
Subject: Faculty of Nursing Master of Nursing Thesis and Course-based Stream: MPHEC Program Modification Application

Prepared by: Dr. Patrice Drake, Dean of Nursing (acting)

Prepared for: Senate

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ISSUE

The Faculty of Nursing is providing Senate with notice of its intent to apply to the Maritime Provinces Higher Education Commission (MPHEC) for a modification to the Master of Nursing program. This item is presented for information in advance of formal submission to MPHEC. The MPHEC application has been reviewed by the UPEI Academic Planning and Curriculum Committee (APCC).

BACKGROUND

The UPEI Faculty of Nursing established a Master of Nursing program in 2012. The program has had two (2) streams since its inception: a Nurse Practitioner stream and a thesis stream. In 2022, work began to explore adding an additional course-based stream. This was in response to survey feedback from practicing Registered Nurses who wanted graduate education with an option other than a thesis. Additionally, there was feedback expressing a desire to also have more online (synchronous and asynchronous) learning opportunities because most of the learners in the program are practicing nurses who desire to remain in their position.

Admission to the thesis stream has been paused since 2023 as the program modifications have been completed.

The publication of the Canadian Association of Schools of Nursing (CASN) National Nursing Education Framework (2022) coincided with this work.. The framework serves as a guide to developing and revising curriculum. It also aligns with our intended objectives. Six learning domains organize the core expectations for our program graduates, based on the CASN National Education Framework (2022): knowledge, research skills and critical inquiry, nursing practice, communication and collaboration, professionalism, and leadership.

This program modification has been reviewed by the Atlantic Advisory Committee on Health Human Resources (AACHHR), and a letter of support was received May 15, 2025.

RECOMMENDATION

We present to Senate for information our completed MPHEC *Information Requirements for Program Modifications* form.

RATIONALE

This notice of intent is required to move forward with the process to modify the program and begin to recruit and welcome students in the Master of Nursing thesis and Course-Based streams.

MPHEC Information Requirements for Program Modifications

(updated March 19, 2026)

GUIDELINES

Proposals for program modifications are required to use these information requirements. Even changes that appear isolated and straightforward may have other significant impacts on the program; for this reason, all fields on the form should be completed. Through the assessment process, the MPHEC provides external validation that the integrity of the program is sustained and confirms the modified program will continue to meet the MPHEC's program assessment standards.

A proposal for a program modification is required when either of the following occur: the accumulation of **minor modifications** over time results in a program that is significantly different, or **major modifications** to the program are intended.

For all modifications, minor and major, the reference point for comparison should be the version of the program that was approved through the most recent MPHEC assessment.

Programs that have not been previously assessed by the MPHEC but have had an external cyclical review within the last ten years may still be submitted using the *Information Requirements for Program Modifications*; the version of the program when the review took place may be used as the reference point for providing side-by-side comparisons in the program proposal. Programs that have not been approved by the MPHEC and have not had an external review within the last ten years should be submitted using the *Information Requirements for New Degree Programs* or the *Information Requirements for New Diploma and Certificate Programs*.

Universities are encouraged to consult the MPHEC definitions of minor/major modifications and the Assessment Standards and Criteria, and to contact the office of the Vice-President Academic at their institution or the MPHEC (506 453-2844, proposals@mphec.ca). In some cases, the extent of the modification may be so minor that a proposal is not warranted; in other cases, it may warrant the submission of a proposal following the *Information Requirements for New Degree Programs* or the *Information Requirements for New Diploma and Certificate Programs*. The MPHEC reserves the right to determine that a proposed program modification in fact represents the introduction of a new program; in such a case, the university may be asked to submit additional information and/or a revised program proposal.

Universities considering ***a change in the delivery site of an existing MPHEC-approved program*** by moving it to, or replicating it at, another institution or location are required to submit a ***Notification of a Change in Delivery Site (forthcoming)*** to the MPHEC prior to implementation. MPHEC will review the planned change and determine if any follow-up is required.

MPHEC Information Requirements for Program Modifications

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; where applicable, former and proposed; for collaborative programs, note which institution will award each credential, as applicable): Master of Nursing
- d) Program Name^{1(Tip)} (where applicable, former and proposed): Master of Nursing, Thesis Stream or Course-based Stream
- e) Level of Study (undergraduate, post-baccalaureate, graduate): graduate
- f) Program Duration (where applicable, former and proposed):
 - i. Number of units, credits, or credit hours² required for credential – 27 credits for course-based stream; 30 credits for thesis stream
 - ii. Number of expected terms for full-time^{3 4} students – NA
 - iii. Number of expected terms for part-time⁵ students – 8 terms
- g) Current / Proposed [Classification of Instructional Program \(CIP\) Code](#) 51.3808
- h) Implementation / Transition plan:
 - i. Start date of modified program (factoring in any required approvals, including the MPHEC's): Fall 2027
 - ii. If major modifications are proposed, anticipated date of completion of last student enrolled in existing program: Spring 2027
- i) Contact Person (should MPHEC staff require additional information during the assessment process)
 - a) Name & Job Title: Dr Rachel Hasan, Quality Assurance & Planning Officer
 - b) Email: rahasan@upei.ca

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Tip d. In order for the credential to be recognizable, the program name should reflect accepted terminology or current trends within the discipline. If the proposed credential is unique 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 in section 1.2.3 of the Assessment Standards and Criteria) in order for “cooperative (co-op) education” to be listed in the program name or advertising.

² Universities are able to report credits in the unit they use at their institution. The remainder of this document will refer to “credits” where 6 credits = 6 credit hours = 1.0 unit = 2 term-length courses.

³ Full-time and part-time statuses are defined by the reporting post-secondary institution.

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⁵ Full-time and part-time statuses are defined by the reporting post-secondary institution.

c) Phone Number: (902) 620-5384

j) Provide a brief description of the modification(s) to the program (approximately 250 words).

Note: This program description will be made publicly available on the MPHEC's website.

