

MPHEC Information Requirements for
New Degree Programs

Appendix B

Note from MPHEC: The MPHEC has developed “tips” intended to assist university when completing this form. These are provided at the end of this document (beginning on page 31).

Program Information

- a) Submitting Institution(s) – University of Prince Edward Island
- b) Faculty / School / Department – Faculty of Nursing
- c) Credential(s) Granted (as it will appear on the transcript; for collaborative programs, note which institution will award each credential) – Master of Nursing
- d) Program Name – Master of Nursing, Thesis Stream or Course-based Stream
- e) Level of Study (undergraduate, post-baccalaureate, graduate) - graduate
- f) Program Duration
 - × Full-Time # years 3 # terms 8
 - × Part-Time # years 4-6 # terms 8
- g) Current / Proposed Classification of Instructional Program (CIP) Code
- h) Proposed Start Date for New Program: Fall 2025
- i) Contact Person (should MPHEC staff require additional information during the assessment process)
Name & Job Title: Dr Greg Naterer Email: gnaterer@upeu.ca Phone Number: 902-566-0561
- j) Provide a brief description of the program (approximately 250 words). This description may wish to touch on any of the following:
 - The aims and/or goals of the program.
 - Program strengths and/or innovations.
 - Potential areas/sectors of employment for graduates and/or opportunities for further study.
 - Student populations that might be served by the program.

This program description will be made publicly available on the MPHEC’s website.

The MN program currently has two streams: the Thesis stream and the Nurse Practitioner stream. **The Nurse Practitioner stream is not being changed, at this time.**

Our current thesis program includes 8 courses (27 credits) plus a thesis (9 credits) = 36 credits. We are creating a new course-based Master of Nursing stream with 7 courses (21 credits) plus a capstone course (6 credits) = 27 credits. We are reducing the number of courses for the thesis stream to 7 courses (21 credits) plus a thesis (9 credits) = 30 credits. We have modified 6 of the existing Master of Nursing courses and added 2 new courses, including the new capstone. One course remains unchanged (the final thesis course). Students in both streams would take all 7 course courses. The only difference between the course-based and thesis stream is the final course: capstone project for course-based stream and thesis course for thesis stream students. While students can take courses in any order, they must complete all courses before their final capstone or thesis course. A proposed course sequence is provided [here](#).

In November 2022, the Canadian Association of Schools of Nursing (CASN) published the [National Nursing Education Framework](#).

Revision of the framework incorporated several documents including:

1. [Truth and Reconciliation Commission of Canada: Calls to Action \(2015\)](#)
2. [Declaration of Rights of Indigenous peoples \(United Nations, 2013\)](#)
3. [Transforming our World: The 2030 Agenda for Sustainable Development \(United Nations, 2015\)](#)
4. [Global Pillars for Nursing Education \(Global Alliance for Leadership in Nursing Education and Science 2019\)](#)

The Framework serves as a guide to developing and revising curriculum. The publication of this work coincided with our program redesign, and it aligned nicely with our intended objectives. Six learning domains organize the core expectations for our program graduates, based on the CASN National Education Framework (2022):

- 1) **Knowledge**
Theoretical, conceptual, and factual content in the programs.
- 2) **Research skills and critical inquiry**

Thinking and inquiry skills to appraise, generate, synthesize, translate, and mobilize evidence-based knowledge.

3) **Nursing practice**

Activities in a broad range of nursing roles.

4) **Communication and collaboration**

Interactions and relationships between the nurse and individuals; family (biological and chosen); communities and populations; other members of the health care team; members in other sectors; and key stakeholders.

5) **Professionalism**

Accountability, ethics, and values of a nurse.

6) **Leadership**

Social influence to help others achieve health related goals or improve the health care system.

The Master of Nursing (MN) program is founded upon the guiding principles of primary health care and designed to prepare nurses for advanced nursing practice through the integration of theory, research, and practice. Graduates will incorporate four key pillars of our 'LEAP' program: 1) leadership; 2) education, 3) applied research; and, 4) advanced practice in a variety of roles and settings. The Master's program is built on the existing strengths of the faculty. Graduates are prepared to function in an advanced practice role across: the continuum of life, the disease trajectory and care settings.

1. Program Content and Structure

- 1.1. Use the table provided in [Appendix 1](#) to list all program requirements and provide a hypothetical student progression through the first cohort of the program. ^(Tip)

See Appendix 1

- 1.2. Describe how the program requirements listed in [Appendix 1](#) will work together to form a cohesive program of study (maximum 250 words). This description may address as applicable ^(Tip)
- the role of key courses
 - relationships between courses
 - program milestones
 - course sequencing
 - the scaffolding of knowledge throughout the curriculum

Advanced practice nurses require many advanced skills including: theoretical and conceptual underpinnings of knowledge, research interpretation and knowledge mobilization, communication and collaboration, leadership and educational strategies. The program is structured to address these key areas to produce advanced clinicians, administrators and educators.

- 1) Fundamentals of Application of Advanced Knowledge: students begin the program with an introductory course aimed at understanding the foundations of health, health equity, health outcomes and planetary health.
 - 2) Research: Students will take two core courses delivered in sequence exploring research methodologies and critical inquiry including knowledge mobilization.
 - 3) Professionalism and Professional Growth: two courses cover important aspect of professionalism including accountability, ethics, role sustainability and professional growth.
 - 4) Leadership and Education: Preparing and leading the development of nurses are key deliverables addressed in two courses. A leadership course is offered in next to final semester for non-thesis students to prepare them for their final capstone project.
 - 5) Capstone project or thesis: the final course will allow students to apply the knowledge and skill acquired throughout their program to address a specific healthcare issue related to leadership, education, applied research or clinical practice.
- 1.3. In [Appendix 2](#), provide the academic calendar course descriptions for each required course and select elective. These descriptions should identify any prerequisites and/or co-requisites. ^(Tip)

See Appendix 2

- 1.4. Use the table provided in [Appendix 1](#) to outline a hypothetical student progression through the first cohort of the program.
- 1.5. Describe the implementation plan for the program, including as applicable
 - when new or modified courses will be introduced
 - planned rotation for select electives
 - whether multiple sections of courses will be required.

The program will start in the Fall semester and will proceed with one course per term over 8 consecutive semesters. Course-based students will complete the program at the end of the 8 semesters. Thesis based students will continue to work likely over a few semesters to complete their research projects.

Up to five (5) special students could be admitted to the program asynchronously every fall. The final capstone project could only be completed once all prior courses are completed. The capstone project course will be offered every other year, as required by students. Students will be able to start their thesis course as soon as they have completed all of the seven (7) required courses.

- 1.6. Describe any special requirements within the program (e.g. thesis, dissertation, capstone project, comprehensive exams, work-integrated learning), including as applicable
 - supervision (e.g., who will supervise, when supervisors will be assigned)
 - timelines, checkpoints or milestones
 - deliverables
 - student evaluation.
- 1.7. In addition to the above, for [interdisciplinary programs](#), describe how integration of knowledge will typically occur and be demonstrated throughout the program (e.g., new required courses specific to the field, cohort-specific sections of courses, participation in a senior seminar, capstone). [\(Tip\)](#)

A capstone project or thesis will be required of students enrolled in the program at the completion of the 7 core courses. For the capstone project, students will work with their course instructor to complete their project in leadership, education, applied research or clinical practice, within the timelines of the course.

Thesis students will work with their supervisor and committee to develop and defend a research proposal, as is done currently. Thesis students will implement their proposal, collect and interpret data and submit a thesis of their written work for formal defense.

