

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: February 16, 2017

SUBJECT: **Changes to the Master of Nursing (M.N.) Course-Based Program in Educational Leadership**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Academic Programs Committee (APC) approved the changes to the Master of Nursing (M.N.) course-based program in Educational Leadership at its January 25, 2017 meeting.

As per the Academic and Curricular Change Authority Chart approved by Council at its June 23, 2016 meeting, APC has the authority to approve changes to the name of a field of study, as well as changes to the total number of credit units required for an approved degree program when this change affects tuition or overall program length for students.

DISCUSSION SUMMARY:

The College of Nursing recommended the following changes to their M.N. course-based program in Educational Leadership:

- change the concentration name from Educational Leadership to Professional Practices;
- increase the minimum credit-unit requirement from 24 to 27 to better align with U15 comparators;
- make program modifications that remove 12 credit units of existing course requirements, introducing 9 credit units of required courses and 6 credit units of restricted electives; and
- introduce 4 new courses.

These changes revitalize the M.N. course-based offering and ensure that program offerings meet the needs to the university and the province. The program changes will

ensure a focus on interprofessional healthcare, innovation, and policy development. This program will train nurse leaders and nurse educators.

The changes to the M.N. course-based program was approved by the Executive committee of the College of Graduate Studies and Research on November 17, 2016.

ATTACHMENTS:

- 1. Proposal for Academic or Curricular Change – M.N. course-based curricular and name change.**

Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: Lorraine Holtslander, Graduate Chair, College of Nursing

From: Office of the Associate Dean, College of Graduate Studies and Research (CGSR)

Date: November 29, 2016

Re: Changes to course-based master's program in Nursing

The Graduate Programs Committee considered changes to the course-based master's program in Nursing in September and November 2016. In November 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research accepted the proposed changes.

The proposed changes are as follows:

1. Changing the concentration from Educational Leadership to Professional Practice to better align with graduate training programs nationally.
2. The program will have a 3 cu increase to total requirements. As it is the standard grad course-based tuition, that results in a total tuition increase for the program of \$630.30 (based on current domestic rates). [$\$210.10 \text{ per cu} \times 24 \text{ cu current} = \$5,042.40$ versus $\$210.10 \text{ per cu} \times 27 \text{ cu proposed} = \$5,672.70$ for a total increase of \$630.30]. The credit unit increase is a result of a comprehensive review of requirements at comparator institutions and the desired learning outcomes for the program.
3. Changes to program requirements to better achieve programmatic learning objectives, including 4 new course proposals.

Please note that Institutional Planning and Assessment has been consulted regarding the overall increase to program tuition. They have indicated that as the credit unit increase is minor, and the tuition rate on the courses will not change, further analysis is not required.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the changes to the course-based master's program in Nursing. We are now seeking to have the changes approved by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the changes
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the changes
- The full proposal including appendices
- The Consultation with the Registrar Form

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator, Academic Programs Committee of Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: November 24, 2016

Re: Modification to the course-based Nursing master's program

Members of the Executive Committee of the College of Graduate Studies and Research met on November 17, 2016, and considered the recommendation from the Graduate Programs Committee to approve the modification to the course-based Nursing master's program.

Committee members learned that the program had the most demand of the graduate-level nursing programs. The program exists to develop nurse leaders and educators, and the modifications were being requested to align the program requirements and learning objectives with comparator institutions.

While the admission requirements would not be changing, a member questioned the requirements and it was confirmed that they were consistent with CGSR admission requirements.

The standard graduate course-based tuition was questioned, and it was clarified that standard graduate course-based tuition assessed tuition per credit unit of registered coursework each term.

The Executive Committee unanimously supported the modification to the course-based Nursing master's program.

Kelly Clement will be available to attend the Academic Programs Committee meeting to respond to questions regarding the proposal.