The Master of Nursing (MN) program is founded upon the guiding principles of primary health care, specifically the PEI Conceptual Model of Nursing. The program is informed by nursing science and contemporary trends in nursing and is designed to prepare nurses for advanced nursing practice through the integration of theory, research, and practice. Graduates will incorporate four key pillars of our 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 of Nursing. Graduates are prepared to function in advanced practice roles that support individuals, families, communities, and systems across the lifespan, the health & illness trajectory, and diverse clinical, organizational, academic, and community settings. Our graduates will incorporate the principles of equity, diversity, inclusion, accessibility (EDIA), and anti-racism in their practice. Graduates will also be champions of decolonization and reconciliation and enact the Truth and Reconciliation Commissions Calls to Action, specifically actions 18 through 24.

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

This framework was designed using several sentinel 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): knowledge, research skills and critical inquiry, nursing practice, communication and collaboration, professionalism, and leadership.

k) Dates

- i. Senate (or equivalent) approval of the program modifications: **March 27, 2026**
- ii. Date of last MPHEC assessment: **For approval as a new program August 18, 2010**
- iii. Date of last external review of the program: **2018 Quality Assurance Review**
 - a. Identify the name, title, and institution of the external reviewer(s) who assessed the program: Dr. Alexander McAuley (Professor of Education; UPEI), Dr. Bilkis Vissandjee (Professor of Nursing; Universite de Montreal) and Dr. Kathy Wilson (Professor of Nursing, University of New Brunswick).
 - b. Review and response attached in Appendix 1.

l) Provide information on anticipated enrolments over the first four years of implementation of the modified program. Institutions may wish to present this information in the following table:

Year 1	Year 2	Year 3	Year 4
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	FT	PT	FT	PT	FT	PT	FT	PT
New Domestic		5		10		15		20
New International								
Continuing Domestic				5		10		15
Continuing International								
Total Student Enrolment Overall		5		15		25		35

Program Modification(s)

m) Purpose for program modification proposal:

- Minor modifications have accumulated over time.
- Major modifications are proposed.

n) Indicate below the type of modification(s) to the program, marking all that apply. (For more information, consult the *MPHEC's Proposals for Program Modifications.*)

- program content and structure;
- delivery mode;
- program/credential nomenclature;
- admission, promotion, or graduation requirements;
- student learning outcomes and/or graduate outcomes;
- faculty resources;
- collaborative or joint programs;
- other.

o) Provide details and a rationale for the modification(s) indicated above. ^{6(Tip)}

The MN program currently has two streams: the Thesis stream and the Nurse Practitioner stream. The Nurse Practitioner stream is not being changed.

Our current thesis stream includes nine (9) courses: eight (8) courses (27 credits) plus a thesis course (9 credits) = 36 credits.

We are proposing that in addition to a thesis Master of Nursing stream, we would offer a course-based Master of Nursing stream with seven (7) courses (21 credits) plus a capstone course (6 credits) = 27 credits.

We would also reduce the number of courses for the thesis stream to eight (8) courses: seven (7) courses (21 credits) plus a thesis course (9 credits) = 30 credits.

We have modified six (6) of the existing Master of Nursing courses for both streams. One course remains unchanged (the final thesis course). We have also added two (2) new courses: NURS 6180 - Communication & Collaboration and NURS 6190 - Professionalism 2: Education.

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](#).

⁶Tip o. Details and a rationale for the modification(s) might include following the evolution of the discipline, establishing a better focus, resulting from an external cyclical review, etc.

1) Program Content and Structure

- a) In Appendix 2, use the table to provide the program requirements and a hypothetical student progression through the program, comparing the program as it was last approved by the MPHEC with the modified program. Programs that have not been previously assessed by the MPHEC but have had an external cyclical review within the last ten years may use the version of the program when the review took place as the reference point for the side-by-side comparison. ^{7(Tip)}

Tip 1.a. 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 Section 1.4.4.2 of the Assessment Criteria and Standards for New Programs. Choice among upper-level courses (i.e., options for select electives*) is normally provided.

For major / double major / advanced major programs:

- In a four-year (120 credit) degree, at least twelve courses (36 credits) are required in the field of study or in a related field that contributes directly to the major, with at least six courses (18 credits) at the 3000 or higher level.

For honours programs:

- At least sixteen courses (48 credits) are required in the field or in a related field that contributes directly to one honours program, with at least ten (30 credits) at the 3000-level or higher, including at least two courses (6 credits) 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.

For double honours programs:

- At least sixteen courses (48 credits) are required in one field with at least ten courses (30 credits) at the 3000-level or higher, including at least two courses (6 credits) at the 4000-level.
- At least fourteen courses (42 credits) are required in a second field, with at least eight courses (24 credits) at the 3000-level or higher, including two courses (6 credits) at the 4000-level.
- the thesis, where required, could be a blended thesis that draws upon each field of study (i.e., rather than requiring two separate theses); in this case, if the thesis were 6ch, that one thesis would serve to meet the minimum of 6ch at the 4000-level in both fields (i.e., it would count for both). Alternatively, students could complete a thesis in one field rather than blending the two; in this case, 6ch of 4000-level courses in the other field would be necessary to meet the “Double Honours” requirements.

For honours with second major programs:

- At least sixteen courses (48 credits) are required in one field with at least ten courses (30 credits) at the 3000-level or higher, including at least two courses (6 credits) at the 4000-level.
- At least twelve courses (36 credits) are required in a second field, with at least six courses (18 credits) at the 3000-level or higher, including one course (3 credits) at the 4000-level.

Master’s degree programs must include sufficient graduate-level courses (i.e., courses normally at the 5000-8000 level) to meet the anticipated learning outcomes and provide students with choice among their courses (i.e., options for select electives).

Research-focused Master’s 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.

* 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.

- b) In Appendix 3, provide the academic calendar course descriptions for each required course and select elective⁸ for the modified program. These descriptions should identify any prerequisites and/or co-requisites.^{9(Tip)}
- c) In Appendix 4, use the table to compare the proposed program to three to five other relevant programs offered in the Maritimes or other Canadian provinces (if none are offered in Canada, provide examples of programs offered internationally).^{10(Tip)} Comment on similarities as well as differences.^{11(Tip)}
- d) Identify any internal and/or external consultation undertaken that informed the program modification.^{12(Tip)} Provide an overview of comments received and your institution's response, describing any changes to the program design in response to the consultation(s). Consulted groups or individuals could include:
- Other academic units within the institution
 - Instructional designers and/or educational developers
 - Program advisory committees
 - Government departments
 - Prospective employers
 - Other post-secondary institutions
 - Professional associations
 - Regulatory agencies and/or accrediting bodies
 - Current students and/or graduates of the program or closely related programs
 - Indigenous voices/perspectives
 - Members of underrepresented or underserved groups
 - The Nova Scotia Department of Education and Early Childhood Development (EECD) (**Note:** This is **required** for education programs in Nova Scotia; append letter of support¹³)
 - Atlantic Advisory Committee on Health Human Resources (AACHHR) (**Note:** This is **required** for health and health-related programs; append letter of support)

⁸ 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.

