

Minutes of the Third Meeting of Senate
Friday, November 19, 2021
3:00–5:00 pm
Alumni Hall and Via Google Meet

Present: A. Abd-El-Aziz (Chair), D. Sutton (Secretary to Senate), R. Bissessur, A. Braithwaite, M. Buote, B. Campbell, D. Coll, E. Côté, D. Dahn, R. Dennis, L. Doiron, A. Doyle, N. Etkin, K. Gottschall-Pass, L. Heider, G. Keefe, N. Kujundzic, C. Lavoie, M. LeClair, B. Linkletter, T. Mady, J. MacDonald, A. MacKenzie, S. MacLean, K. Mears, T. Miller, W. Montelpare, J. Moran, D. Moses, A. Muralidharan, C. Murray, M. Murray, J. Perry, W. Peters, J. Podger, R. Raiswell, C. Ryan, J. Stewart, B. Stoughton, A. Trivett, B. Waterman, A. Zinck, M. Arfken

Regrets: J. Spears

Invited Guests: Elder Dr. J. Clark, G. Evans, J. Doran

Recorder: M. Arbing

President Abd-El-Aziz called the meeting to order at 3:08 pm and welcomed special guests to the meeting. Elder Dr. Judy Clark opened with a prayer.

1. Approval of Agenda

MOTION (A. Trivett/G. Keefe) to approve the agenda as presented. CARRIED.

MOTION (N. Etkin/T. Mady) to move agenda item 5. A. (Senate Composition) and 5. B. (Faculty of Indigenous Knowledge, Education, Research, and Applied Studies) to be brought to the top of the agenda. CARRIED.

2. Approval of Minutes – October 15, 2021

MOTION (A. MacKenzie/T. Miller) to approve the minutes of October 15, 2021 as presented. CARRIED.

A friendly amendment was presented by K. Gottschall-Pass to add “staff” to the motion on page four. Senate agreed to the amendment.

3. President’s Report

The President reported that the Faculty of Medicine planning is underway. He indicated that CBC PEI recently interviewed him regarding the process of establishing a co-degree with Memorial University. In the interview he shared that new programming is approved in principle by APCC then Senate. The programming is then reviewed by AACHRR and, if approved, moves to MPHEC for Quality Assurance review. Once approved by MPHEC, the specific calendar descriptions are approved by APCC and Senate.

MEETING MOVED TO IN CAMERA

4. Students Applying to Graduate Before Convocation

The President declared a conflict and vice-chair C. Murray assumed the role of chair.

The following motions were brought forward by K. Gottschall-Pass and individually seconded by Senators; the 2021 Fall Semester Certificates and Degrees were approved as identified:

OMNIBUS MOTION (K. Gottschall-Pass/T. Mady) that Senate approve the credentials for the two candidates listed as having completed the requirements for the following degrees and/or certificates with the Faculty of Business. CARRIED.

FACULTY OF BUSINESS

Master of Business Administration	2
TOTAL - Faculty of Business	2

OMNIBUS MOTION (K. Gottschall-Pass/T. Miller) that Senate approve the credentials for the six candidates listed as having completed the requirements for the following degrees and/or certificates with the Faculty of Education. CARRIED.

FACULTY OF EDUCATION

Master of Education	6
TOTAL - Faculty of Education	6

OMNIBUS MOTION (K. Gottschall-Pass/N. Etkin) that Senate approve the credentials for the three candidates listed as having completed the requirements for the following degrees and/or certificates with the Faculty of Science. CARRIED.

FACULTY OF SCIENCE

Master of Applied Health Services Research	1
Master of Science	1
Doctor of Philosophy – Faculty of Science	1
TOTAL - Faculty of Science	3

ENABLING MOTION (K. Gottschall-Pass/L. Doiron) to empower the President, relevant Dean and Registrar, acting together in full agreement, to approve any degrees, diplomas, or certificates that may surface as unexpected cases. CARRIED.

MEETING RETURNED TO OPEN SESSION

The President resumed the role of chair.

5. Senate Reports

a. Senate Composition

The Vice-President Academic and Research indicated that one outcome of the October Senate meeting was a strong commitment among Senators to move forward with an agenda to indigenize and decolonize UPEI. Subsequently, she met with our Indigenous

faculty members, Elder Dr. J. Clark, and the President to discuss how to put this commitment into action.

Collectively it was determined to bring forward to Senate a motion to dedicate a Senate seat to an indigenous faculty member. Senate membership cannot be changed without opening the University Act; therefore, it was proposed to dedicate one faculty-at-large position to a duly elected Indigenous faculty member.