:kc

Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. Lorraine Holtslander, College of Nursing

From: Graduate Programs Committee, CGSR

Date: November 14, 2016

Re: Program Modification to the course-based Master of Nursing program (Professional Practice)

The Graduate Programs Committee met on September 6, 2016, and November 10, 2016, and reviewed the proposal to modify the requirements for the course-based Master of Nursing program currently identified with a concentration of “Educational/Leadership”. The program modification was viewed favourably by the Graduate Programs Committee; however, they had requested greater detail on the course syllabi and consultation. The proponents have responded satisfactorily to the committee’s requests. The changes include the following:

- Changing the concentration name from Educational Leadership to Professional Practice.
- Increasing the minimum credit unit requirement from 24 to 27 to better align with U15 comparators.
- Program modifications to remove 12 credit units of identified course requirements; introduce 9 credit units of required courses, and 6 credit units of restricted electives; identify course options to satisfy the requirement for 3 credit units of statistics.
- Introduce 4 new courses.

The Graduate Programs Committee recommends approval of the modification to the course-based Master of Nursing focusing on Professional Practice.

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

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UNIVERSITY OF SASKATCHEWAN

College of Nursing

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College of Nursing

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Telephone: (306) 966-6221 Facsimile: (306) 966-6621

MEMORANDUM

TO: Graduate Programs Committee, CGSR

FROM: Dr. Lorraine Holtslander, Graduate Chair, College of Nursing

DATE: October 26, 2016

RE: Master of Nursing Professional Practice Program Modification

On September 27, 2016, I received a memo from the Graduate Programs Committee, CGSR, in regards to the Master of Nursing Professional Practice Program Modification that was reviewed by the committee on September 6, 2016. The memo stated that it was not clear if the program was to change to a project-based program. The program will not change to a project-based program but will have a 6 credit unit integration exercise as a capstone course.

The main concerns we addressed were regarding the course syllabi, specifically:

- Elements for assessment needed to include more specific details
- Reading lists were incomplete
- Writing requirements seemed insufficient for graduate-level programming
- Statements on student conduct and student services, such as DSS, were missing

We have extensively revised the syllabi for the four courses we are submitting, with these concerns in mind, and are submitting them for your review.

The Graduate Programs Committee also wanted to see a more thorough consultation process for the proposed changes. In the package reviewed by the committee, on September 6, I included documents regarding consultation with Dr. Lalita Bharadwaj, Associate Professor and Graduate Chair, School of Public Health, Dr. Bonnie Janzen, Graduate Chair, Community Health and Epidemiology, and Maha Kumaran, Nursing Library Liaison. I have since consulted with Dr. Jennifer Nicol, Professor, Educational Psychology & Special Education and Dr. Bonnie Janzen, Graduate Chair, Community Health and Epidemiology specifically regarding the four course syllabi we are submitting. Both Jennifer and Bonnie reviewed each syllabus and were satisfied that we had addressed the committee's concerns. Both recommended providing more details on the assessment elements, which were subsequently added.

If you have any questions or concerns, please contact me at lorraine.holtslander@usask.ca or 306-966-8402.



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: MN Course Based curricular and name change

Degree(s): Master of Nursing

Field(s) of Specialization: Major – Nursing, Concentration - Professional Practice

Level(s) of Concentration: Professional Practice

Option(s):

Degree College: Nursing

Contact person(s) (name, telephone, fax, e-mail): Lorraine Holtslander, Graduate Chair, Phone: 306-966-8402, Fax: 306-966-6621, Email:lorraine.holtslander@usask.ca

Proposed date of implementation: September 1, 2017

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

This program is a revision to our current Master of Nursing, Course-based program. The revisions were made to align the program with the needs of the university, the province and the current expectations of the profession of nursing.

- b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

Based on the College of Nursing's response to the University of Saskatchewan's Third Integrated Plan, the vision of the College of Nursing is to be a world leader in educating nurses in interprofessional health care, research, practice, innovation, capacity building and policy development. The guiding principles include responsiveness and flexibility for student learning, research intensiveness, and a knowledge economy for Saskatchewan through continuous innovation and enlargement of our graduate student programs. The proposed changes are based on extensive consultation with stakeholders, students, and faculty which was completed in 2014.