⁹**Tip 1.b.** Course outlines are not required for proposals for program modifications. However, MPHEC reserves the right to request detailed course outlines/syllabi as needed (usually through the Stage I questions process).

¹⁰**Tip 1.c.i.** When a program is unique and there are no comparable programs in Canada, or internationally, programs with similar elements or subject matter should be considered. Comparisons to other programs could highlight gaps that the proposed program will address.

¹¹**Tip 1.c.ii.** 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.

¹²**Tip 1.d.** 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 in all three Maritime provinces and education programs in Nova Scotia require confirmation of approval from the Atlantic Advisory Committee on Health Human Resources (AACHHR) and the Department of Education and Early Childhood Development (EECD), respectively.

¹³ In New Brunswick and Prince Edward Island, the MPHEC requests written confirmation of support from the relevant provincial government department on receipt of the proposal; this confirmation must be received before the MPHEC can make its final decision on a program.

- Other relevant groups or individuals

A benchmarking activity was undertaken in the summer of 2022 to identify all course-based Master of Nursing programs across Canada. The results of that activity are provided [here](#) with a summary [here](#).

To evaluate our proposed program, we developed and circulated a stakeholder survey including the draft program overview, course descriptions and calendar. Key stakeholders were recruited through Health PEI (prospective employer) and the College of Registered Nurses and Midwives of PEI (Provincial regulator). Twenty-four respondents completed the survey. The [survey results](#) (n=7 questions) indicate strong support (agree or strongly agree) for the proposed program, course descriptions, timetable and delivery method.

Additionally, the program changes were shared with the Dean of Graduate studies and feedback was provided. This feedback was invaluable in clarifying if this was a new program or a major modification. Comments from the Dean of Graduate Studies were applied in the creation this document and confirmed the vision of this program modification to improve the accessibility of the Master of Nursing program to practicing Nurses.

2) Student Learning Outcomes and Graduate Outcomes

- Using the table in Appendix 5, identify the student learning outcomes for the program, to demonstrate how they will be achieved, and to indicate if there have been any changes. Learning outcomes can include:^{14(Tip)}
 - General transdisciplinary knowledge, skills, abilities, competencies, and values
 - Knowledge, skills, abilities, competencies, and values specific to this program or discipline

¹⁴Tip 2.a. Student learning outcomes describe what students should be able to know, do, and value upon graduation from a program. They are usually more specific than program objectives, though not as precise as course-level learning outcomes. Achievement of a program's student learning outcomes is usually demonstrated through successful completion of **several** courses or program components.

Learning outcomes typically begin with the stem, "*By the end of the program, students will be able to...*" The remainder of the learning outcome communicates how the knowledge, skill, or ability can be observed (and therefore assessed). Some examples are presented below:

E.g. *Students will be able to* identify potential safety risks as it pertains to outdoor activity, teaching location, and grade level.

E.g. *Students will be able to* design treatment programs that recognize the various psychosocial lifestyle factors that impact physical activity and exercise.

E.g. *Students will be able to* 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. *Students will be able to* learn to recognize the intersectionality of privilege and oppression rooted in race, class, age, ability, sexuality, ethnicity, nationality and post-coloniality.

E.g. *Students will be able to* synthesize research on a topic using different approaches, including rapid evidence assessments (REAs), systematic reviews, meta-analysis, and meta-synthesis.

E.g. *Students will be able to* apply foundational programming knowledge to the design of relevant algorithms.

E.g. *Students will be able to* conduct independent and novel research that addresses a relevant problem or issue within the field.

- Knowledge, skills, abilities, competencies, and values related to the program's special requirements (e.g., work-integrated learning, capstones, theses).

b) List the graduate outcomes for the program and indicate if there have been any changes.^{15(Tip)}

Graduates of the program will be prepared to assume roles in leadership, nursing education, research, and other advanced practice roles. Graduates will be viewed as champions for equity, diversity, inclusion, and accessibility and leaders in decolonization,

3) Delivery Modes

For more information on delivery modes, consult the MPHEC's [Guidelines for Institutional Frameworks for Online and Technology-Supported Learning](#). Identify the delivery mode(s) in which the program is designed to be offered (check all that apply):^{16(Tip)}

¹⁵Tip 2.b. "Graduate outcomes" refer to the intended or anticipated employment and educational opportunities students will be eligible to pursue upon graduation from the program. Some examples are presented below:

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., 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., 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).

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.

¹⁶Tip 3. For MPHEC program assessment purposes, "delivery mode(s)" is/are considered to be intentional and part of the program design. The definitions of the delivery modes focus on *the instruction*, i.e., the direct teaching provided by faculty or other instructional staff (or equivalent, such as an industry mentor). "In-person" may also include technology (e.g., online resources) as support both inside and outside of the classroom, but the *instruction* is provided in-person and student presence is required. Offering online sections of some courses in a program does not typically affect the delivery mode of the entire program. However, if the in-person sections of the same courses were eliminated and those online courses were required (not elective) for a program, then that program would become hybrid, as students would be required to complete some components online and others in person. Another example of a hybrid delivery mode is a program that requires online courses and an in-person practicum or residency. Even with a gradual increase in online course offerings, an in-person program would only become an online program if/when all the required components (e.g., core courses, select electives, and enough general electives) are provided online to allow students to complete the whole program in that delivery mode. A hyflex program would offer two or three different delivery modes simultaneously (i.e., in-person and online synchronous and/or online asynchronous). Hyflex programs are quite rare, partly because of the technology and development required as support and the increased workload and training required of faculty and staff.