MOTION: (K. Gottschall-Pass/N. Etkin) That Senate dedicate one faculty-at-large position on Senate for an Indigenous faculty member.

Senators raised the following concerns: availability of Indigenous faculty to fill a Senate seat, and librarians are only eligible to serve as Senators from within the faculty-at-large allocation.

The President indicated that in accordance with the University Act, Senate seats are distributed at 50 per cent to faculty, and at 50 per cent to administration and students.

It was recommended, as a friendly amendment to the motion, that Senate dedicate one faculty-at-large position for an Indigenous faculty member when one is willing to serve.

**Amended motion DEFEATED.
Original motion CARRIED.**

b. Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (IKERAS)

The Vice-President Academic and Research reported that in meeting with indigenous faculty members and Elder Dr. Judy Clark, there was also a discussion about creating a Faculty of Indigenous Studies as a clear step toward indigenization and decolonization. While there is still much work to be done, it is important to signal to the campus and larger community that Senate is serious in its intent.

MOTION: (K. Gottschall-Pass/T. Mady) that Senate approve the creation of the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (IKERAS). CARRIED. (A. Braithwaite, A. Trivett and L. Doiron against; E. Côté, R. Dennis and K. Mears abstained)

Senators voiced their support, in principle, but also voiced concerns about the creation of a new faculty without detail on curriculum and resources.

The President noted that this is a historical moment for the University and invited G. Evans to address Senate. G. Evans assured Senators that he and his Indigenous colleagues are prepared to lead and have spent months discussing steps toward indigenization at UPEI.

The President thanked Elder Dr. Judy Clark, Gary Evans, and John Doran, stating that he looks forward to their hard work as they draw the map that UPEI will follow.

**c. Academic Planning and Curriculum Committee
i. Second Curriculum Report**

Faculty of Arts

- 1) **MOTION (K. Gottschall-Pass/N. Kujundzic) to have the change in course title and description for Psychology 7204, Advanced Intervention with Adults: Psychodynamic and Related Approaches, be approved as proposed. CARRIED**
(See details in the attached Curriculum Report—Pages 4–5)
- 2) **MOTION (K. Gottschall-Pass/N. Kujundzic) to update the course calendar entry for the BAA in Journalism program to ensure compliance with the new academic regulation pertaining to UPEI/ENG-1010, UPEI-1020, or UPEI-1030. CARRIED**
(See details in the attached Curriculum Report—Page 6)
- 3) **MOTION (K. Gottschall-Pass/D. Moses) to approve the addition of the Faculty of Arts to the Co-operative Education Program calendar entry as proposed. CARRIED**
(See details in the attached Curriculum Report—Pages 7–9)
- 4) **MOTION (K. Gottschall-Pass/N. Kujundzic) that a new calendar entry for Co-operative Education in the Department of Economics, Faculty of Arts be approved as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 10)

Faculty of Nursing

- 5) **MOTION (K. Gottschall-Pass/J. MacDonald) to approve the request to remove the prerequisite of a previous university degree for applicants applying to the Accelerated Bachelor of Science in Nursing (BScN) program. CARRIED**
(See details in the attached Curriculum Report—Pages 12–13)

Faculty of Science

- 6) **MOTION (K. Gottschall-Pass/N. Etkin) that a new course ESC 8200 Advanced Climate Change Science and Policy be approved as proposed. CARRIED**
(See details in the attached Curriculum Report—Pages 15–17)

Faculty of Veterinary Medicine

- 7) **MOTION (K. Gottschall-Pass/G. Keefe) that the proposal for a new third-year elective course entitled VCA 3525 Clinical Application of Anti-Infective Stewardship be approved as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 19–22)
- 8) **MOTION (K. Gottschall-Pass/G. Keefe) that the Academic Calendar dates for the Doctor of Veterinary Medicine (DVM) Program for 2022–2023 be confirmed as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 23–24)
- 9) **MOTION (K. Gottschall-Pass/G. Keefe) to approve the revision of the 2022 Summer Session calendar dates as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 25–26)

Registrar's Office

- 10) **MOTION (K. Gottschall-Pass/J. Stewart) to approve the revision of the 2022 Summer Session calendar dates as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 28–29)
- 11) **MOTION (K. Gottschall-Pass/J. Stewart) to approve the 2022–2023 Academic Calendar dates as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 30–32)

- 12) MOTION (K. Gottschall-Pass/J. Stewart) to approve the 2023–2024 Academic Calendar dates as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 33–35)

Faculty of Graduate Studies

- 13) MOTION (K. Gottschall-Pass/W. Montelpare) to approve the new calendar entry for the Doctor of Applied Health Program as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 37–39)