- c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

Target student demographic is Registered Nurses in practice with a focus on making the program accessible to people living in remote areas. Aboriginal students have been targeted through strategic recruitment of our undergraduate students and scholarships. This program is also a benefit for international students in terms of attracting international health care professionals who will become established in the province. Most of our students are currently mid-career professionals who require flexibility and accessibility to study where they live while they are engaged in clinical practice.

- d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

There are no other similar programs offered in Saskatchewan for Master of Nursing. In Canada, there are many other course-based programs, with a main goal of facilitating advanced nursing practice through leadership, education and research. Please see **Appendix A** - U15 Nursing Masters Programs Comparison 2016. Offering this program at the University of Saskatchewan will allow us to retain these highly qualified individuals for teaching, research and clinical practice. This program differs from others in Canada in that it is mainly offered asynchronously online, with the addition of a web-based seminar course and an integration exercise completed with a supervisor and committee member. Our revisions also include an additional 3 credit unit course, which brings our proposed total to 27 credit units, to match similar programs offered by U15 universities.

2. Admissions

- a. *What are the admissions requirements of this program?*

Same as previous MN Course Based program:

- Bachelor's degree in nursing
- Cumulative weighted average of 70% or better on last 60 credit units of study at the undergraduate level
- Current licensure as a Registered Nurse or Registered Psychiatric Nurse
- Equivalent of three credits in both undergraduate statistics and research methods
- English language proficiency

3. Description of the program

a. What are the curricular objectives, and how are these accomplished?

Based on a consultation with stakeholders, a faculty retreat was held in 2014 where the following overall outcomes recommended for the MN programs were: "Nurses who demonstrate advanced practice, scholarship and leadership for improved health and health care." Graduates of the MN programs with an advanced level of knowledge in nursing will:

- Critically examine and articulate perspectives on nursing and the health care system
- Demonstrate leadership in collaborative environments to influence change towards improved nursing and health
- Develop, implement and evaluate strategies for nursing roles at the client, family, community and system level

These objectives will be accomplished by offering courses that will include critical thinking, leadership, and innovative strategies for improving health and healthcare. Students will have the choice of 3 themes (education, leadership or research), and complete 27 credit units which includes a 6 credit unit integrative exercise.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

This program will be delivered primarily asynchronous online with the opportunity to engage with faculty during the integrative exercise course. Support is provided for the students and students have opportunities to connect with faculty via WebEx, Skype, WebCT, Videoconferencing and remote presence via robotics. The College of Nursing has dedicated IT staff members to support these technologies in Saskatoon, Regina and Prince Albert. Innovation and flexibility are key goals in the technology approach used by the College of Nursing

c. Provide an overview of the curriculum mapping.

Please see **Appendix B** for a mapping of the 3 streams offered over a 2 year period.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

All courses in the program will offer opportunities for synthesis, analysis, critical thinking and problem solving. We have mapped our courses to the National Nursing Education Framework (2016) that addresses national Masters and PhD level competencies identified by the Canadian Association Schools of Nursing. These key domains include: a) knowledge of the discipline, b) research methodologies critical inquiry and evidence, c) nursing practice, d) communication and collaboration, e) professionalism and f) leadership. **Appendix C** contains a chart mapping the 44 competencies/core indicators under these 6 themes with the curriculum we are proposing.

e. *Explain the comprehensive breadth of the program.*

The program provides three themes: research, education and leadership. A student completing the Course-Based program will be able to:

- articulate perspectives on nursing
- critique, utilize and contribute to theoretical and empirical knowledge bases for nursing
- develop, implement and evaluate strategies for advanced nursing practice at the client and system level; and
- demonstrate leadership skills needed to influence change.

Graduates will be able to assume leadership/advanced practice roles in health care, educator roles in service and educational institution, research roles in terms of generation and utilization of nursing knowledge; and further study at the doctoral level.