- In-person learning – all instruction takes place in an in-person setting
- Online learning – all instruction is fully online and is:
 - Synchronous
 - Asynchronous
 - Both synchronous and asynchronous
- X Hybrid learning – a required combination of online (synchronous or asynchronous) and in-person instruction. All students in a hybrid program are expected to undergo the same combination of online and in-person activities. Provide details: **primarily online with opportunity for synchronous or asynchronous weekly sessions and in-person sessions offered during the semester where required (including but not limited to simulation, IPE, peer teaching)**
- Hyflex learning – instruction is available simultaneously online (synchronous and/or asynchronous) and in-person. Students can decide which modality to use to access the program components and can make that decision on an ongoing basis.

4) Admission, Promotion¹⁷, and Graduation Requirements ^{18(Tip)}

- a) Describe the program's standard admission, promotion, and graduation requirements and indicate if there have been any changes.
 - 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 an undergraduate nursing theory course. Many undergraduate programs integrate nursing theory into other courses and do not have a stand alone course.
 - 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.
 - We follow the [Graduate Academic Regulations](#) and the Master of [Nursing Program Regulations](#). An update will be required to the section titled *Transfer from one stream to another* as this modification will affect the alignment of the MN-Thesis or Course-Based courses with the courses in the MN-NP stream.

5) Human Resources

- a) In Appendix 6, use the table to identify all of the faculty members and instructional staff expected to teach required courses and select electives in the modified program. Provide the same information for any anticipated new hires to the extent possible (e.g., status, desired areas of expertise, list of courses expected to be taught), and the anticipated hire date.
- b) Describe the hiring plan, where applicable, 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 you may wish to provide.

¹⁷ Promotion refers to specific requirements or milestones that must be reached for advancement in the program.

¹⁸**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.

- c) Where applicable, describe how contract faculty (or full-time faculty who will teach in the program on overload) will be used in the delivery of this program (e.g., to replace sabbatical leaves, provide added breadth).^{19(Tip)}

6) Collaborative and Jointly Developed Programs

- a) Describe the inter-institutional agreement(s) (or equivalent) that are in place to assure the quality and overall management of the program. Changes to the agreements should be stated and explained; attach a copy of the revised agreement as Appendix 7.

7) Implementation of Truth and Reconciliation Commission (TRC) Calls to Action^{20(Tip)}

- a) Describe how the TRC Calls to Action are being addressed and/or implemented within the institution.

UPEI has implemented of Truth and Reconciliation Commission (TRC) Calls to Action in a number of ways:

1. Academic & Curricular Integration
 - a. Mandatory Indigenous Teachings Course: All students enrolling since the Fall 2022 must complete *Indigenous Teachings of Turtle Island*, covering Indigenous history, culture, and practices—part of UPEI’s effort to embed TRC’s educational Calls to Action.
 - b. The Faculty of Nursing has established in partnership with the Abegweit Healing Centre and the Mi’kmaq Wellness centre an Indigenous health course that will be led by Elders and Indigenous Health Care Practitioners. This will be a required course for undergraduate students.
 - c. Developing Indigenous Studies Programs: UPEI has expanded its Indigenous Studies from a minor and will now be offering a full major or degree.
2. Institutional Framework & Governance
 - a. Faculty of IKERAS: In November 2021, UPEI launched the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (IKERAS), led by Indigenous scholars, explicitly to honour UNDRIP and TRC Calls to Action.
 - b. Commitment Recognition: In July 2023, the Native Council of PEI formally recognized UPEI’s contribution to reconciliation—highlighting IKERAS, curriculum changes, and significant cultural gestures (eagle feather presentation).
3. Cultural Events & Campus Activities
 - a. TRC Mawi’omi Events: UPEI hosts Mawi’omi gatherings (traditional celebrations) featuring drumming, dancing, speakers such as Chief Gould and Chief Cooper, and cultural artisans.
 - b. Orange Shirt Day Awareness: The campus observes National Truth and Reconciliation Day with public gatherings, blanket exercises, film screenings (e.g., *Bones of Crows*), sewing cultural items like ribbon skirts, and the tying of orange fabric strips to symbolize remembrance and action.

¹⁹Tip 5.c. The program should be anchored by a designated complement of core faculty who are primarily responsible for delivering the program and ensuring its 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).

²⁰Tip 7. More information on the TRC Calls to Action may be found here: [Calls to Action English2.pdf](#).

4. Community & Workplace Strategy
 - a. UPEI's Five-Year Action Plan: The university's broader Action Plan commits to embedding reconciliation across policies, governance, accountability, and campus culture. It outlines annual milestones, measurable progress, audits, and ongoing consultation.

5. Indigenous Supports & Roles
 - a. Elder-in-Residence: Dr. Judy Clark serves as UPEI's Elder-in-Residence, guiding events, teachings, and protocols—e.g. delivering the Seven Sacred Teachings in Mi'kmaq at Mawi'omi.

 - b. Mawi'omi Centre: Located in Dalton Hall, it provides a dedicated space for Indigenous students and hosts year-round programming, including "First Treat Tuesdays," community gatherings, and cultural learning.

The TRC Calls to Action, specifically actions 18 through 24, will guide the integration of concepts related to decolonization and Indigenization in courses taken in both streams. Additionally, the UPEI Faculty of Nursing also incorporates ongoing curriculum development consistent with best practices identified by CASN curriculum guidance documents. In 2025, CASN released [Cultural Humility and Cultural Safety Standards for Nursing Education](#). This document is intended for baccalaureate programs but contains fundamental information that will inform our modified program as we humbly acknowledge that reconciliation and decolonization are a journey that must be ongoing and intentional.

The [UPEI Faculty of Nursing's Strategic plan \(2024-2029\)](#) is grounded in the seven (7) sacred Grandfather Teachings.

Building on students' undergraduate courses and professional development related to decolonization, students will be called to reflect on not only the challenges associated with generational trauma and discrimination against Indigenous Peoples that have profound impacts on Indigenous peoples ability to receive care and trust that care from the health care system, but also on the wisdom of Traditional Healers and Indigenous Health Practices. The UPEI Faculty of Nursing has built strong relationships with the Indigenous community and welcomes Knowledge Keepers and Elders to support the delivery of the content to students.

8) Equity, Diversity, Inclusion and Accessibility (EDIA)

- a) Describe how equity, diversity, inclusion, and accessibility (EDIA) be addressed within the modified program.