- 1.8. In addition to the above, for programs that feature [work-integrated learning](#) (e.g. clinical practice, work placements, co-operative [co-op] programs), describe [\(Tip\)](#)
 - 1.8.1. The type(s) of work experience students will have through work-integrated learning. This could include a sample of organizations that have already agreed to provide placement opportunities and/or plans for expanding these opportunities.
 - 1.8.2. Procedures for securing a work placement (e.g., how placements are found, who approves them, and what the requirements and responsibilities are for qualifying organizations).
 - 1.8.3. The number of work terms and the duration of each work term (i.e., total number of hours worked, and number of hours worked per week).
 - 1.8.4. Student supervision and evaluation.

Not applicable as there will not be a work-integrated learning component in this program.

- 1.9. If a **graduate program** relies on cross-level courses, specify how the content, assignments, and learning outcomes will be more advanced in the graduate course. [\(Tip\)](#)

Not applicable as there will be no cross-level courses in this program.

- 1.10. Identify any related existing programs at your institution (undergraduate or graduate). ^(Tip)

Not applicable as there are no related existing program at our institution.

- 1.11. Compare the proposed program to 3-5 other relevant programs offered elsewhere in the Maritimes, Canada, or internationally. Comment on similarities as well as differences. ^(Tip)

Dalhousie University

Similarities

- Master of Nursing professional stream similar to UPEI proposed course-based stream
 - intended for students seeking to develop the theoretical knowledge to lead professional practice change and the evaluation of practice change.
 - 30 credit-hour course-based non-thesis program, students complete both required and elective classes focused on practice-related theory and research. Students will attend seminars and discussions, strengthen their theoretical
- Master of Nursing Science stream similar to UPEI existing Master of Nursing thesis stream
 - Preparation for career in academia and/or research; research foci
 - 27-credit hour program is comprised of 5 courses plus a thesis.
 - A full-time MScN student will complete the MScN program in 2 years. A part-time student will complete the program in 4 years.

Differences

- At Dalhousie, Full-time students in the MScN program usually complete three courses per term. Part-time students in the MScN program usually complete 1-2 courses per term
- In our program, students will be limited to one course per term, this will enhance their ability to continue to work full-time
- 27 credits (UPEI course-based stream) vs 30 credits (professional stream)
- 30 credits (UPEI thesis stream, 7 courses plus a thesis) vs 27 credits (5 courses plus a thesis)
- Dalhousie course focus is on policy and philosophy

University of New Brunswick

Similarities

- Blend of synchronous and asynchronous online learning at both universities
- Part-time students at UNB and UPEI generally complete 1 course per term
- All students at both universities must complete a thesis or report.

Differences

- UNB students can be complete program on either a full or part-time basis
 - Full-time students in the thesis/report stream complete a total of 18 credit hours (6 courses) in year 1 and thesis/report work in year 2.
 - Part-time students in the thesis/report stream complete a total of 18 credit hours (6 courses) in years 1, 2, and 3 and focus on the completion of their thesis/report work in year 4.
- UNB offers 3 independent study courses

Memorial University

- learn to integrate and synthesize philosophical perspectives, theories, research and skills.

Similarities

- course based program at both universities -Master of Science in Nursing (MScN), Practicum at Memorial
- Students at both universities choose a practicum project relevant to their interest and work setting that addresses a real need for change and demonstrate advanced nursing practice competencies.
- Both universities offer courses on leadership, education and knowledge translation

Differences

- Asynchronous learning online at Memorial
- 2-3 years if full-time at Memorial

- 1.12. Identify any consultation undertaken during program development ^(Tip). This could include:

We completed a benchmarking activity was undertaken in the summer of 2022 to identify all course-based Master of Nursing programs across Canada. Raw data for course-based, non-thesis programs is provided [here](#) with a summary [here](#). In order to evaluate our proposed program, we developed and circulated a 7-item stakeholder survey including the draft program overview, course descriptions and calendar. Key stakeholders included Health PEI (prospective employer) and the College of Registered Nurses and Midwives of PEI (regulator agency). Twenty-four respondents completed the survey. The [survey results](#) indicate strong support (agree or strongly agree) for the proposed program, course descriptions, timetable and delivery method.

- 1.13. The final version of a proposal for a new graduate degree must have been assessed by an expert external to the institution prior to submission to the Commission. Identify the name, title, and institution of the external consultant(s) who reviewed the proposed program, as well as the date of the site visit.

Append a copy of the [consultant's report](#) and [your institution's response to the consultant's report](#) in [Appendix X](#). ^(TIP)

2. Delivery Method

Note from MPHEC: This section of the information requirements was drafted prior to the development of the *Guidelines for Institutional Frameworks for Online and Technology-Supported Learning*. It will be updated, where necessary, following the release of the *Guidelines*.

- 2.1. In which delivery methods will the program be offered and advertised as being offered? (check all that apply)
 - 100% in person
 - 100% online
 - Hybrid: (provide details) – online with opportunity for synchronous (face to face or online) weekly sessions.
- 2.2. List the delivery methods to be used in this program (e.g., classroom teaching, experiential learning, labs, synchronous or asynchronous online learning).

Synchronous Online Learning will be used to facilitate interaction between students and the instructor in real time through a digital platform (Moodle Collaborate). Classes will be scheduled at specific times, requiring students to log in simultaneously, which helps maintain a structured learning environment.

Capstone project. The capstone project will provide students with an opportunity to apply the knowledge and skills they have acquired throughout their program to address a specific healthcare issue or problem related to nursing leadership, education, applied research or clinical practice. Students will demonstrate their ability to integrate theory, research, and practice in a meaningful way. The project will provide students with a comprehensive and integrative learning experience that prepares them to become competent, evidence-based nursing professionals capable of addressing complex healthcare challenges.

OR

Thesis. Under the supervision of a faculty advisor and a thesis committee, the student will write a thesis based on research related to an approved topic. The thesis must demonstrate the candidate's capacity for independent work and should include a critical evaluation of the principal works published on the subject of the thesis. It should make an original contribution to the body of knowledge in that field of study

- 2.3. Describe the training and support available to faculty and staff regarding the technical and pedagogical aspects of these delivery methods.

UPEI has a [Teaching and Learning Centre](#) that provides one-on-one consultations, lunch and learn sessions, mentorship and teaching square programs, workshops, self-directed learning, and support from their e-learning team's instructional and multimedia designers. A new [Instructional Resources Hub](#) provides just-in-time self-paced professional development, ideas for authentic alternative assessments, and evidence-based resources.

UPEI also offers email support and online training resources for [Moodle](#), our Learning Management System.

- 2.4. Describe any orientation available to students that provides information or expectations regarding delivery methods and/or technological assistance, as applicable.

New students will be invited to register and attend the [New Student Orientation](#) which takes place in the fall of every year.

2.5. Describe how these delivery methods will enable the following:

2.5.1. student-student interaction

Collaborative tools such as breakout rooms, chat functions, and collaborative documents will facilitate group work and discussions

2.5.2. faculty-student interaction

Instructors will be able to provide instant feedback and clarifications via the synchronous, online learning environment, enhancing the learning experience.

2.5.3. faculty availability outside of instruction time.

Teaching faculty will maintain regular office hours that will be communicated to students at the beginning of every course and listed in the course syllabi.

2.6. Describe how the delivery methods take into account or accommodate a diversified student body (e.g., through inclusive assessment design) and the target clientele.