The Master of Nursing programs prepare nurses with advanced clinical knowledge and expertise.

f. *Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

| Core Learning Goals | Learning Goals Descriptions | How this program meets the goal |
|---------------------|--|--|
| Discovery Goals | <ul style="list-style-type: none">• Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.• Be adept at learning in various ways, including independently, experientially, and in teams.• Possess intellectual flexibility, ability to manage change, and a zest for life-long learning. | The program will provide opportunities to engage in discovery through each course and specifically through the integration exercise course. |
| Knowledge Goals | <ul style="list-style-type: none">• Have a comprehensive knowledge of their subject area, discipline, or profession.• Understand how their subject area may intersect with related disciplines.• Utilize and apply their knowledge with judgement and prudence. | Students will gain knowledge of nursing in each course. Competencies provided by the Canadian Association of Schools of Nursing have been mapped to the curriculum (Appendix C) |

| | | |
|-------------------|---|---|
| Integrity Goals | <ul style="list-style-type: none"> • Exercise intellectual integrity and ethical behaviour. • Recognize and think through moral and ethical issues in a variety of contexts. • Recognize the limits to their knowledge and act accordingly. | Ethical integrity courses are required and then reinforced in each course. They will apply these skills in their integrative exercise course. |
| Skills Goals | <ul style="list-style-type: none"> • Communicate clearly, substantively, and persuasively. • Be able to locate and use information effectively, ethically, and legally. • Be technologically literate, and able to apply appropriate skills of research and inquiry. | Students will provide oral presentations and have many opportunities to develop technological skills through their online coursework. |
| Citizenship Goals | <ul style="list-style-type: none"> • Value diversity and the positive contributions this brings to society. • Share their knowledge and exercise leadership. • Contribute to society, locally, nationally, or globally. | Students will share their knowledge at 990 seminars and through opportunities in courses and in conferences. |

- g. Describe how students can enter this program from other programs (program transferability).*

Students may apply to transfer to this program from another unit at the University of Saskatchewan. Policy 10.5.1 from the College of Graduate Studies and Research is followed.

10.5.1. Transfer from One Academic Unit to Another

Students admitted to a graduate program in one academic unit may transfer to another program at the same level in another academic unit. It is the student's responsibility to communicate with both academic units before any change is made. The student may not begin work in the new program until the transfer has been approved by the CGSR, and until the academic unit to which the student wishes to transfer has indicated formal approval and accepted the student.

Students must meet regular admission requirements for the program. Students will be required to take all core courses.

- h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
- Student completion in the program within five year framework.
 - Low attrition rates.
 - Feedback given to Graduate Program Coordinator.
 - Employability in advanced nursing practice.
 - Student engagement and satisfaction in the program.
 - Achievement of program and course objectives as evaluated by faculty, employers and students.
- i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*
- Accreditation is not available for this program.

4. Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?* This program has some overlapping courses with the Master of Nursing Primary Health Care Nurse Practitioner program and the Master of Nursing Thesis program. This allows for students to transfer between programs, if requested. This program prepares students to be eligible to apply for admission to the PhD program in the College of Nursing. School of Public Health students will be able to take these courses as electives for their programs. As well students from other programs across campus currently take a number of courses in this program. Nurs 893 Qualitative Research, Nurs 892 Research, Nurs 818 Statistics, Nurs 814 Aboriginal Health are popular courses for students across campus to enroll in. New courses included in this proposal, such as Nurs 821 Outcomes Based Research and Nurs 823 Applied Leadership and Management in Clinical Nursing Practice, will be of benefit to students across campus.
- b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
1. Attached (in **Appendix D**) an email from Lalita Bharadwaj, Graduate Program Chair in the School of Public Health, with her suggestions based on our proposed changes.
 2. Attached (in **Appendix E**) an email from Bonnie Janzen, Graduate Chair at the Department of Community Health and Epidemiology, voicing her support for the proposed changes.

3. Attached (in **Appendix F**) find an email from Maha Kumaran, our Nursing Liaison Librarian, with her support for the proposal. Maha is also a member of the College of Nursing Graduate Studies Committee and has provided input at monthly meetings on the proposed changes.

- c. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

An extensive consultation with key stakeholders was completed in 2013 and a faculty retreat held in 2014 to identify the need for an integrative exercise and the continued emphasis on advanced education, leadership and research.

5. Budget

- a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

Faculty will be involved in teaching or co-teaching the graduate courses and supervising the capstone course. Almost all faculty are educated at the PhD level so all would be involved. Currently, there is 55 faculty employed at the Saskatoon, Prince Albert and Regina campuses.

- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

This is a revision of the current Master of Nursing Course Based program. The three credit unit Practicum course has been removed and a six credit unit capstone course has been added. This increase in credit units is consistent with credit units in other U15 university graduate nursing programs. The additional 3 credit units is minimal so it will not be difficult to add this into the program.

- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

In the College of Nursing we try to have almost all of the faculty involved in teaching at the graduate level, if possible. This will not affect individual faculty assignments.

- d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

There will be no changes in the needs of unit administrative support, space, class room availability. The technology is already in place as this is a revision to the current Master of Nursing Course Based program. The additional 3 credit units will be absorbed by the College of Nursing global budget.

- e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.* There will be no changes from the existing Master of Nursing Course Based as it is currently being offered distributively.

- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

Not applicable.

- g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

There will be no changes from the current scholarships, bursaries and awards offered for the students in the current MN Course Based program. There is eight College of Nursing awards, scholarships and bursaries that MN Course Based students may apply for. They are:

Annie I. Earle Award for Nurses Ernest and Isabella Forsman Bursary

Margaret Inglis Graduate Bursary in Nursing

Custody and Caring Graduate Student Scholarship in Forensic Nursing

Muriel E. Kavanagh Memorial Fund

Mrs. Jane Pinkney and Dr. George H. Peacock Memorial Scholarship in

Cancer Care or Research in Nursing

Lucy D. Willis Scholarship

Mavis Kyle Evans Nursing Leadership Scholarship

Students of Aboriginal ancestry are automatically considered for the College of Nursing Entrance Scholarship for Aboriginal Graduate Students. This will remain the same after the program is revised.

This program will be offered distributively as the current program is. This makes it more feasible option for students as they are able to study from home and on their own time. This allows students to remain at their current job and work as many hours as they feel they are able.

- h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

The College of Nursing does not utilize a special tuition model. The College of Nursing will follow the College of Graduate Studies and Research standard tuition categories.

- i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

This program is 3 credit units more than the current Master of Nursing Course Based program. It is expected that additional interprofessional students will enroll in the courses offered in this program.

- j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

Minimum enrolment is 10 students. Intake for last three years:

2016 - 23 students

2015 – 17 students

2014 – 17 students

Currently, we do not have a limit on enrolment in this program and all fully qualified students are admitted. We have seen an increase in enrolment from 2015 to 2016 and expect that trend to continue.

- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

This program is designed to meet the needs of RNs in Saskatchewan and we expect a slight increase in enrolment based on current trends.

- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

The program is currently sustainable with a minimum of 10 students per each course offering. We anticipate the revised program would be consistent with this.

- m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

The additional costs of adding 3 credit units are minimal and would be absorbed into the College of Nursing global budget. These courses will be attractive to students across campus and will provide the college with tuition revenue.

- n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting incremental program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program*

There will not be any new funding sources for this program. We will continue to fund this program as the current Master of Nursing Course Based program is funded.

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
A motion to adopt the changes outlined in this document were passed at the College of Nursing Faculty Council on June 8, 2016.
- Description of the College process used to arrive at that recommendation
A subcommittee of the Graduate Studies Committee of the College of Nursing was developed to put together a program plan which is presented to the Graduate Studies Committee along with a motion to adopt. When the motion is passed it is presented to Faculty Council of the College of Nursing. When that motion is passed it is presented to the College of Graduate Studies and Research.

- Summary of issues that the College discussed and how they were resolved –On September 17, 2015 a proposal to revise our current MN Course based program was presented to the Graduate Studies Committee of the College of Nursing. The proposal was based on previous proposals (leadership and education streams) and feedback from the Dean of the College to develop a financially feasible program (based on required courses offered from within the college). A proposal was presented and a motion made to move forward with the proposal as presented with the addition of an outcomes-based research course, statistics course and an open elective. Work continued on this proposal with sub-committees of faculty developing the proposal and 4 new courses, the integration exercise course, outcomes-based research course, advanced leadership and advanced teaching.