CASN released [Promoting Anti-Racism in Nursing Education in Canada](#) (2023) and [Promoting Equitable, Affirming, and Inclusive Environments for 2S LGBTQAI+ Nursing Students: Guidelines for Canadian Schools of Nursing](#) (2025). These are guidelines focused on undergraduate curriculum but will serve as guiding documents for all our programs including graduate studies.

The CASN National Nursing Education Framework (2022) was developed with an acknowledgement of a need to intentionally focus on advocacy for health equity and justice, anti-racism, and the TRCs Calls to Action. Many of the learning outcomes in the six (6) learning domains include require inclusion of instruction and evaluation related to EDIA.

Many of the student learning outcomes for the modified program reflect the goals of our strategic plan as well as our institutional commitment to EDIA, anti-racism and Indigenization. Given that our strategic plan is grounded in these principles it is our intent that our program will reflect these in the teaching, learning, and research that is undertaken in our program.

9) Additional Information

- i. Provide any other information not covered above that will assist the MPHEC in its understanding and assessment of the modification(s).

Feedback on the Information Requirements

The Maritime Provinces Higher Education Commission is committed to the continuous improvement of our program assessment process. We recognize that **clear information requirements** significantly contribute to the ease and efficiency of developing proposals for new and modified programs. To this end, your feedback on the *Information Requirements* you have just completed are greatly appreciated. **We encourage anyone who was involved with the development of this proposal to complete our [online satisfaction survey](#).** Please note that unless you opt to share your name, this survey is anonymous.

DRAFT

APPENDICES

Please ensure that **each of the following is appended/included** when submitting a completed program proposal.

- A list of the appendices to the program proposal
- Appendix 1: Consultant's Report from the Last External Review and the Institution's Response (*required if program has not been previously assessed by the MPHEC*)
- Appendix 2: Side-by-Side of Program Requirements and Hypothetical Student Progression
- Appendix 3: Academic Calendar Course Descriptions
- Appendix 4: Program Comparison Table
- Appendix 5: Student Learning Outcomes Table
- Appendix 6: Faculty Resource Table
- NA Appendix 7: Copy of the Revised Inter-institutional Agreement (or Equivalent) for Collaborative Programs (*required if changes have been made to the inter-institutional agreements*).

Other, as applicable:

- Appendix 8** - A letter of support/approval from the Atlantic Advisory Committee on Health Human Resources (AACHHR) (*required for health-related programs in all three Maritime provinces*)
- NA A letter of support/approval from the Department of Education and Early Childhood Development (EECD) (*required for education programs in Nova Scotia*)
- NA Signature (or appended letter) confirming the collaborative submission, and principal applicant
- Any additional information to help the MPHEC assess the quality of the proposed program

Appendix 1: Consultant's Report from the Last External Review and the Institution's Response

["Standing on the Shoulders of Giants" Quality Management for Academic Units Review: UPEI Master of Nursing Program \(2018\)](#)

Conducted by Dr. Alexander McAuley (UPEI), Dr. Bilkis Vissandjee (Université de Montréal), and Dr. Kathy Wilson (UNB)

[UPEI Master of Nursing Program: Action Plan in Response to Advisory Team's Report \(2018\)](#)

Response provided by Dr. Janet Bryanton, Graduate Studies Coordinator

Appendix 2: Side-by-Side of Program Requirements and Hypothetical Student Progression

The following table should be used to present the program requirements and student progression. On the left, include the program as it was last approved by the MPHEC; on the right, include the modified program. Programs that have not been previously assessed by the MPHEC but have had an external cyclical review within the last ten years may use the version of the program when the review took place as the reference point for the side-by-side comparison. ***If no changes have been made or are proposed to the program requirements and student progression, the right side may be left blank with a note confirming the requirements on the left remain in effect.***

Note: Not all sections may apply.

	Program as Last Approved by the MPHEC or as it was Assessed through an External Review		Modified Program	
	Course Number, Title, and Credit Value ²¹	Status (new, modified, existing)	Course Number, Title, and Credit Value	Status (new, modified, existing)
YEAR 1				
Required Courses ²²	NURS 6100 Foundations of Graduate Study, 3 CR	existing	NURS 6100 Application of Advanced Knowledge, 3 CR	modified
	NURS 6130 Quantitative Nursing Research, 3 CR	existing	NURS 6130 Research Skills & Critical Inquiry 1: Research Methods, 3 CR	modified
	NURS 6140 Qualitative Nursing Research, 3 CR	existing	NURS 6110 Professionalism 1: Professional growth, ethics and intersectoral collaboration, 3 CR	modified
	NURS 6100 Theoretical Foundations of Nursing, 3 CR	existing		
	NURS 6120 Advanced Primary Health Care, 3 CR	existing		

²¹ 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, provide both undergraduate and graduate course numbers and titles, e.g., PSYC 4015/6005 Advanced Research Methods. If non-credit, indicate 0 for credit value. See section 1.4.7 of the *Assessment Standards and Criteria* for parameters for cross-level courses.

²² Required courses are courses that contribute directly to the program’s focus and credit total and will be identified within the academic calendar as such. (For a major in a 4-year undergraduate degree, list subject-area courses that every student enrolled in the proposed major must take, and that count toward the credit total for that major.)

	Program as Last Approved by the MPHEC or as it was Assessed through an External Review		Modified Program	
Select Electives ²³				
Special Requirements ²⁴				
Other Degree or Distribution Requirements ²⁵				
Credits		15		9
YEAR 2				
Required Courses	NURS 6220 Advanced Nursing Practice, 6 CR	existing	NURS 6180 Communication & Collaboration, 3 CR	new
	NURS 6360 Biostatistics, 3 CR	existing	NUR 6140 Research Skills & Critical Inquiry 2: Knowledge Mobilization, 3 CR	modified
	NURS 6210 Ethics in Nursing, 3 CR	existing	NURS 6190 Professionalism 2: Education, 3 CR	new
Select Electives	NURS 6000 Thesis, 9 CR	existing		
Special Requirements				
Other Degree or Distribution Requirements				
Credits		21		9
YEAR 3				
Required Courses			NURS 6120 Leadership, 3 CR	modified
			NURS 6220 Capstone Project (Course based stream only), 6 CR	modified
			NURS 6000 (Thesis stream only) 9 CR	existing
Select Electives				
Special Requirements				
Other Degree or Distribution Requirements				

²³ Select electives are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program's focus. Lists can be included in the table or in an attachment if necessary.