- 14) MOTION (K. Gottschall-Pass/C. Murray) to approve the application process for the Doctor of Applied Health Program and this would include Admission Requirements and the Application Process. CARRIED**

(See details in the attached Curriculum Report—Page 40–41)

- 15) MOTION (K. Gottschall-Pass/W. Montelpare) to approve the program regulations for the Doctor of Applied Health Program as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 42–45)

- 16) MOTION (K. Gottschall-Pass/C. Murray) to approve a new course entitled DAH 7000 Introduction to Health and Health Promotion as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 46–109)

- 17) MOTION (K. Gottschall-Pass/T. Carroll) to approve a new course entitled DAH 7010 Introduction to Applied Health Research Methods as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 46–52)

- 18) MOTION (K. Gottschall-Pass/A. MacKenzie) to approve a new course entitled DAH 7020 Foundations of Population and Applied Health as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 53–58)

- 19) MOTION (K. Gottschall-Pass/W. Montelpare) to approve a new course entitled DAH 7030 Advance Population Health as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 59–61)

- 20) MOTION (K. Gottschall-Pass/A. Braithwaite) to approve a new course entitled DAH 7040 The Social Determinants of Health as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 62–64)

- 21) MOTION (K. Gottschall-Pass/J. MacDonald) to approve a new course entitled DAH 7050 Policy Analysis as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 65–67)

- 22) MOTION (K. Gottschall-Pass/A. Trivett) to approve a new course entitled DAH 7060 Introduction to Knowledge Translation as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 67–70)

- 23) MOTION (K. Gottschall-Pass/R. Bissessur) to approve a new course entitled DAH 7070 Improving Health Outcomes through Sustainable Development as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 71–73)

- 24) **MOTION (K. Gottschall-Pass/C. Ryan) to approve a new course entitled DAH 7080 Knowledge Generation in Applied Health—Research and Theories as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 74–76)
- 25) **MOTION (K. Gottschall-Pass/C. Murray) to approve a new course entitled DAH 7090 Ethics and Professional Practice Issues in Applied Health as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 77–79)
- 26) **MOTION (K. Gottschall-Pass/W. Montelpare) to approve a new course entitled DAH 7090 Ethics and Professional Practice Issues in Applied Health as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 80–82)
- 27) **MOTION (K. Gottschall-Pass/J. MacDonald) to approve a new course entitled DAH 7110 Improving Health Outcomes through Collaborative Leadership as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 83–85)
- 28) **MOTION (K. Gottschall-Pass/W. Montelpare) to approve a new course entitled DAH 7120 Introduction to Implementation Science be approved as proposed as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 86–88)
- 29) **MOTION (K. Gottschall-Pass/A. Trivett) to approve a new course entitled DAH 7130 Community Development and Project Planning be approved as proposed as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 89–91)
- 30) **MOTION (K. Gottschall-Pass/W. Montelpare) to approve a new course entitled DAH 7140 Systemic Influences on Health—Applied Health Administration and Management be approved as proposed as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 92–94)
- 31) **MOTION (K. Gottschall-Pass/G. Keefe) to approve a new course entitled DAH 7150 Improving Health Outcomes through Policy Development and Implementation be approved as proposed as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 95–97)
- 32) **MOTION (K. Gottschall-Pass/T. Miller) to approve a new course entitled DAH 7160 Marketing and Communicating Applied Health Programs be approved as proposed as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 98–100)
- 33) **MOTION (K. Gottschall-Pass/W. Montelpare) to approve a new course entitled DAH 7170 Knowledge to Action—Assessing and Validating Wicked Problems be approved as proposed as proposed. CARRIED**
(See details in the attached Curriculum Report—Page 101–103)

- 34) **MOTION (K. Gottschall-Pass/T. Mady) to approve a new course entitled DAH 7180 Improving Health through Knowledge Translation I—Taking Action on Wicked Problems Implementing and Evaluating the Capstone Project be approved as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 104–106)

- 35) **MOTION (K. Gottschall-Pass/C. Murray) to approve a new course entitled DAH 7190 Improving Health through Knowledge Translation II—Sharing Solutions to Wicked Problems – Culmination and Dissemination of Capstone Project be approved as proposed as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 107–109)

- 36) **MOTION (K. Gottschall-Pass/N. Etkin) to approve Master of Applied Health Services Research program modification as proposed. CARRIED**

(See details in the attached Curriculum Report—Page 110)

K. Gottschall-Pass noted that we have had the Master of Applied Health Services Research degree for approximately 20 years and the program underwent a review. A decision was made to have a new stream, a course-based master's program. The proposal from the four universities is the course-based stream.

d. Senate Steering and Nominating Committee

i. Graduate Studies Advisory Committee

R. Bissessur referenced the committee terms of reference that was shared with Senators, proposing the following motion.

MOTION: (R. Bissessur/A. Trivett) that Senate approve the Graduate Studies Advisory Committee as presented.