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red (**Appendix G**)


Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Appendix D

From: Bharadwaj, Lalita lalita.bharadwaj@usask.ca 
Subject: Re: Revisions to our Course-Based Master of Nursing program
Date: June 23, 2016 at 10:43 AM
To: Holtslander, Lorraine lorraine.holtslander@usask.ca

LB

Lorraine

I am glad my comments were helpful. All the best to you and colleagues as you move forward with your revisions.

Cheers,
Lalita

From: "Holtslander, Lorraine" <lorraine.holtslander@usask.ca>
Date: Thursday, June 16, 2016 at 4:19 PM
To: Lalita Bharadwaj <lalita.bharadwaj@usask.ca>
Subject: Re: Revisions to our Course-Based Master of Nursing program

Dear Lalita,

Thanks so much for offering these important considerations for our proposal. Some of the key points that you bring forward speak to the needs in the current course-based MN, where the foci are not clear. While offering flexibility, this new proposal will offer students the opportunity to take 3 courses in their focus area as well as complete an integrative nursing exercise with a supervisor.

Your comments about distinguishing between all of our graduate programs are very timely! Just today at the Graduate Studies Committee meeting we formed a sub-committee to develop a program curriculum model or conceptual framework to explain the "why's" and to differentiate between our various program options including Nurse Practitioner and other areas of advanced practice and research. Most of our graduates will continue to work in our very complex health care system or in nursing education. Their learning needs and skills will be fairly unique to each student, while also meshing with the practice and research experience offered by faculty.

We look forward to a continued relationship with the School of Public Health and very much appreciate your experience and support.

Yours,
Lorraine

Lorraine Holtslander, RN, PhD, CHPCN(c)
Graduate Programs Chair
Associate Professor
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Phone: 306-966-8402
Email: lorraine.holtslander@usask.ca

Honorary Associate Professor
University of the Witwatersrand
Johannesburg, South Africa

[Research Website](#)

Co-Chair Education Committee of IFNA

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On Jun 8, 2016, at 2:51 PM, Bharadwaj, Lalita <lalita.bharadwaj@usask.ca> wrote:

Hi Lorraine

I have attached a few comments to the program document. These comments may be some things you have thought of already. I hope you find them helpful. If you require any clarification please do not hesitate to contact me. The sequencing of programming seems very logical. In the streams (foci) perhaps consider targeting the specific programs to advanced theoretical, clinical, applied skill development in the foci areas such that there is a clear difference between the 3 streams (ie. What are the advanced training needs for the students within these streams and how do these streams differ to make them separate foci within the overall MN program).

All the best,

Lalita

Lalita Bharadwaj, Ph.D.
Interim Director, MPH Program
Associate Professor
Toxicologist
School of Public Health
University of Saskatchewan
Room 3326, E-Wing Health Sciences Building
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S7N 5E5
Phone: 966-5553
email: lalita.bharadwaj@usask.ca

From: "Holtslander, Lorraine" <lorraine.holtslander@usask.ca>

Date: Tuesday, June 7, 2016 at 2:04 PM

To: Lalita Bharadwaj <lalita.bharadwaj@usask.ca>

Subject: Re: Revisions to our Course-Based Master of Nursing program

Hello Lalita,

I forwarded my original message, let me know if it came through alright!

Thanks!!

Lorraine

Lorraine Holtslander, RN, PhD, CHPCN(c)
Graduate Chair
Associate Professor
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Honorary Associate Professor
University of the Witwatersrand
Johannesburg, South Africa

[Research Website](#)

Co-Chair Education Committee of IFNA

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On Jun 7, 2016, at 1:56 PM, Bharadwaj, Lalita <lalita.bharadwaj@usask.ca> wrote:

Hello Lorraine

The text of your message for some reason has disappeared. I would be happy to comment on your proposed revisions to your MN program.

If you could please resend your original message I will provide you some feedback tomorrow.