²⁴ Special requirements may include a thesis, capstone, work-integrated learning, etc.

²⁵ Other requirements outside of the subject area. E.g. For a major in a 120-credit (or equivalent) undergraduate degree, include all other breadth or distribution requirements needed for graduation that fall outside of the focus of the major. All possible general or open electives are not required to be listed; instead, describe the source of the elective (e.g., humanities courses at the 1000-2000 level - 18 credits).

	Program as Last Approved by the MPHEC or as it was Assessed through an External Review		Modified Program	
Credits				9 / 12
TOTAL PROGRAM CREDITS		36		27 (course based) 30 (thesis)

Appendix 3 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 safety and trauma-informed care rooted in decolonization, Indigenization, anti-racism, equity, diversity, and inclusivity. Critical thinking will be applied during the appraisal and synthesis of research findings related to various practice settings, partners, and collaborators.	3	new
Winter	NURS 6210 Professionalism 1 Professional Growth	The purpose of this course is to assist the students in developing the knowledge and skills necessary to practice and lead in an advanced 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 will develop the ability to analyze their knowledge and skills related to their area of practice and devise plans to continually grow in their advanced practice role.	3	modified
Spring/Summer	NURS 6190 Professionalism 2 Education	The purpose of this course is to increase students' knowledge and skills related to teaching and learning in a variety of practice settings. Topics will include models of teaching and learning, planning learning experiences, evaluation of learning, and professional socialization. Theoretical perspectives related to how knowledge is constructed, what factors promote and sustain learner motivation, and the social context of	3	new

		teaching and learning will be explored. The legal and ethical issues will be explored as they relate to advanced practice nursing.		
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. Strategic policy development will be explored as well. Understanding the impact of organizational structures and behaviour will also be explored. 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 students in the thesis stream)	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 comprehensive and integrative learning experience that prepares them to become competent, evidence-based nursing professionals capable of addressing complex healthcare challenges. Pre-requisites: NURS 6100, NURS 6130, NURS 6140, NURS 6180, NURS 6210, NURS 6190, and NURS 6120	6	modified
OR				
	NURS 6000 Thesis (not required for students in the course-based stream)	Under the supervision of a faculty advisor and a thesis committee, the student will author 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	9	No change

	<p>works published on the subject of the thesis. It should make an original contribution to the body of knowledge in that field of study.</p> <p>Pre-requisites: NURS 6100, NURS 6130, NURS 6140, NURS 6180, NURS 6210, NURS 6190, and NURS 6120</p>		
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Appendix 4: Program Comparison Table

Using the following table, compare the proposed program to three to five other relevant programs offered at other institutions in Canada (international programs may be considered only if there are no comparable Canadian programs). Comment on similarities as well as differences.

Program Name	Institution	Website	Similarities with Modified Program	Differences Compared to Modified Program	Other Notes
Master of Nursing (MN) Master of Nursing Science	Dalhousie University	Dalhousie University	<ul style="list-style-type: none"> • Master of Nursing professional stream similar to the University of Prince Edward Island (UPEI) proposed course-based stream • Intended to prepare students to advance their theoretical knowledge to lead and evaluate practice change. • Program consists of 30 credit-hours of course work including required and elective courses that are “focused on practice-related theory and research.” • Master of Nursing Science stream similar to UPEI existing Master of Nursing thesis stream • Students are prepared to work in academic 	<ul style="list-style-type: none"> • At Dalhousie, Full-time students in the MScN complete three courses per term. Part-time students complete 1-2 courses per term • In our program, students will be limited to part time studies with one course per term, this will enhance their ability to continue to work full-time. • 27 credits (UPEI course-based stream) vs 30 credits (Dalhousie professional stream) • 30 credits (UPEI thesis stream, seven (7) courses plus a thesis) vs 27 credits (Dalhousie Research Based) five (5) courses plus a thesis) • Dalhousie course focus is on policy and 	

Program Name	Institution	Website	Similarities with Modified Program	Differences Compared to Modified Program	Other Notes
			<p>settings and/or conduct research.</p> <ul style="list-style-type: none"> • 27-credit hour program with 5 courses plus a thesis. • Can be completed fulltime in two (2) years or part time in four (4) years. 	<p>philosophy</p>	
<p>Master of Nursing, Thesis/Report stream</p>	<p>University of New Brunswick</p>	<p>University of New Brunswick</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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) 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. 	

Program Name	Institution	Website	Similarities with Modified Program	Differences Compared to Modified Program	Other Notes
				<ul style="list-style-type: none"> UNB requires one elective independent study courses. 	
Master of Science in Nursing	Memorial University	Memorial University	<ul style="list-style-type: none"> Course based program at both universities -Master of Science in Nursing (MScN), Practicum option 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. 	<ul style="list-style-type: none"> Asynchronous learning online at Memorial 2-3 years if full-time at Memorial 	

Appendix 5: Student Learning Outcomes Table

Using the following table, identify the student learning outcomes for the modified program. For each student learning outcome, indicate the courses where this outcome will be developed and/or assessed. Aspects of courses, specific assessments, and/or pedagogical approaches that will contribute to the development of the outcomes can be listed in “Approaches and Assessments.”