Discussion resulted in minor edits to the composition.

G. Keefe proposed an amendment to the motion to correct L. Hammell's title and to add A. Ahmadi as the representative from the Faculty of Sustainable Design Engineering. Senators agreed with these revisions. **CARRIED.**

6. Other Business

a. Campus Update

i. Winter 2022

K. Gottschall-Pass reported that the plan is to continue to move toward a more normal semester and to increase in-person offerings. Fall 2021 had 75% of courses taught in-person; expectation is that winter 2022 will have higher percentages (86% in-person, 11% online, 3% hybrid.) Deans have been working with their faculty members to ensure their plans for winter 2022 are student-centered and meet the outcomes of their respective programs. She thanked deans, chairs, coordinators, faculty who have been preparing their curriculum for the winter semester.

Student Senators raised concerns about the term "limited exceptions" referring to a recent email to students regarding in-person course delivery methods.

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Discussion ensued surrounding which online courses would constitute a “limited exception” in terms of moving back to in-person course delivery. K. Gottschall-Pass explained that UPEI has had fully online courses before the pandemic and noted that their mode of delivery is part of MPHEC approval.

It was further noted that 11% of courses at UPEI were delivered online pre-pandemic.

A question was raised by L. Doiron regarding how academic freedom is being reflected in the delivery of courses. The Vice-President Academic and Research noted that academic freedom does not extend to mode of delivery, referencing section H1.2 in the collective agreement. She included that mode of delivery is significant to MPHEC approval and any modification to the mode of program delivery must be put forth to Senate and MPHEC for approval.

The President included that UPEI must make well-informed decisions on course delivery based on what we have learned from the pandemic. It was suggested that before fall 2022, we should review what has been learned by engaging our students, faculty, and staff.

MOTION (N. Etkin/A. MacKenzie) to extend the meeting of Senate by 15 minutes. CARRIED.

MEETING MOVED TO IN CAMERA

MEETING RETURNED TO OPEN SESSION

7. Adjournment

Motion (A. MacKenzie/T. Mady) that the meeting be adjourned at 5:15 pm. CARRIED.

Respectfully submitted,
Donna Sutton
Secretary of Senate

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SUMMARY OF FACULTY OF ART MOTION #'S 1-4

Arts APCC Submission

October 11, 2021

1. Course Description Change - PSY 7204 Advanced Intervention with Adults:
Psychodynamic and Related Approaches
2. Pre-requisite Change - BAA in Journalism
3. Calendar Entry Change - Co-operative Education Entry (adding Faculty of Arts)
4. New Calendar Entry - Co-op Education in Economics

CALENDAR AND CURRICULUM CHANGE

Motion #1

Revision is for a: **Course Description Change**

Faculty/School/Department: **Arts**

Department/Program(s)/Academic Regulations: **Psychology**

MOTION: To have the change in course title and description for Psychology 7204, Advanced Intervention with Adults: Psychodynamic and Related Approaches, be approved as proposed.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>PSY 7204 ADVANCED INTERVENTION WITH ADULTS: PSYCHODYNAMIC AND RELATED APPROACHES</p> <p>The course provides an in-depth study of the major schools of psychodynamic theories including the work of Freud, Melanie Klein, the post-Klienians and Time Limited Dynamic Psychotherapy. Classic psychoanalysis and contemporary theoretical approaches are covered, thus giving the students a historical perspective of the development and changes within the field of psychodynamic theories and therapy. Case formulation with a psychodynamic orientation and the application of modern psychodynamic interventions in psychotherapy are studied as well. In order for students to gain a hands-on appreciation of the theories students have an opportunity to practice basic psychodynamic interventions in audiovisual recorded practice sessions. Emphasis is placed on helping students to develop skills that allow them to “think dynamically” so that dynamic approaches can be integrated when helpful. Implications of cultural and individual diversities for application of psychodynamic and related approaches are explored.</p> <p>PREREQUISITE: PSY 7201</p> <p>Three hours a week</p> <p>Three semester hours</p>	<p>PSY 7204 ADVANCED INTERVENTION WITH ADULTS: PSYCHODYNAMIC AND RELATED <u>APPROACHES SPECIFIC CLINICAL APPROACHES</u></p> <p>The course provides an in-depth study of a <u>model— which can vary year to year—of an intervention or psychotherapeutic approach with adults, examining theory, research findings, historical perspectives, and techniques. The goal is an in depth understanding of the particular approach, and development of foundational skills in application of the approach, including its use in case formulation and specific interventions.</u> the major schools of psychodynamic theories including the work of Freud, Melanie Klein, the post-Klienians and Time Limited Dynamic Psychotherapy. Classic psychoanalysis and contemporary theoretical approaches are covered, thus giving the students a historical perspective of the development and changes within the field of psychodynamic theories and therapy. Case formulation with a psychodynamic orientation and the application of modern psychodynamic interventions in psychotherapy are studied as well. In order for students to gain a hands-on appreciation of the theories <u>Students have an opportunity to practice basic psychodynamic interventions in audiovisual recorded practice sessions. A rotating series of intervention models are considered, e.g., psychodynamic approaches, humanistic approaches, “Third Wave” behavioural therapies, treatment of trauma, interventions for specific populations, group psychotherapy. Emphasis is placed on helping students to develop skills that allow them to “think dynamically” so that dynamic approaches can be integrated when helpful.</u> Implications of cultural and individual diversities for application of psychodynamic and related <u>the</u> approaches are explored.</p> <p>PREREQUISITE: PSY 7201</p> <p>Three hours a week</p> <p>Three semester hours</p>