All the best,
Lalita

From: "Holtslander, Lorraine" <lorraine.holtslander@usask.ca>
Date: Wednesday, June 1, 2016 at 3:00 PM
To: Lalita Bharadwaj <lalita.bharadwaj@usask.ca>
Subject: Revisions to our Course-Based Master of Nursing program

<Appendix B Course Sequencing[1]-LAB comments.docx>

Appendix E

From: Janzen, Bonnie bonnie.janzen@usask.ca 
Subject: Re: Proposed revisions to our Master of Nursing Course-based program
Date: June 7, 2016 at 3:54 PM
To: Holtslander, Lorraine lorraine.holtslander@usask.ca

JB

Dear Lorraine,

Thank-you for providing me the opportunity to provide input into proposed revisions to your course based Master of Nursing program.

I am in support of your proposal and have no suggested revisions. I am happy to see that several of your courses that our graduate students in CH&E oDen benefit from, will remain available.

Regards, Bonnie

Bonnie Janzen, PhD
Associate Professor
Graduate Program Chair
Department of Community Health & Epidemiology College of Medicine University of
Saskatchewan Saskatoon, SK Canada
ph: (306) 966-7841
email: bonnie.janzen@usask.ca

From: Holtslander, Lorraine
Sent: Tuesday, June 7, 2016 2:30 PM
To: Janzen, Bonnie
Subject: Proposed revisions to our Master of Nursing Course-based program

Hi Bonnie,

I was wondering if you had a chance to look at the revisions we are planning to make to our Master of Nursing course based program (per my email from June 1)?

Here are the basic changes:

1. The MN Course-based degree will be titled: "Professional Practice" and will have 3 options for students to focus on either leadership, research or education.
2. The total credit units have increased to 27 from 24
3. We have removed the Practicum course and the Publishable Paper course and added a 6 credit unit "Advanced Nursing Integration Course" which will require a supervisor and one committee member
4. We have added "Outcomes Based Research" as a required course, and are continuing to offer the courses that some CH&E students have taken as electives (NURS 893

Qualitative Methods, NURS 814 Aboriginal Health)

5. We are adding “Advanced Issues in Nursing Education” and “Advanced Leadership and Management” courses as restricted electives

We will still offer an MN Thesis program as approved earlier this year.

Thanks so much for giving us some input on these changes. Please let me know if you have any questions or would like more information.

Sincerely,

Lorraine

Lorraine Holtslander, RN, PhD, CHPCN(c)

Graduate Chair

Associate Professor

College of Nursing, University of Saskatchewan

4216 E Wing Health Science Bldg

104 Clinic Place, Saskatoon SK S7N 2Z4

Phone: 306-966-8402

Email: lorraine.holtslander@usask.ca

Honorary Associate Professor

University of the Witwatersrand

Johannesburg, South Africa

[Research Website](#)

Co-Chair Education Committee of IFNA



Appendix F

From: "Kumaran, Maha" <maha.kumaran@usask.ca>
Subject: RE: MN Course based proposed changes
Date: June 1, 2016 at 4:40:38 PM CST
To: "Holtslander, Lorraine"
<lorraine.holtslander@usask.ca>

Hi Lorraine, Thank you for sharing this with me. If anything is needed in the areas of forensic nursing and Aboriginal health please let me know. I will keep an eye out for resources in these areas too. I think we are good for other courses.

Best,
Maha.

Maha Kumaran
Liaison Librarian
University Library, University of Saskatchewan Tel: (306) **966-7779** Fax:
(306) **966-5918** <http://orcid.org/0000-0003-4643-865X>

From: Holtslander, Lorraine **Sent:** June-01-16 3:14 PM **To:** Kumaran, Maha <maha.kumaran@usask.ca> **Subject:** MN Course based proposed changes

Hi Maha,

I know you have some awareness of these changes, but I do need to formally “consult” with you as our Nursing Liaison Librarian so that you are aware of the proposed changes and can offer us support, feedback or recommended changes.

Appendix G



UNIVERSITY OF SASKATCHEWAN
College of Nursing
USASK.CA/NURSING

Master of Nursing (M.N.) (Course-Based - Educational/Leadership)

Admission Requirements

Degree Requirements

Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.