University is committed to providing equal opportunities for students with disabilities, within a supportive and challenging environment and consistent with academic principles. Students requiring accessibility and accommodations will be formally assessed by our accessibility services. Transparent and flexible evaluation methods will be created to ensure that all students have equal opportunities to demonstrate their knowledge and skills, regardless of their diverse backgrounds, abilities, and learning styles including use of assistive technologies and alternative formats.

3. Program Name & Credential

3.1. Provide a rationale for the proposed program name and credentials(s) that does the following. ^(Tip)

- Explain how the proposed program name and credential(s) accurately capture the program content and level of study as outlined within the [Maritime Degree Level Qualifications Framework](#).
- Provide any other information to demonstrate that the program name and credential(s) will reasonably allow learning and graduate outcomes to be understood by prospective students, employers, other post-secondary institutions, professional and licensing bodies, and other stakeholders as relevant (i.e., that it facilitates truth in advertising).
- Explain the decision-making process used when selecting the name, including any alternatives considered.

The proposed name of the program has not changed: Master of Nursing. Students in the program will be able to achieve the program requirements through completion of a new course-based option or traditional thesis option.

4. Admission, Promotion, & Graduation Requirements ^(Tip)

- A baccalaureate degree in nursing from an approved or accredited university is required. A minimum average of 75% or a grade point average (GPA) of 3.0 (B) in the last twenty courses of a baccalaureate nursing program is required.
- We are removing the requirement for a prior completion of a Research Methods course, an Introductory Statistics course, and a course in Nursing Theory, or equivalent.
- Proof of active practicing nurse registration in Canada is necessary (e.g. proof of registration card). Once enrolled in the program, all students must maintain active practicing nurse registration with the College of Registered Nurses of Prince Edward Island.

4.1. Describe the program's target clientele. (I.e., Who is this program designed for? Are there particular groups of students the university is hoping to attract?)

We are hoping to attract all nurses who are currently working casual, part-time or full-time in the academic, administrative, acute care or community settings.

4.2. Using the table in Appendix 3, provide a four-year projection of new and cumulative enrolment.

See Appendix 3

- 4.3. Describe the program's standard admission requirements below (indicate where not applicable).
- 4.3.1. Prior education requirements, including
- 4.3.1.1. Level of prior study (e.g., high school diploma, undergraduate degree, master's degree) ^(Tip):
An undergraduate degree is required.
- 4.3.1.2. Credential / area of study (e.g., bachelor's degree in Engineering, Science, or Math; MA in History):
A baccalaureate degree in nursing from an approved or accredited university is required.
- 4.3.1.3. Prerequisite courses (e.g., students must have completed introductory statistics and pre-calculus):
None. We are removing the requirement for a prior completion of a Research Methods course, an Introductory Statistics course, and a course in Nursing Theory, or equivalent.
- 4.3.1.4. Minimum grade in prerequisite courses (e.g., students must have a final mark of 65% or higher in select courses, students must have a B or higher in all Biology courses):
Not applicable
- 4.3.1.5. Minimum average (e.g., a cumulative GPA of 3.0 or higher, a minimum average of 70% in their last 60 credits of study):
A minimum average of 75% or a grade point average (GPA) of 3.0 (B) in the last twenty courses of a baccalaureate nursing program is required.
- 4.3.2. Minimum language proficiency requirements (e.g., at least two 1000-level Spanish courses, minimum IELTS or TOEFL score, completion of secondary education in the language of study):
Students are expected to be proficient in the use of English, both written and oral.
- 4.3.3. Prior work experience (e.g., years of experience, type of work):
Not applicable
- 4.3.4. Other admission requirements not captured above (e.g., MCAT, GMAT, portfolio, audition):
Not applicable
- 4.3.5. Describe any alternative admission pathways (e.g., bridging options; advanced standing; Equity, Diversity and Inclusion considerations).
Not applicable
- 4.4. Identify the promotion and graduation requirements for the program, including (indicate where not applicable)
- 4.4.1. Minimum grade in some or all courses (e.g. all courses in the major must be completed with a minimum of B):
A graduate student who receives a grade of less than 60% in any course is deemed to have failed the course.
- 4.4.2. Minimum grade point average:
60%
- 4.4.3. Comprehensive / qualifying examinations:
Not applicable
- 4.4.4. Language requirements (e.g., intermediate-level proficiency in a particular language, successful completion of participatory exam):
Not applicable
- 4.4.5. Residency requirements:
Not applicable
- 4.4.6. Participation in other scholarly or preparatory activities (e.g., non-credit seminars, required orientation/training session, teaching assistantships, submission to academic publications, participation in conferences):
Not applicable

4.4.7. Other promotion or graduation requirements (list):

Not applicable

4.5. Describe and/or append any relevant policies related to academic standing, remediation and sanctions.

Not applicable

5. Program Outcomes

5.1. Describe the program objectives, including but not limited to ^(Tip)

- what the program seeks to accomplish
- the program's broad areas of focus and/or the range of learning opportunities that the program will offer
- how the program is situated within the context of the discipline as a whole
- goals beyond the university (e.g., external need/demand for the program, relevance or responsiveness to current affairs, ties to the labour market).

Our program prepares nurses to work in advanced practice roles such as a **clinical nurse specialist (CNS)**. A CNS is registered nurse with advanced nursing knowledge and skills in making complex decisions who holds a master's or doctoral degree in nursing with expertise in a clinical nursing specialty. The CNS is an agent of change who brings value to clients, practice settings and organizations to improve safety, promote positive health outcomes and reduce costs. These practitioners are able to meet the complex health needs of Canadians in a wide variety of settings and contribute to the development of a sustainable, efficient and effective health system.

CNs can work in a variety of setting in PEI such as academia (clinical nursing instructors and professorships), acute and community care. There are numerous nursing vacancies in Prince Edward Island (PEI) due to a high demand for healthcare professionals.

5.2. Using the table in Appendix 4, identify the student learning outcomes and how they will be achieved. Learning outcomes can include ^(Tip)

- general transdisciplinary knowledge, skills, abilities and competencies
- knowledge, skills, abilities and competencies specific to this program or discipline
- knowledge, skills, abilities and competencies related to the program's special requirements (e.g., work-integrated learning, capstones, theses).

See Appendix 4

5.3. List the graduate outcomes.

5.3.1. If a stated graduate outcome is to pursue further study in a specific discipline(s), identify potential programs and include evidence to confirm that graduates will satisfy their admission requirements. ^(Tip)

5.3.2. If a stated graduate outcome is to pursue employment in specific fields, identify the fields and potential positions/job titles in those fields, and include evidence to confirm that the outcome is achievable. ^(Tip)

5.3.3. If a stated graduate outcome is to pursue employment within an occupation that is subject to government regulations or professional designation, ^(Tip)

5.3.3.1. Identify the type of professional license, certification, or designation students will be pursuing:

5.3.3.2. Describe the designation requirements and explain how graduates will satisfy these requirements through completion of the program:

Commented [MS1]: This section has not been filled in.