Student Learning Outcomes Outcomes should follow the stem “By the end of the program, students will be able to...”	Related Courses and Program Components List the courses and/or program components that will contribute to students’ achievement of the learning outcomes	Approaches and Assessments Describe how the learning outcomes will be achieved and/or assessed within the program	Overview of Changes, if any (since previous MPHEC assessment or last external review)
Students will be able to apply advanced knowledge to provide evidence informed clinical care; to lead, manage change, and influence nursing practice; and design and deliver effective educational strategies within their chosen area of nursing specialization.	NURS 6100 Application of Advanced Knowledge NURS 6220 Capstone Project NURS 6000 Thesis	<ul style="list-style-type: none"> ● Lectures (synchronous and asynchronous) ● Case studies ● Presentations ● Reflective Writing ● Peer Teaching ● Seminars ● Interprofessional Learning (IPE) ● Proposal or grant writing assignments 	Enhanced assessments to demonstrate application of advanced knowledge
Students will be able to design, conduct, and disseminate research that advances nursing knowledge and practice using diverse research approaches and methodologies including those that reflect Indigenous ways of knowing, promote EDIA, and protect and support marginalized populations.	NURS 6130 Research Skills & Critical Inquiry 1 - Research Methods	<ul style="list-style-type: none"> ● Lectures (synchronous and asynchronous) ● Case studies ● Academic writing ● Presentations ● Reflective Writing ● Peer Teaching ● Literature synthesis (e.g., Scoping Reviews) ● Research Proposal Development 	Increased focus on methodologies of inquiry that respect Indigenous Peoples in Research

Student Learning Outcomes Outcomes should follow the stem “By the end of the program, students will be able to...”	Related Courses and Program Components List the courses and/or program components that will contribute to students’ achievement of the learning outcomes	Approaches and Assessments Describe how the learning outcomes will be achieved and/or assessed within the program	Overview of Changes, if any (since previous MPHEC assessment or last external review)
		<ul style="list-style-type: none"> ● Research Ethics Application ● Data Collection (qualitative and quantitative methods) ● Research Poster Presentations ● Manuscript Publication 	
Students will be able to integrate implementation science theories, frameworks, and methodologies to optimize knowledge translation and mobilization within diverse nursing practice contexts.	NUR 6140 Research Skills & Critical Inquiry 2 - Knowledge Mobilization NURS 6130 Research Skills & Critical Inquiry 1 - Research Methods	<ul style="list-style-type: none"> ● Lectures (synchronous and asynchronous) ● Case studies ● Presentations ● Reflective Writing ● Peer Teaching ● Seminars ● Implementation or logic model mapping ● Application of implementation science frameworks (e.g. RE-AIM, Knowledge-to-Action (KTA) Cycle) ● Mini Knowledge Translation Project ● Interprofessional Learning (IPE) 	More explicit engagement in dissemination of knowledge
Students will be able to communicate and collaborate	NURS 6180 Communication & Collaboration	<ul style="list-style-type: none"> ● Lectures (synchronous and asynchronous) 	

Student Learning Outcomes Outcomes should follow the stem “By the end of the program, students will be able to...”	Related Courses and Program Components List the courses and/or program components that will contribute to students’ achievement of the learning outcomes	Approaches and Assessments Describe how the learning outcomes will be achieved and/or assessed within the program	Overview of Changes, if any (since previous MPHEC assessment or last external review)
<p>effectively with intra-professional and interprofessional team members and intersectoral partners in advanced nursing practice roles across clinical, leadership, and educational settings.</p>	<p>NURS 6100 Application of Advanced Knowledge</p>	<ul style="list-style-type: none"> • Case studies • Presentations • Reflective Writing • Peer Teaching • Seminars • Interprofessional Education (IPE) opportunities • Simulation for communication and intraprofessional education • Team-Based Learning • Peer Feedback and Peer Coaching • Interprofessional journal club 	
<p>Students will be able to demonstrate ethical and professional conduct and engage in ongoing professional growth within advanced nursing practice roles across clinical, leadership, and educational settings.</p>	<p>NURS 6210 Professionalism 1 Professional growth</p> <p>NURS 6100 Application of Advanced Knowledge</p> <p>NURS 6180 Communication & Collaboration</p>	<ul style="list-style-type: none"> • Lectures (synchronous and asynchronous) • Case studies • Presentations • Reflective Writing • Peer Teaching • Seminars • Interprofessional Education (IPE) opportunities • Simulation for communication • Ethical case analysis • Simulation (ethics, leadership, and professional conduct) • Mentoring and coaching theory and application 	

Student Learning Outcomes Outcomes should follow the stem “By the end of the program, students will be able to...”	Related Courses and Program Components List the courses and/or program components that will contribute to students’ achievement of the learning outcomes	Approaches and Assessments Describe how the learning outcomes will be achieved and/or assessed within the program	Overview of Changes, if any (since previous MPHEC assessment or last external review)
<p>Students will be able to apply ethical and professional principles in the design, development, and delivery of educational programs for nurses across diverse practice settings and with diverse populations to ensure equity, diversity, inclusion, and accessibility.</p>	<p>NURS 6110 Professionalism 1 Professional Growth</p> <p>NURS 6210 Professionalism 2 – Education</p>	<ul style="list-style-type: none"> • Lectures (synchronous and asynchronous) • Case studies • Presentations • Reflective Writing • Peer Teaching • Seminars • Interprofessional Education (IPE) opportunities • Curriculum design projects • Inclusive Pedagogy Seminar • Development of philosophy of teaching • Course or program development project 	
<p>Students will be able to provide accountable leadership, formally and informally, by leading change and offering expert guidance grounded in equity, diversity, inclusion, indigenization, antiracism, and trauma informed principles to government, academic leaders, and nursing regulatory bodies.</p>	<p>NURS 6120 Leadership</p> <p>NURS 6100 Application of Advanced Knowledge</p>	<ul style="list-style-type: none"> • Lectures (synchronous and asynchronous) • Case studies • Presentations • Reflective Writing • Peer Teaching • Seminars • Interprofessional Education (IPE) opportunities • Learning to write policy briefs • Simulation (leadership) • Indigenous Knowledge Integration Workshops 	

Student Learning Outcomes Outcomes should follow the stem “By the end of the program, students will be able to...”	Related Courses and Program Components List the courses and/or program components that will contribute to students’ achievement of the learning outcomes	Approaches and Assessments Describe how the learning outcomes will be achieved and/or assessed within the program	Overview of Changes, if any (since previous MPHEC assessment or last external review)
		<ul style="list-style-type: none"> ● Interprofessional and Intersectoral Leadership Panels ● Advocacy education ● Debate 	
Students will be able to apply advanced nursing practice competencies to promote health, advance health equity, and improve health-care outcomes through scholarly inquiry undertaken in a capstone project or thesis.	NURS 6220 Capstone Project NURS 6120 Leadership NURS 6130 Research Skills & Critical Inquiry 1 - Research Methods NUR 6140 Research Skills & Critical Inquiry 2 - Knowledge Mobilization	<ul style="list-style-type: none"> ● Lectures (synchronous and asynchronous) ● Case studies ● Presentations ● Reflective Writing ● Peer Teaching ● Seminars ● Interprofessional Education (IPE) opportunities ● Capstone/Thesis Proposal Seminars ● Inquiry based learning 	

Appendix 6: Faculty Resource Table

Using the following table, identify all the faculty and instructional staff expected to teach required courses and select electives in the modified program.²⁶ Be sure to identify any new administrative or other duties and/or roles faculty members will hold within the modified program (can be included under rank). 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.

