty; (b) academic support; and (c) TA/GA support?</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are additional resources required: (a) faculty/staff/GA/TA; (b) equipment; (c) library; (d) IT support?</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Are there data on (a) incoming student demographics (profiles) that align with flexible learning (age, geographic location, employment, family responsibilities, etc.); and (b) technological profiles (hardware and software resources and skills)?</td>
<td>X</td>
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<tr>
<td>Does the department have a plan regarding (a) marketing flexible learning courses; (through partnership with de Souza) (b) the timely appointment of instructors; (c) technical support (CTL, Tutorials, TA/GAs, staff contact person, etc.); (d) intra-departmental communications (committees, policies); and (e) inter-departmental communications (committees)?</td>
<td>X</td>
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<td></td>
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<tr>
<td>Are there mechanisms and policies in place to address quality-control of (a) instruction; (b) materials (audio, video, PowerPoint, textual load, discussions and so on; and (c) learning (student assessment)?</td>
<td>X</td>
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</tbody>
</table>
APPENDIX A

FACULTY CURRICULA VITAE

[Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program.]

See included PDF files as follows:

- Appendix A-1: FREEMAN-GIBB Laurie IQAP CV Nov2011
- Appendix A-2: EL-MASRI Maher IQAP CV Nov2011
- Appendix A-3: RAJACICH Dale IQAP CV Nov2011