6. Human Resources

6.1. Using the table in Appendix 5 as a template, identify all of the faculty members expected to teach required courses and select electives in the program. ^(Tip)

See Appendix 5

6.2. If new faculty hires are required to support the program,

Commented [MS2]: Elements are missing

- 6.2.1. In the table in Appendix 5, provide the same information requested for existing faculty to the extent possible (e.g. status, desired areas of expertise, list of courses expected to be taught), in addition to the anticipated hire date.
Not applicable
- 6.2.2. Describe the hiring plan, including (where relevant) hiring timelines, faculty deployment, transition plans, cross-appointments, whether new positions are dependent upon enrolment, contingency plans for resource shortfalls, and any additional context that you may wish to provide:
- 6.3. Describe how contract or overload faculty will be used in the delivery of this program (e.g. to replace sabbatical leaves, provide added breadth). ^(Tip)
- 6.4. As applicable, describe the minimum academic/professional credentials required of faculty who ^(Tip)
 - 6.4.1. teach in the program:
 - 6.4.2. act as supervisors in the program:
 - 6.4.3. participate on supervisory or defence/examination committees:
- 6.5. To help us better understand expectations around faculty workload and resources, provide a brief description of
 - 6.5.1. the maximum allowable annual course load for
 - 6.5.1.1. full-time faculty:
 - 6.5.1.2. contract faculty:
 - 6.5.2. the maximum number of courses taught on overload:
 - 6.5.3. anticipated and/or maximum number of students to be supervised by a single faculty at any given time:
 - 6.5.4. source(s) and number of supervisors who may participate in the program, but are not listed Appendix 5 (i.e., who do not teach as core faculty within the program):
- 6.6. Identify any administrative positions devoted to the program (e.g. coordinator, director, advisor), and explain who is expected to fill each of the positions and whether course releases are associated with any of these positions.
 - 6.6.1. In the case of interdisciplinary programs, identify the program coordinator (or equivalent) who will be responsible for overseeing the program delivery and/or providing student advising.
 - 6.6.2. In the case of graduate programs, if there is no Office of Graduate Studies or equivalent, identify the person or office responsible for coordinating and overseeing the program.
 - 6.6.3. In the case of collaborative programs, identify the inter-institutional coordinating mechanism that bridges the two or more institutions (i.e., program coordinator at each institution and/or a coordinating committee) that, at minimum, ensures a seamless transition between institutions as part of the program design, facilitates student transfer, and ensures appropriate student advising. The interinstitutional coordinating mechanism considers the program holistically, and on a regular basis¹, to identify and address challenges and to monitor and facilitate student and program success.
- 6.7. Identify any other human resources not mentioned above that will be drawn upon to support the program (e.g., lab technicians/instructors, mentors, industry advisors, elders, artists-in-residence).
- 6.8. If any of these resources are not yet in place, provide a plan demonstrating how and when they are expected to be acquired.

7. Other Resources

- 7.1. Below, describe the physical and learning resources that will be integral to the program as applicable. If not yet in place, provide a plan demonstrating how and when the resources are expected to be acquired.
 - 7.1.1. Facilities (e.g. classrooms, workshops, laboratories, studios, computing labs):
Existing resources at Faculty of Nursing, Health Sciences Building
 - 7.1.2. Equipment and technology (e.g. microscopes, recording equipment, specialized software):
Not applicable

¹ Usually greater in frequency to begin, such as each term, and then a revised schedule after the first one or two cohorts have graduated.

7.1.3. Library resources:

Existing resources

7.1.4. Other (please specify):

If helpful, attach any relevant reports letters of support (e.g., library reports, in-kind contributions) as Appendix X.

8. Collaborative Programs

8.1. Describe below and/or append (referring to relevant sections) the signed inter-institutional agreement(s) that are in place to assure the quality and overall management of the proposed program. At minimum, this agreement **must** speak to the following.

8.1.1. The units responsible at each participating institution for the academic leadership of the program, and their duties, including at minimum

- overall management and delivery of the program and its component parts, and
- communications within and outside the institutions.

8.1.2. The units responsible at each participating institution for administrative functions for the program and their duties, including

- registration,
- reporting enrolments and credentials granted,
- student advising/services, and
- decisions relating to student progress, assessment and appeals.

8.1.3. The program evaluation process following the implementation of the program, including

- who will be responsible for the quality assurance monitoring and program review at each institution, (which includes QA procedures and assessment criteria),
- next anticipated date of review, and
- the frequency of the program review.

8.1.4. Procedures for resolving any differences that might arise between the parties to this agreement.

8.1.5. Procedures for the protection of students should the arrangement be terminated.

Not applicable

9. Additional Information

9.1. Provide any other information not covered above that will assist the MPHEC in its understanding and assessment of the proposed program.

Note from the MPHEC: The Commission has developed tables to help universities demonstrate program requirements and show the hypothetical student progression (i.e., a pathway for one student from the first cohort could take through the program). Two types of these tables have been developed: a combined option, where institutions identify the program requirements and hypothetical student progression in one table (as shown in Appendix 1); or an option with two separate tables, one for program requirements (as shown in Alternative Appendix 1A) and one for student progression (as shown in Alternate Appendix 1B). **As you review these tables, you are invited to provide your feedback and indicate which of these options that you prefer, one combined table or two separate tables, in addition to any other feedback you wish to provide.**

Appendix 1 Program Requirements & Student Progression

	Course Number & Title	Credit Value	Type of Course¹ <i>required, select elective, special requirement, other degree/distribution requirement</i>	Status <i>new, modified, existing</i>	Primary Method of Delivery <i>in person, online, either</i>	Faculty Member Expected to Teach the Course	Institution <i>collaborative programs only</i>
YEAR 1							
Fall	NURS 6100 Application of Advanced Knowledge	3	required	modified	either	Dr Patrice Drake	
Winter	NURS 6130 Research Skills & Critical Inquiry 1 - Research Methods	3	required	modified	either	Dr Bill Montelpare	
Spring/Summer	NURS 6110 Professionalism 1 – Professional Growth	3	required	modified	either	Dr Brianna Hughes	
Total Credits		9					
YEAR 2							
Fall	NURS 6180 Communication & Collaboration	3	required	new	either	Rianne Carragher, PhD(c)	
Winter	NUR 6140 Research Skills & Critical Inquiry 2 - Knowledge Mobilization	3	required	modified	either	Dr Alyson Campbell	
Spring/Summer	NURS 6190 Professionalism 2 - Education	3	required	new	either	Dr Margie Burns	
Total Credits		9					
YEAR 3							
Fall	NURS 6120 Leadership	3	required	modified	either	Dr Janet Loo	
Winter	NURS 6220 Capstone Project (not required for thesis students)	6	required	modified	either	Dr Gail Macartney	

NURS 6000 (not required for students in course-based stream)	9	Required for thesis students	No changes	either	Will vary	
--	---	------------------------------	------------	--------	-----------	--

Total Credits 9

TOTAL PROGRAM CREDITS
27 (course based)
30 (thesis stream)