CALENDAR AND CURRICULUM CHANGE

Motion #1

Rationale for Change: To permit consideration of a range of intervention approaches in this advanced class.

Effective Term: FALL 2022

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: Students yet to take 7204 might have a non-psychodynamic intervention model as their area of focus in the course.

Authorization

Date:

Departmental Approval: Doctor of Psychology	August 23, 2021
Faculty/School Approval: Department of Psychology	September 10, 2021
Faculty Dean's Approval: Nebojsa Kujundzic	October 8, 2021
Grad. Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

Form Version: September 2021



CALENDAR AND CURRICULUM CHANGE

Motion #2

Revision is for a: **Pre-requisite Addition/Change**

Faculty/School/Department: **Arts**

Department/Program(s)/Academic Regulations: **BAA in Journalism**

MOTION: To update the course calendar entry for the BAA in Journalism program to ensure compliance with the new academic regulation pertaining to UPEI/ENG-1010, UPEI-1020 or UPEI-1030.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>The 20 courses must include:</p> <ol style="list-style-type: none"> 1) UPEI 1020 2) ENG 1010 (UPEI 1010) 3) JOUR 1010 4) ENG 3810 5) ONE of: ANY MATH, PSY 2510, 2710 6) WRIT 4040 7) ANY CST or DSJS course 	<p>The 20 courses must include:</p> <ol style="list-style-type: none"> <u>1</u>) UPEI 1020 <u>1</u> <u>2</u>) ENG 1010 (UPEI 1010) <u>2</u> <u>3</u>) JOUR 1010 <u>3</u> <u>4</u>) ENG 3810 <u>4</u> <u>5</u>) ONE of: ANY MATH, PSY 2510, 2710 <u>5</u> <u>6</u>) WRIT 4040 <u>6</u> <u>7</u>) ANY CST or DSJS course

Rationale for Change: Currently, the Bachelor of Applied Arts in Journalism requires both English 1010 and UPEI 1020, which places it in violation of a new academic regulation that comes into effect this fall that states that students can only receive credit for either UPEI/ENG-1010, UPEI-1020, or UPEI-1030. Based on feedback received from instructors at Holland College, and from the media outlets where UPEI journalism students complete their work placements, the need for students to continue improving their writing skills is paramount. Therefore, the course calendar entry will retain English 1010, as this course places the greatest emphasis on written communication. UPEI 1020 will, in the near future, be replaced with another course requirement, but only after consultations with the journalism steering committee, the Dean of Arts, and the VP Academic.

Effective Term: WINTER 2022

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: Currently, there are 40 students who have declared Journalism as their major, almost all of whom will have taken, or are currently taking, both English 1010 and UPEI 1020. The Registrar's Office has agreed to work with students who require exceptional decisions in order to get through this transition phase.