Note: The MPHEC reserves the right to request CVs for faculty teaching in the program.

Name	Rank ^[2]	Status (Tenure, Tenure-Track, Contract [specify planned length])	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Courses Expected to be Taught in this Program per Year	List of required Courses and Select Electives ^[3] Faculty Can Teach in this Program (course names and numbers)	Anticipated Hire Date (if applicable)
CURRENT FACULTY							
Dr Christina Murray	Professor Dean	Tenured	PhD	labour mobility and family-centered research, experiences of grandparents who are raising their grandchildren and advocacy for policies that help to support grandparents in PEI.	1 course every 3 years	<ol 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 – 5. Professionalism/Professional Growth I – advanced practice nursing, intersectoral collaboration 6. Professionalism/Professional Growth II Education –program evaluation, mentorship, and ethics 7. Leadership 8. Capstone Project supervision 9. Thesis supervision 	
Dr Patrice Drake	Associate Professor	Tenured	PhD	Leadership, Qualitative	1 course per year	<ol style="list-style-type: none"> 1. Knowledge 	

²⁶ 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, including cross-listed faculty. 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 Major in Theatre are required to take a general survey course taken by all Bachelor of Arts students, 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.

Name	Rank ^[2]	Status (Tenure, Tenure-Track, Contract [specify planned length])	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Courses Expected to be Taught in this Program per Year	List of required Courses and Select Electives ^[3] Faculty Can Teach in this Program (course names and numbers)	Anticipated Hire Date (if applicable)
	Associate Dean			Research, Childbearing Families Pediatrics Family Nursing Health Policy Ethics Theories		<ol style="list-style-type: none"> 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. Capstone Project supervision 9. Thesis supervision 	
Dr Rianne Carragher	Assistant Professor	Tenure track	PhD	Geriatrics, quantitative research methodology	1 course per year	<ol 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. Captone Project. Supervision 9. Thesis Supervision 	
Dr Brianna Hughes	Assistant Professor	Tenure track	PhD	Family nursing; neonatal pain management; eHealth; patient education; patient	1-2 courses per year	<ol 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 ^[2]	Status (Tenure, Tenure-Track, Contract [specify planned length])	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Courses Expected to be Taught in this Program per Year	List of required Courses and Select Electives ^[3] Faculty Can Teach in this Program (course names and numbers)	Anticipated Hire Date (if applicable)
				engagement; evidence synthesis; knowledge translation; perinatal education		<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. Capstone Project Supervision 9. Thesis Supervision 	
Dr Margie Burns	Assistant Professor	Tenured	PhD	Family nursing, rurality, health literacy, critical care nursing, adult nursing, intervention development; gender affirming care	1 - 2 courses per year	<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. Capstone Project Supervision 9. Thesis Supervision 	
Dr Gail Macartney	Assistant Professor	Tenured	PhD	Oncology & concussion care, evidence-based guidelines development	1 - 2 courses per year	<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. Capstone Project supervision 	

Name	Rank ^[2]	Status (Tenure, Tenure-Track, Contract [specify planned length])	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Courses Expected to be Taught in this Program per Year	List of required Courses and Select Electives ^[3] Faculty Can Teach in this Program (course names and numbers)	Anticipated Hire Date (if applicable)
						5. Thesis supervision	
Dr Bill Montelpare	Professor	Tenured	PhD	Biostatistics, Epidemiology, and Exercise Science	1 - 2 courses per year	<ol style="list-style-type: none"> 1. Research Skills and Critical Inquiry I – Research Methods 2. Research Skills and Critical Inquiry II – Knowledge Mobilization 3. Capstone Project co-supervisor or supervisory committee member 4. Thesis co-supervisor or supervisory committee member. 	
Dr Nancy Clark	Assistant Professor	Tenure track	PhD	Adult Medical cardiology/chronic disease management; patient experiences with health disease; Health literacy; qualitative research; Advanced practice nursing; NP role integration and evaluation; Leadership	1 - 2 courses per year	<ol 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. Capstone Project supervisor 9. Thesis Supervisor 	
ANTICIPATED HIRES^[4]							
TBA	Assistant Professor	Tenure-Track	PhD	Implementation Science	1-2 per year	TBD	July 1, 2026
TBA	Assistant Professor	Tenure-Track	PhD	Quantitative Research Methodologies	1-2 per year	TBD	July 1, 2026
TBA	Assistant Professor	Tenure-Track	PhD	Indigenous Scholarship	1-2 per year	TBD	July 1, 2026

Name	Rank ^[2]	Status (Tenure, Tenure-Track, Contract [specify planned length])	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Courses Expected to be Taught in this Program per Year	List of required Courses and Select Electives ^[3] Faculty Can Teach in this Program (course names and numbers)	Anticipated Hire Date (if applicable)
TBA	Assistant Professor	Tenure-Track	PhD	TBD	1-2 per year	TBD	July 1, 2026
TBA	Assistant Professor	Tenure-Track	PhD	TBD	1-2 per year	TBD	July 1, 2026
TBA	Assistant Professor	Tenure-Track	PhD	TBD	1-2 per year	TBD	July 1, 2026

^[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, including cross-listed faculty. 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 Major in Theatre are required to take a general survey course taken by all Bachelor of Arts students, 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.

^[2] Rank refers to job title (e.g. professor, assistant professor, senior lecturer, sessional instructor).

^[3] The requirement to list all select electives taught may be omitted for programs with a large number of select elective courses that are taught by faculty outside of the academic unit or core faculty group (e.g., highly interdisciplinary programs).

^[4] Label as needed “New Hire 1, New Hire 2,” etc

Appendix 8: Letter of support/approval from the Atlantic Advisory Committee on Health Human Resources (AACHHR)

[AACHHR Approval - UPEI - Master of Nursing Program \(Thesis Stream\).pdf](#)