Appendix 2 Academic Calendar Course Descriptions

	Course Number & Title	Brief descriptions	# of credit hours	Status <i>new, modified, existing</i>
YEAR 1				
Fall	NURS 6100 Application of Advanced Knowledge	The purpose of this course is to explore the foundations of health, equity and the link to health outcomes. Evaluation of strategies to improve these challenges will be explored within a focus on local policy and planetary health. This course will foster scholarly inquiry and advance nursing knowledge related to complex health related contexts. Students will engage critically with a diversity of factors and ideologies that impact health and health outcomes. Students will create a foundation of knowledge principles to assist them in the analysis and evaluation of the multidimensional conditions and systems that affect health and health outcomes across micro, meso, and macro levels. Additionally, across diverse geo-political climates. Students will discuss the role of the nurse through engaging with complex concepts related to health, health equity and health outcomes.	3	modified
Winter	NURS 6130 Research Skills & Critical Inquiry 1 - Research Methods	The purpose of this course is to develop the student's ability to critique, use and conduct quantitative and qualitative research. Philosophical, epistemological, and ontological underpinnings relevant to qualitative and quantitative research will be explored. The research process will be examined with respect to research ethics, developing research problems, questions, hypotheses, and objectives. Students will develop basic knowledge and skills needed to generate and analyze data, present, and disseminate findings. Students will gain understanding in various quantitative and qualitative methodologies, research literacy, appraisal of rigor, and roles of research team members leading and participating in research endeavors.	3	modified
Spring/Summer	NUR 6140 Research Skills & Critical Inquiry 2 - Knowledge Mobilization	This course focuses on the exploration of evidence-based decisions, guidelines, policies and procedures, quality improvement, and knowledge translation strategies. Students will develop capacity for undertaking knowledge translation activities relevant to nursing and health care.	3	modified
YEAR 2				
Fall	NURS 6180 Communication & Collaboration	The purpose of this course is to enhance the learner's knowledge about the role of the advanced practice nurse (APN) and how to assimilate and participate within an intra- and inter-professional healthcare team. The student will develop their communication and collaborative skills while considering culturally safe manners, equity, diversity, and inclusivity. Critical thinking will be applied during the appraisal and synthesis of research findings related to various clinical settings and community partners.	3	new
Winter	NURS 6210 Professionalism 1 Professional Growth	The purpose of this course is to assist the students developing the knowledge and skills necessary to act professionally in an advanced practice nursing role. Students will enhance their ability to critically reflect on their contributions to effective collaborative partnerships both within and outside the healthcare system. They	3	modified

Spring/Summer		will develop the ability to analyze their knowledge and skills related to their area of practice and devise plans to continually grow in their advance practice role.		
	NURS 6190 Professionalism 2 Education	The purpose of this course is to increase students' knowledge and skills related to teaching and learning in the clinical setting. Topics will include: models of teaching and learning, the clinical learning environment, planning learning experiences, evaluation of learning, and professional socialization. Theoretical perspectives related to how knowledge is constructed, what factors promote and sustain student motivation, the social context of clinical teaching and learning will be explored. The legal and ethical issues will be explored as they relate to advanced practice nursing.	3	new
YEAR 3				
Fall	NURS 6120 Leadership	The purpose of this course is to gain knowledge and skills in nursing leadership. Students will explore theories and models related to leadership and engage in self-reflection of their own leadership style. Strategies to facilitate change and enhance engagement will be covered, as well as conflict resolution. Students will incorporate protection of marginalized populations in their leadership practices.	3	modified
Winter	NURS 6220 Capstone Project (not required for thesis students)	The purpose of the capstone project is to provide students with an opportunity to apply the knowledge and skills they have acquired throughout their program to address a specific healthcare issue or problem related to nursing leadership, education, applied research or clinical practice. The capstone project allows students to demonstrate their ability to integrate theory, research, and practice in a meaningful way. The project will provide students with a comprehensive and integrative learning experience that prepares them to become competent, evidence-based nursing professionals capable of addressing complex healthcare challenges.	6	modified
OR				
	NURS 6000	Under the supervision of a faculty advisor and a thesis committee, the student will write a thesis based on research related to an approved topic. The thesis must demonstrate the candidate's capacity for independent work and should include a critical evaluation of the principal works published on the subject of the thesis. It should make an original contribution to the body of knowledge in that field of study.	9	No change

Appendix 3: Student Enrolment

Provide a four-year projection of new and cumulative enrolment for the program.

	Year 1		Year 2		Year 3		Year 4	
	FT	PT	FT	PT	FT	PT	FT	PT
New Domestic	10		5	3	5	3	10	3
New International								
Continuing Domestic								
Continuing International								
Total Student Enrolment Overall	10		15	18	23	26	26	29

Appendix 4: Student Learning Outcomes Table

Student Learning Outcomes	Related Courses and Program Components	How Students Will Achieve / Demonstrate These Outcomes
Students must demonstrate application of advanced knowledge in an area of nursing practice.	NURS 6100 Application of Advanced Knowledge	<ul style="list-style-type: none"> a. Evaluate the historical, philosophical, theoretical, and socio-political foundations of the discipline on health, health equity, and health outcomes. b. Evaluate the application of advanced knowledge in a specialized area of nursing practice to improve health, health equity, and health outcomes. a. Analyze local policies that address health, health inequities, and social, structural, and ecological determinants of health. b. Evaluate policies and interventions that address geographical and planetary health issues.
Students will be prepared to engage in scholarship using comprehensive skills in research methodologies.	NURS 6130 Research Skills & Critical Inquiry 1 - Research Methods	<ul style="list-style-type: none"> a. Formulate research problems that are grounded in a synthesis of existing knowledge in an area of nursing practice. b. Analyze methodologies of inquiry, including approaches that respect Indigenous Peoples in research. c. Conduct methodologically sound research projects to address issues in nursing or in health care.
Students will gain a background in knowledge mobilization.	NUR 6140 Research Skills & Critical Inquiry 2 - Knowledge Mobilization NURS 6130 Research Skills & Critical Inquiry 1 - Research Methods	<ul style="list-style-type: none"> a. Engage in scholarship by disseminating advances in knowledge through peer-reviewed publications and communications. b. Engage individuals, families (biological or chosen), communities, and populations in knowledge mobilization. c. Identify ethical issues in research and other knowledge-generating projects, and appropriate strategies to minimize and mitigate them.

Student Learning Outcomes	Related Courses and Program Components	How Students Will Achieve / Demonstrate These Outcomes
<p>Students will understand how to communicate and collaborate effectively in an advanced nursing practice role with intra-professional and interprofessional health team members and intersectoral health care partners.</p>	<p>NURS 6180 Communication & Collaboration NURS 6100 Application of Advanced Knowledge</p>	<ol style="list-style-type: none"> a. Communicate professionally, assertively and in a culturally safe manner in an advanced nursing practice role. b. Articulate the role and contributions of an advanced nursing practice role when engaged in intra-professional, interprofessional, and intersectoral teams. c. Communicate logically and coherently using credible and relevant sources when writing, speaking, or presenting a synthesis of information and/or research findings. d. Use effective communication skills to develop collaborations and coalitions with intra-professional, interprofessional, and intersectoral partners. e. Explore the use of technology to manage and integrate health information with the goal of improving health outcomes.
<p>Students will be prepared to act ethically and professionally in an advanced nursing practice role and engage in their own professional growth.</p>	<p>NURS 6210 Professionalism 1 Professional growth NURS 6100 Application of Advanced Knowledge NURS 6180 Communication & Collaboration</p>	<ol style="list-style-type: none"> a. Explore the scope of practice, roles, professional regulation, and models of care for advanced practice nursing. b. Examine the historical development and evolution of advanced practice in Canada. c. Analyze concepts and frameworks relevant to advanced practice in Canada. d. Contribute to the development and critical evaluation of standards of practice related to nursing. e. Implement a personal professional growth plan in an advanced nursing practice role. f. Exercise accountability, autonomy, and integrity in collaborations with others in the health care system and in intersectoral partnerships. g. Design, implement, and evaluate programs and policies that address the mental health of health care providers.