Authorization	Date:
Departmental Approval: David Hickey	October 8, 2021
Faculty/School Approval: Arts Curriculum Committee	October 8, 2021
Faculty Dean's Approval: Neb Kujundzic	October 8, 2021
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021

CALENDAR AND CURRICULUM CHANGE

Motion #3

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Arts/Science**

Department/Program(s)/Academic Regulations: **Economics**

MOTION: To approve the addition of the Faculty of Arts to the Co-operative Education Program calendar entry as proposed.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>Co-operative Education Program</p> <p>The UPEI Co-op Program is an integrated approach to university education which enables students to alternate academic terms on campus with work terms in suitable employment. The success of such programs is founded on the principle that students are able to apply theoretical knowledge from course studies in the workplace and return to the classroom with practical workplace experience. Students who successfully complete all the requirements of the program will have the notation entered on their transcripts and on the graduation parchment.</p> <p>ACADEMIC COURSE REQUIREMENTS</p> <p>Academic course requirements for the Co-operative Education designation are as follows: COOP 2210, COOP 3210, COOP 4210 are required, three semester hour credit granting work terms (these replace three general electives); and COOP 5210 is an optional work term with no semester hours of credit awarded. Each of the first three work terms are preceded by a required, non-credit career skills course (COOP 2110/COOP 2120, COOP 3110, and COOP 4110), which prepares students for their job search and readies them for the workplace.</p> <p>ADMISSION REQUIREMENTS</p> <p>Applications to the Co-operative Education Program are normally made after the first year of study. Special application cases may be considered. The applicant must be a full time student in either the Business or Science faculty, and have a cumulative grade point average of at least 2.7 in the required program courses and have completed all first year required courses. Students will be admitted to the program based on their interest, aptitude and assessed ability, to</p>	<p>Co-operative Education Program</p> <p>The UPEI Co-op Program is an integrated approach to university education which enables students to alternate academic terms on campus with work terms in suitable employment. The success of such programs is founded on the principle that students are able to apply theoretical knowledge from course studies in the workplace and return to the classroom with practical workplace experience. Students who successfully complete all the requirements of the program will have the notation entered on their transcripts and on the graduation parchment.</p> <p>ACADEMIC COURSE REQUIREMENTS</p> <p>Academic course requirements for the Co-operative Education designation are as follows: COOP 2210, COOP 3210, COOP 4210 are required, three semester hour credit granting work terms (these replace three general electives); and COOP 5210 is an optional work term with no semester hours of credit awarded. Each of the first three work terms are preceded by a required, non-credit career skills course (COOP 2110/COOP 2120, COOP 3110, and COOP 4110), which prepares students for their job search and readies them for the workplace.</p> <p>ADMISSION REQUIREMENTS</p> <p>Applications to the Co-operative Education Program are normally made after the first year of study. Special application cases may be considered. The applicant must be a full time student in either the Arts, Business, or Science faculty, and have a cumulative grade point average of at least 2.7 in the required program courses and have completed all first year required courses. Students will be admitted to the program based on their interest, aptitude and assessed ability, to</p>

CALENDAR AND CURRICULUM CHANGE

Motion #3

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>combine successfully the academic requirements with the work term requirements of the given program. Students not admitted may reapply at the next opportunity.</p> <p>CONTINUANCE REQUIREMENTS</p> <p>Once admitted to the program, students must continue in full-time enrolment between work terms and maintain a cumulative grade point average of 2.7. An academic review of students' performance will take place at the end of each semester. It is also required that students achieve satisfactory performance on previous work terms, as outlined below in Program Requirements. Students who fail to meet these standards or who fail a course(s) will be placed "on notice" for the next academic semester. Students who do not meet these standards for two consecutive academic semesters may be dismissed from the program.</p> <p>PROGRAM REQUIREMENTS</p> <p>The University will make every effort to locate work term positions for co-op students in suitable areas of employment, but cannot guarantee work terms. Satisfactory fulfillment of the program includes:</p> <ol style="list-style-type: none"> 1. The completion of a minimum of three work terms, in approved, academically-related, paid employment situations of 14 to 16 weeks duration; 2. The completion of three professional development course sections (Career Skills 1, 2 & 3); 3. A satisfactory employer evaluation for each co-op work term; 4. The satisfactory completion of all work term assignments during work terms; <p>WITHDRAWAL CONDITIONS</p> <p>Students may be required to withdraw from the UPEI Co-op Program if:</p> <ol style="list-style-type: none"> 1. They are dismissed from, discontinue, or fail an 	<p>combine successfully the academic requirements with the work term requirements of the given program. Students not admitted may reapply at the next opportunity.</p> <p>CONTINUANCE REQUIREMENTS</p> <p>Once admitted to the program, students must continue in full-time enrolment between work terms and maintain a cumulative grade point average of 2.7. An academic review of students' performance will take place at the end of each semester. It is also required that students achieve satisfactory performance on previous work terms, as outlined below in Program Requirements. Students who fail to meet these standards or who fail a course(s) will be placed "on notice" for the next academic semester. Students who do not meet these standards for two consecutive academic semesters may be dismissed from the program.</p> <p>PROGRAM REQUIREMENTS</p> <p>The University will make every effort to locate work term positions for co-op students in suitable areas of employment, but cannot guarantee work terms. Satisfactory fulfillment of the program includes:</p> <ol style="list-style-type: none"> 1. The completion of a minimum of three work terms, in approved, academically-related, paid employment situations of 14 to 16 weeks duration; 2. The completion of three professional development course sections (Career Skills 1, 2 & 3); 3. A satisfactory employer evaluation for each co-op work term; 4. The satisfactory completion of all work term assignments during work terms; <p>WITHDRAWAL CONDITIONS</p> <p>Students may be required to withdraw from the UPEI Co-op Program if:</p> <ol style="list-style-type: none"> 1. They are dismissed from, discontinue, or fail an approved co-op work term position due to a fault on