- [GSR 960.0](#)
- [GSR 961.0](#) if research involves human subjects
- [GSR 962.0](#) if research involves animal subjects
- ~~24-27~~ credit units, including the following:
 - [NURS 812.3](#)
 - ~~NURS 813.3~~
 - ~~NURS 882.3~~
 - [NURS 891.3](#)
 - ~~NURS 892.3~~
 - [NURS 990.0](#)
 - ~~NURS 993.3~~
 - [NURS 821.3 Outcomes Based Research](#)
 - 3 credit unit 800-level [Open](#) Elective
 - ~~3 cu of NURS 818, PUBH 805, ERES 840, KIN 808, CHEP 805, CHEP 806, STAT 845, OR PSY 805~~ 3 credit unit 800-level Statistics, typically ~~NURS 818.3~~
 - 6 credit units Restricted Electives:
 - [NURS 813.3 Teaching in Nursing](#)
 - [NURS 822.3 Advanced Issues in Nursing Education](#)
 - [NURS 892.3 Research Methods](#)
 - [NURS 893.3 Qualitative Research](#)
 - [NURS 823.3 Applied Leadership and Management in Clinical Nursing Practice](#)
 - [NURS 814.3 Aboriginal Health Issues](#)
 - [NURS 815.3 Advanced Forensic Mental Health](#)
 - [NURS 816.3 Community within the Context of Diversity and Vulnerability](#)
- [NURS 824.6 Advanced Nursing Integration](#)

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From: Nicol, Jennifer

Sent: Thursday, October 27, 2016 11:48 AM

To: Holtslander, Lorraine

Subject: Consultation - Master of Nursing Professional Practice Program

Dear Lorraine

Thank you for the opportunity to meet on Monday October 24 2016 to discuss the Master of Nursing Professional Practice graduate program and four of its courses: *Advanced Issues in Nursing Education*; *Applied Leadership and Management in Clinical Nursing Practice*; *Outcomes based Research*; and *Advanced Integrative Exercise*. I also appreciated receiving hard copies of the materials to review after our meeting.

The applied field of nursing and my field of counselling psychology share common features; so, it was very interesting to see how the College of Nursing has designed a program that is both academically rigorous and pertinent to a practice-based profession. The *Outcomes Based Research* course and the capstone *Advanced Integrative Exercise* course stood out as substantive courses that will foster strong knowledge and skills associated with advancing nursing research scholarship. *Advanced Issues in Nursing Education* will equip students with important content (e.g., trends in nursing education and innovative pedagogy and curriculum both locally, nationally and globally) and skills (critical thinking, synthesis, evaluation, design) ; and the *Applied Leadership and Management in Clinical Nursing Practice* will prepare students to be informed and ethical leaders and managers, able to positively impact health care delivery and patient outcomes. These strike me as four potent courses!

The syllabi themselves are informative and complete, appearing to meet the university's recommendations for course syllabi. The reading lists and assignment appear appropriate to graduate-level programming; there is clarity about the assignments and their evaluation; and inclusion of draft schedules and timelines as well as materials on student conduct and students services. Congratulations and best wishes in modifying and going forward with the program!

Sincerely,

-Jennifer

Dr JNicol (RDPsych, MTA)

Professor, EPSE

University of Saskatchewan

From: "Janzen, Bonnie" <bonnie.janzen@usask.ca>

Subject: Revisions to Master of Nursing Profesional Program

Date: October 26, 2016 at 2:38:47 PM CST

To: "Holtslander, Lorraine" <lorraine.holtslander@usask.ca>

Dear Lorraine,

I have had an opportunity to review the revisions you have made to the Master of Nursing Professional Program proposal based on suggestions from the Graduate Programs Committee. The revised syllabi now include: 1) greater detail regarding student assessment; 2) statements pertaining to student conduct and services; 3) a more comprehensive reading list; and 4) graduate-level writing requirements.

Thank-you again for inviting me to part of this process. In addition to your own students, graduate students in CH&E will certainly benefit from these new course offerings, particularly Outcomes Based Research.

Regards,

Bonnie

Bonnie Janzen, PhD

Associate Professor

Graduate Program Chair

Department of Community Health & Epidemiology College of Medicine University of Saskatchewan
Saskatoon, SK Canada

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