Student Learning Outcomes	Related Courses and Program Components	How Students Will Achieve / Demonstrate These Outcomes
Students will deepen their understanding of ethical and professional roles in the development of educational programs for of other nurses.	NURS 6110 Professionalism 1 Professional Growth NURS 6210 Professionalism 2 – Education	<ul style="list-style-type: none"> a. Explore the design, implement, and evaluate educational programs and policies that address the mental health of health care providers. b. Act as a mentor, coach, and educator to nurses, nursing students, and other members of the health care team. c. Explore the development and evaluation of policies to maintain the confidentiality and privacy of personal health information. d. Critically examine legal and ethical issues in advanced practice nursing, including the concepts of leadership, responsibility, accountability, and potential liabilities related to independent and interprofessional practice. e. Examine the evaluation and development of responses to ethical situations. f. Contribute to the development and critical evaluation of ethical codes related to nursing.
Students will be prepared to provide accountable leadership and oversight.	NURS 6120 Leadership NURS 6100 Application of Advanced Knowledge	<ul style="list-style-type: none"> a. Apply leadership models to lead intraprofessional and interprofessional teams in health care services and/or nursing education. b. Understand the development and evaluation of programs or policies to improve the quality of nursing and health care. c. Develop initiatives or policies that promote anti-racism, health equity, and social justice in health care. d. Exercise autonomy, accountability and relationality as a team leader. e. Develop and evaluate health care policies to provide and improve health care.
Students will be prepared to engage in an advanced nursing practice role to optimize health, health equity, and health care outcomes through experiential learning opportunities.	NURS 6220 Capstone Project NURS 6120 Leadership NURS 6130 Research Skills & Critical Inquiry 1 - Research Methods	<ul style="list-style-type: none"> a. Exercise the full range or scope of an advanced nursing practice role. b. Conduct comprehensive diagnostic assessments in an advanced nursing practice role of a person, program, or policy (depending on the advanced nursing practice role). c. Develop qualitative, quantitative, and mixed methods approaches to implement and

Student Learning Outcomes	Related Courses and Program Components	How Students Will Achieve / Demonstrate These Outcomes
	NUR 6140 Research Skills & Critical Inquiry 2 - Knowledge Mobilization	<p>evaluate patient, community, and population safety programs; quality assurance initiatives; quality improvement processes; and program evaluation projects.</p> <p>d. Engage in the design and evaluation of <u>digital health</u> technology, services, and processes.</p> <p>e. Respond to changing health services and/or health system issues by designing, implementing, and evaluating approaches to improve health equity, and health care outcomes.</p>

Appendix 5: Faculty Resource Table

Using the provided table as a template, identify all of the faculty members expected to teach required courses and select electives in the program.

Only faculty who directly support the program should be included in the table, i.e., those who teach courses directly related to the program of study. It is not required to list faculty who teach required courses that satisfy general degree requirements (i.e., “distribution” or “breadth” courses), particularly if those courses are existing and offered by departments outside of those which house this program. E.g. If students in a new in Theatre major are required to take a general survey course taken by all Bachelor of Arts students (e.g. like Arts 1000), faculty who teach that course need not be included in the table. However, an introductory chemistry course would directly contribute to the program of study for a new major in biochemistry: faculty who teach that course should therefore be included in the table. For collaborative programs, do not include faculty from non-university partners.

If new faculty hires are required to support the program, provide the same information to the extent possible (e.g. status, desired areas of expertise, list of courses expected to be taught), in addition to the anticipated hire date.

Name	Rank ³	Status Tenure, Tenure- Track, Contract	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Supervisions Underway or Completed (specify the level of study)	Number of Courses Expected to be Taught in this Program Per Year	List of Courses Faculty Can Teach in this Program (course names and numbers)
Dr Patrice Drake	Associate Professor	Tenured	PhD	Leadership, Qualitative Research, Childbearing Families Pediatrics Family Nursing Health Policy Ethics Theories	Undergraduate: 0 Master's: 2 Doctoral: 0	1 course every 3 years	1. Knowledge 2. Research Skills and Critical Inquiry I – Research Methods 3. Research Skills and Critical Inquiry II – Knowledge Mobilization 4. Communication and Collaboration – 5. Professionalism/Professional Growth I – advanced practice nursing, intersectoral collaboration 6. Professionalism/Professional Growth II Education –program evaluation, mentorship and ethics 7. Leadership 8. Nursing Practice – CAPSTONE PROJECT
Dr Bill Montelpare	Professor	Tenured	PhD	Biostatistics, Epidemiology, and Exercise Science	Undergraduate: Master's: Doctoral:	1 course every 3 years	1. Research Skills and Critical Inquiry I – Research Methods 2. Research Skills and Critical Inquiry II – Knowledge Mobilization
Dr Alyson Campbell	Assistant Professor	Tenure track	PhD	Implementation science, Multi-Method Research, Knowledge Synthesis, Patient Engagement,	Undergraduate: Master's: 4 (1 complete) Doctoral:	1 course every 3 years	1. Knowledge 2. Research Skills and Critical Inquiry I – Research Methods 3. Research Skills and Critical Inquiry II – Knowledge Mobilization 4. Communication and Collaboration

³ Rank refers to job title (e.g. professor, assistant professor, senior lecturer, instructor).

Name	Rank ³	Status Tenure, Tenure- Track, Contract	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Supervisions Underway or Completed (specify the level of study)	Number of Courses Expected to be Taught in this Program Per Year	List of Courses Faculty Can Teach in this Program (course names and numbers)
				Pediatrics, Family Nursing,			<ul style="list-style-type: none"> 5. Professionalism/Professional Growth I – advanced practice nursing, intersectoral collaboration 6. Professionalism/Professional Growth II Education –program evaluation, mentorship and ethics 7. Leadership 8. Nursing Practice – CAPSTONE PROJECT
Rianne Carragher PhD(c)	Assistant Professor	Tenure track	MN	Geriatrics,	Undergraduate: Master's: Doctoral:	1 course every 3 years	<ul style="list-style-type: none"> 1. Knowledge 2. Research Skills and Critical Inquiry I – Research Methods 3. Research Skills and Critical Inquiry II – Knowledge Mobilization 4. Communication and Collaboration – understanding/articulate role of APN, interprofessional collaboration. 5. Professionalism/Professional Growth I – advanced practice nursing, intersectoral collaboration 6. Professionalism/Professional Growth II Education –program evaluation, mentorship and ethics 7. Leadership 8. Nursing Practice – CAPSTONE PROJECT
Dr Brianna Hughes	Assistant Professor	Tenure track	PhD	Family nursing; neonatal pain management; eHealth; patient education; patient engagement; evidence synthesis; knowledge translation; perinatal education	Undergraduate: 0 Master's: 0 Doctoral: 0	1 course every 3 years	<ul style="list-style-type: none"> 1. Knowledge 2. Research Skills and Critical Inquiry I – Research Methods 3. Research Skills and Critical Inquiry II – Knowledge Mobilization 4. Communication and Collaboration – understanding/articulate role of APN, interprofessional collaboration. 5. Professionalism/Professional Growth I – advanced practice nursing, intersectoral collaboration 6. Professionalism/Professional Growth II Education –program evaluation, mentorship and ethics 7. Leadership 8. Nursing Practice – CAPSTONE PROJECT
Dr Margie Burns	Assistant Professor	Tenure track	PhD	Family nursing, rurality, health literacy, critical care nursing, adult nursing, intervention development	Undergraduate: Master's: 4 (1 complete) Doctoral: 1	1 course every 3 years	<ul style="list-style-type: none"> 1. Knowledge 2. Research Skills and Critical Inquiry I – Research Methods 3. Research Skills and Critical Inquiry II – Knowledge Mobilization