CALENDAR AND CURRICULUM CHANGE

Motion #3

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>approved co-op work term position due to a fault on their part;</p> <p>2. They fail to complete the necessary professional development courses;</p> <p>3. They fail to submit or successfully complete the work term assignments;</p> <p>4. They do not satisfy the continuance requirements including the required cumulative grade point average necessary for continuance in the UPEI Co-op Program;</p> <p>5. In the judgement of the Co-operative Education Coordinator and/or applicable Academic Director, they are no longer suited for the particular requirements of the Co-operative Education Program.</p> <p>WORK TERM REGISTRATION</p> <p>Students are required to register for all professional development courses and work terms by following typical registration processes. The professional development courses and work terms will officially be designated on students' transcripts as pass or fail</p>	<p>their part;</p> <p>2. They fail to complete the necessary professional development courses;</p> <p>3. They fail to submit or successfully complete the work term assignments;</p> <p>4. They do not satisfy the continuance requirements including the required cumulative grade point average necessary for continuance in the UPEI Co-op Program;</p> <p>5. In the judgement of the Co-operative Education Coordinator and/or applicable Academic Director, they are no longer suited for the particular requirements of the Co-operative Education Program.</p> <p>WORK TERM REGISTRATION</p> <p>Students are required to register for all professional development courses and work terms by following typical registration processes. The professional development courses and work terms will officially be designated on students' transcripts as pass or fail.</p>

Rationale for Change: Addition of the Co-op option for Arts students.

Effective Term: WINTER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

<u>Authorization</u>	<u>Date:</u>
Departmental Approval: Jason Stevens	October 8, 2021
Faculty/School Approval: Arts Curriculum Committee	October 8, 2021
Faculty Dean's Approval: Neb Kujundzic	October 8, 2021
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021

CALENDAR AND CURRICULUM CHANGE

Motion #4

Faculty/School: **Arts**

Department/Program(s): **Economics**

MOTION: That a new calendar entry for Co-operative Education in the Department of Economics, Faculty of Arts be approved as proposed.

Proposed New Calendar Entry
<p>CO-OP EDUCATION IN ECONOMICS</p> <p>The UPEI Co-op Program is an integrated approach to university education which enables students to alternate academic terms on campus with work terms in suitable employment. The success of such programs is founded on the principle that students are able to apply theoretical knowledge from course studies in the workplace and return to the classroom with practical workplace experience. Students who successfully complete all the requirements of the program will have the notation entered on their transcripts and on the graduation parchment.</p> <p>Students accepted into the program, complete at least three 14-week paid work terms and three professional development courses. Credits earned through completion of work terms are counted as general electives.</p> <p>The Co-op option is available to full-time students in the Economics Major program. Applications to the Co-op Education Program are normally made after completion of the first year of study.</p> <p>See the <u>Co-operative Education Program section</u> of the UPEI Academic Calendar for more information.</p>

Rationale for New Calendar Entry: To formalize the co-op option for students in the Economics department and allow for the co-op designation to be awarded upon successful completion of the program.

Effective Term: WINTER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

Resources Required: None

Authorization	Date:
Departmental Approval: Jason Stevens	October 8, 2021
Faculty/School Approval: Arts Curriculum Committee	October 8, 2021
Faculty Dean's Approval: Neb Kujundzic	October 8, 2021
Graduate Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021



SUMMARY OF FACULTY OF NURSING MOTION #5

Calendar Entry Change - Application to Accelerated Bachelor of Science in Nursing

CALENDAR & CURRICULUM CHANGE

Motion #5

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Nursing**

Department/Program(s)/Academic Regulations: **Faculty of Nursing**

MOTION: To approve the request to remove the prerequisite of a previous university degree for applicants applying to the Accelerated Bachelor of Science in Nursing (BScN) program.