Name	Rank ³	Status Tenure, Tenure- Track, Contract	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Supervisions Underway or Completed (specify the level of study)	Number of Courses Expected to be Taught in this Program Per Year	List of Courses Faculty Can Teach in this Program (course names and numbers)
							<ul style="list-style-type: none"> 4. Communication and Collaboration – understanding/articulate role of APN, interprofessional collaboration. 5. Professionalism/Professional Growth I – advanced practice nursing, intersectoral collaboration 6. Professionalism/Professional Growth II Education –program evaluation, mentorship and ethics 7. Leadership 8. Nursing Practice – CAPSTONE PROJECT
Dr Janet Loo	Assistant Professor	Tenure track	DNP	Osteoporosis, adult/geriatric primary care, chronic disease management, population health, quality improvement	Undergraduate: Master's: 1 underway Doctoral:	1 course every 3 years	<ul style="list-style-type: none"> 1. Knowledge 2. Research Skills and Critical Inquiry I – Research Methods 3. Research Skills and Critical Inquiry II – Knowledge Mobilization 4. Communication and Collaboration – understanding/articulate role of APN, interprofessional collaboration. 5. Professionalism/Professional Growth I – advanced practice nursing, intersectoral collaboration 6. Professionalism/Professional Growth II Education –program evaluation, mentorship and ethics 7. Leadership 8. Nursing Practice – CAPSTONE PROJECT
Dr Gail Macartney	Assistant Professor	Tenured	PhD	Oncology & concussion care, evidence-based guidelines development	Undergraduate: Master's: 7 completed, 5 underway Doctoral: 1 underway	1 course every 3 years	<ul style="list-style-type: none"> 1. Research Skills and Critical Inquiry I – Research Methods 2. Communication and Collaboration – understanding/articulate role of APN, interprofessional collaboration. 3. Leadership 4. Nursing Practice – CAPSTONE PROJECT

TIPS

Tip 1.1. - Baccalaureate degree programs must require students to complete sufficient upper-level courses (i.e., courses at the 3000-4000 level) to meet the anticipated learning outcomes and upper-level credit requirements outlined in the [Maritime Degree Level Qualifications Framework](#). Choice among upper-level courses (i.e., options for select electives*) is normally provided.

For **major / double major / advanced major programs**:

- In a three-year degree, at least six courses (18ch) are required in the discipline or in a cognate discipline that contributes directly to the major, with at least four courses (12ch) at the 3000-4000 level.
- In a four-year degree, at least twelve courses (36ch) are required in the discipline or in a cognate discipline that contributes directly to the major, with at least six courses (18ch) at the 3000-4000 level.

For **honours programs**:

- At least sixteen courses (48ch) are required in the discipline or in a cognate discipline that contributes directly to the honours, with at least ten (30ch) beyond the second year of study, including at least two courses (6ch) at the 4000 level.
- In addition, the program is expected to require students to prepare, under supervision of a qualified faculty member, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent intellectual/creative work.

* Select electives are courses chosen from a predetermined list of courses either in the same discipline or in a discipline that directly contributes to the program's focus. Lists can be included in the table or in an attachment if necessary.

Master's degree programs must include sufficient graduate-level courses (i.e., courses normally at the 6000-8000 level) to meet the anticipated learning outcomes and provide students with choice among their courses (i.e., options for select electives).

Research-focused masters degree programs are normally expected to require a compulsory graduate-level research methods course or experimental lab that will provide students with the requisite knowledge and skills to competently carry out original research in the field of study. In cases where one of these is not required, provide evidence of how students will obtain equivalent research methods knowledge and skills through other program components.

Tip 1.2. - For collaborative programs, describe the main components each institution brings to the program (e.g. disciplinary expertise, practical experience), and how these separate components will be brought together to form a coherent program.

Tip 1.3. - Note: MPHEC reserves the right to request detailed course outlines/syllabi as needed.

Tip 1.7. - Interdisciplinary programs must formally integrate knowledge and skills from each of the primary subject areas that comprise the program.

Tip 1.8. - Any work-integrated learning experience should

- be appropriate to the field of the program
- be supervised by both an institutional representative with relevant academic credentials and a representative from the host organization who collaborate to evaluate the student performance
- provide opportunities and structure for student reflection on program learning outcomes in relationship to work-integrated learning experiences.

Co-operative (co-op) education programs are expected to meet the following standards established by Co-operative Education and Work-Integrated Learning (CEWIL), Canada.

- Work terms, including the number of weeks and hours, comply with the CEWIL Accreditation Program Matrix Length. The CEWIL Accreditation Program Matrix Length can be found at the following link: <https://cewilcanada.ca/common/Uploaded%20files/Public%20Resources/Accreditation/Alternating%20Work%20Term%20program%20length%20document%20-%20updated%20may%202021%20-%20final.pdf>
- The program must start and end on an academic term.

-
- Length of each work term is approximately equal to the length of each academic study term.
 - Both work and study terms are full-time.
 - For programs of two or more work terms, work experience is not limited to one season unless it can be demonstrated that work in a specific career is purely of a seasonal nature.

Visit the CEWIL website for the full Co-Operative Education Accreditation Standards and Rationale <https://www.cewilcanada.ca/>

Other work integrated and experiential learning programs that do not meet these standards are encouraged by the MPHEC to use alternative titles (e.g., work placement, internship).

Tip 1.9. - Cross-level course refers to offering two courses, one undergraduate and one graduate, in the same time and place, with the same instructor. For cross-level courses, only the classroom experience is shared (whether in-person, online or a combination of the two) is shared; the graduate course is expected to have distinct content, assignments, and learning outcomes that are more advanced than the undergraduate course and identified in a separate syllabus.

Graduate programs that use cross-level courses must meet the parameters for cross-level courses outlined in Criteria 4.E. If an exception to these parameters is being proposed, the proposal will automatically proceed to Stage II assessment, where the proposal will be considered on a case-by-case basis by the AAU-MPHEC Quality Assurance Committee.

Tip 1.10. - E.g., A new undergraduate honours program likely builds on an existing major in the same discipline. Graduate programs typically build on existing undergraduate offerings in the same discipline or in cognate disciplines; they may also complement other existing graduate programs. E.g., A new MBA program may be building on an existing BBA program; it may also be offered alongside existing Master of Finance and Master of Applied Economics programs.

Tip 1.11. - E.g., Where there are differences, speak to unique features that distinguish this program from others like it. Where there are similarities, speak to how this program may follow established practices in the discipline.

Tip 1.12. - For new or innovative programs, these types of letters can be particularly helpful as evidence that the program as designed will meet the intended outcomes. Health-related programs and education programs in Nova Scotia require confirmation of approval from AACHR and EECD, respectively.

Tip 1.13. - Proposals for new graduate-level degrees submitted to the MPHEC without an external assessment will be returned.

The expert is to be selected according to established standards (see Appendix 4A) and the review conducted in accordance with, at a minimum, the elements highlighted in the MPHEC's Generic Terms of Reference for External Consultants (see Appendix 4B).

Tip 3.1. - E.g., In order to show that the credential will be recognizable, identify existing programs with similar names/credentials, explain how the program name reflects accepted terminology or current trends within the discipline, and/or provide letters from admitting universities.

If the credential is unusual in Canada, provide a rationale for choosing it, explaining why it is more appropriate than the alternatives or why a new credential is needed.

A program must meet the CEWIL standards referenced on page 3 of this document in order for "cooperative (co-op) education" to be listed in the program name or advertising.

Tip 4. - For **collaborative programs**, be sure to include the standards for student admission, progression and graduation at both/all institutions. Mention block transfers of credit if applicable.

Tip 4.3.1.1. - Admission to an **undergraduate program** normally requires, at a minimum, completion of a secondary school diploma, or equivalent.

Admission to a **post-baccalaureate program** requires completion of an undergraduate degree or equivalent prior to enrolling. The prior degree could be in the discipline, a cognate discipline, or not, depending on the goals of the program.

Admission to a **master's program** normally requires completion of an undergraduate degree or equivalent, often in the discipline or a cognate discipline. In some instances, a significant amount of professional experience may be accepted in lieu of this.

Admission to a **doctoral program** normally requires completion of a master's degree or equivalent in the discipline or a cognate discipline. In some instances, students may be admitted with a bachelor's degree through an accelerated pathway.

Tip 5.1. - Program objectives describe what the program aims to do or accomplish. They are usually broader in scope than student learning outcomes, but they do inform those outcomes (i.e., the program objectives are realized through students' achievement of the learning outcomes).

E.g. Support engagement in social justice on campus and in the community.

E.g. Promote original research in the areas of applied health, including health promotion and education, policy formation, and program development and assessment, and health.

E.g. This program will deliver foundational knowledge of criminological theories and methods necessary for success in graduate school or criminological-related professions (e.g. law enforcement, corrections, criminal justice reform).

E.g. This program explores the reciprocal relationship of how the brain affects behavior and how behaviour and the environment affect the brain. This knowledge will be contextualized from a physiological, ecological, genetic, and evolutionary standpoint.

E.g. This program will provide both theoretical and practical education on language development, plurilingualism, and second language acquisition.

E.g. The curriculum promotes the acquisition of visual and material literacy, which is the ability to proficiently interpret images and objects and understand their significance in various cultural and historical contexts.

Tip 5.2. - Learning outcomes describe the knowledge, skills, abilities and competencies that successful students should have acquired by the end of the program. They are usually more specific than program objectives, though not as precise as course-level learning outcomes. Achievement of learning outcomes is usually demonstrated through successful completion of **several** courses or program components.

E.g. Identify the determinants of health, compare healthcare delivery models used locally/internationally, and explain ethical dimensions of health issues.

E.g. Identify potential safety risks as it pertains to outdoor activity, teaching location, and grade level.

E.g. Design treatment programs that recognize the various psychosocial lifestyle factors that impact physical activity and exercise.

E.g. Deploy concepts concerning discrete and continuous univariate random variables (including binomial, negative binomial, geometric, hypergeometric, Poisson, uniform, exponential, gamma, normal, and mixed) to solve problems.

E.g. Learn to recognize the intersectionality of privilege and oppression rooted in race, class, age, ability, sexuality, ethnicity, nationality and post-coloniality.

E.g. Communicate effectively through written and spoken mediums.

E.g. Distinguish and conduct various types of research synthesis approaches and the differences among them, including rapid evidence assessments (REAs), systematic reviews, meta-analysis, and meta-synthesis.

E.g. Students will have foundational programming knowledge and ability to design relevant algorithms.

E.g. Students will be able to conduct independent research at an advanced level.

Tip 5.3.1. - Students should qualify for admission to programs offered at other institutions: opportunities for further study should not be limited to programs at the originating university.

Evidence could include admissions requirements from relevant program websites, or letters of confirmation from admitting bodies (registrars, program chairs, admissions committees).

E.g. Graduates of the program will be eligible to pursue master's programs in Economics, which typically require completion of an undergraduate degree in Economics that includes courses in advanced microeconomics and macroeconomics, econometrics, statistics and calculus (all of which are covered in our curriculum). See excerpts below from program websites on admissions requirements to master's programs at Dalhousie, Windsor, and UBC.

E.g. Appendix 3.4 includes letters of support from UBC and McGill University indicating that graduates of the program would be appropriately prepared for admission to their respective PhD programs in Art Education and Educational Studies.

Tip 5.3.2. - Evidence could include confirmation from prospective employers that graduates will have the requisite knowledge and skills to work in the field, relevant job ads, etc.

E.g. The hands-on experience provided through the practica in this program will prepare graduates for employment as arts administrators or consultants at non-profits, educational and cultural facilities, and community organizations.

E.g. See attached letters from the Department of Public Safety, the Department of Health, and the John Howard Society concerning the need for trained program evaluators in the human services sector, and the value this program will provide in that regard.

E.g. The worldwide cybersecurity market is large and growing, with a market size to reach \$170 billion in 2020. It is predicted that the global cybersecurity workforce will fall short by 1.8 million workers by 2022. The university has already developed close collaborations with many firms and stakeholders including IBM Security Systems Division, Bullet Proof, Bell, TD, McCain, JDI, and local and federal government departments. All these collaborators are likely able to offer internships to the students and participate in capstone projects, which may lead to full-time jobs as entry-level IT security analysts for some of the students upon graduation. See letters of interest in Appendix X.

Tip 5.3.3. - It may be useful to provide a mapping of the curriculum to accreditation standards, i.e., chart or table, and either link to or attach the current standards and requirements of the regulatory body.

E.g. Graduates will have completed the essential Validation by Educational Experience requirements and will be prepared for the first two professional exams of the Society of Actuaries (SOA). See <https://www.casact.org/exams-admissions/validation-educational-experience>

E.g. The Canadian Engineering Accreditation Board (CEAB) accredits undergraduate engineering programs like ours which provide the academic requirements for licensure as a professional engineer in Canada (PEng). The revised program will satisfy all CEAB requirements through the Common Core. The two Technical Electives contribute Accreditation Units beyond the CEAB requirements. See table below for a break-down of CEAB requirements.

E.g. Table 2 shows which National Committee on Health Leadership (NCHL) competencies are covered by each course in the proposed program, as well as the level of competency students are expected to achieve (on a scale from 1-4). Appendix G contains a list and description of all NCHL Competencies for reference.

As a condition to approval, programs that require accreditation will need to provide confirmation of their accreditation status from the designating body.

Tip 6.1. - Only faculty who directly support the program should be included in the table, i.e., those who teach courses directly related to the program of study. It is not required to list faculty who teach required courses that satisfy general degree requirements (i.e., "distribution" or "breadth" courses), particularly if those courses are existing and offered by departments outside of those offering this program. E.g. If students in a new Theatre major are required to take a general survey course taken by all Bachelor of Arts students (e.g., Arts 1000), faculty who teach that course need not be included in the table. However, an introductory chemistry course would directly contribute to the program of study for a new major in Biochemistry: faculty who teach that course would therefore be included in the table.

Select electives are courses chosen from a predetermined list of courses either in the same discipline or in a discipline that directly contributes to the program's focus.

Tip 6.3. - The program should be anchored by a designated complement of core faculty who are primarily responsible for its program delivery, ensuring consistency, continuity and sustainability.

For programs that rely heavily on contract and/or overload faculty, describe measures or plans in place to ensure the long-term consistency and sustainability of the program (e.g., standardized course learning outcomes, common syllabi).

Tip 6.4. - For **undergraduate programs**, faculty are normally expected to hold an academic credential at least one degree higher than that offered by the program in the field or in a cognate discipline.

For **graduate programs**, faculty are expected to hold a terminal academic degree credential in the discipline in which they are teaching, or in a cognate discipline.