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
<p>The Accelerated Bachelor of Science in Nursing (BScN) Program is intended for applicants with a university degree who wish to become professional nurses. Students apply through the Registrar's Office, and must submit the UPEI undergraduate application form. Students in the Accelerated Program are required to take the same Nursing courses (NURS-1030 instead of NURS-1010 & 1020) and have the same number of clinical hours as students in the four-year BScN program. They are governed by the academic regulations for Nursing as outlined in the Calendar.</p> <p>To be eligible for the Accelerated BScN Program, applicants must have:</p> <ul style="list-style-type: none"> -successfully completed Grade 12 or equivalent courses in English, Math, Chemistry, and Biology; -completed an undergraduate degree with a minimum average of 75% (GPA 3.0 or B) in the last 20 courses of the degree and normally registered as a full-time student; -students who have completed courses after being granted a degree must have a minimum 75% average based on the best 20 course of the last 22 courses taken; -completed courses for credit in Human Anatomy, Physiology, Microbiology, Developmental Psychology, Statistics, an introductory Nutrition course, two introductory Psychology courses, and two English courses. <p>Note: Required courses in Pathophysiology and Pharmacology can be taken during the Accelerated Program.</p> <p>Enrolment is limited to 16 students per year. Application for admission is February 15. Applicants receive conditional acceptance into the Accelerated Program based on completion of the required</p>	<p>The Accelerated Bachelor of Science in Nursing (BScN) Program is intended for applicants with a university degree who wish to become professional nurses. Students apply <u>for the Accelerated Bachelor of Science in Nursing (BScN) Program</u> through the Registrar's Office, and must submit the UPEI undergraduate application form. Students in the Accelerated Program are required to take the same Nursing courses (NURS-1030 instead of NURS-1010 & 1020) and have the same number of clinical hours as students in the four-year BScN program. They are governed by the academic regulations for Nursing as outlined in the Calendar.</p> <p>To be eligible for the Accelerated BScN Program, applicants must have:</p> <ul style="list-style-type: none"> -successfully completed Grade 12 Academic or equivalent courses in English, Math, Chemistry, and Biology; -completed an undergraduate degree with a minimum average of 75% (GPA 3.0 or B) in the last 20 courses of the degree and normally registered as a full-time student; -students who have completed courses after being granted a degree must have a minimum 75% average based on the best 20 course of the last 22 courses taken; <u>-successfully completed 60 semester hours of university-level credit</u> <u>- of the 60 semester hours of credit noted above, 30 semester hours of credit must come from the list of courses below (at the credit weights noted), with a minimum average of 75% in these 10 courses (30 semester hours) with no individual course grade below 60%:</u> -completed courses for credit in Human Anatomy, Physiology, Microbiology, Developmental Psychology, Statistics, an introductory Nutrition course, two introductory Psychology courses, and two English courses. <ul style="list-style-type: none"> <u>- Human Anatomy (3 semester hours) – lab required</u> <u>- Human Physiology (3 semester hours) – lab required</u> <u>- Microbiology (3 semester hours) – lab required</u> <u>- Introductory Psychology (6 semester hours)</u>

CALENDAR & CURRICULUM CHANGE

Motion #5

<u>Reproduction of Current Calendar Entry</u>	<u>Proposed revision with changes underlined and deletions indicated clearly</u>
prerequisites.	<p>- <u>Developmental Psychology (3 semester hours)</u></p> <p>- <u>Statistics (3 semester hours)</u></p> <p>- <u>Introductory Nutrition (3 semester hours)</u></p> <p>- <u>two (2) English courses (6 semester hours)</u></p> <p>(the above noted courses must be successfully completed at an undergraduate degree level at a recognized post-secondary institution. Courses must have been completed within the past 10 years and fulfill the criteria outlined for regular transfer credit equivalency review)</p> <p>Note: Required courses in Pathophysiology and Pharmacology can be taken during the Accelerated Program.</p> <p>Enrolment is limited to 46 28 students per year. Application <u>deadline</u> for admission is February <u>July</u> 15. Applicants receive conditional acceptance into the Accelerated Program based on completion of the required prerequisites.</p>

Rationale for Change: This change is consistent with pre-requisite for Advanced Standing/Accelerated BScN programs in Atlantic Canada.

Effective Term: IMMEDIATE

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization

Date:

Departmental Approval: Dr. Jo-Ann MacDonald, Interim Dean	September 22, 2021
Faculty/School Approval: Faculty of Nursing Committee	September 22, 2021
Faculty Dean's Approval: Dr. Jo-Ann MacDonald, Interim Dean	September 22, 2021
Graduate Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021



SUMMARY OF FACULTY OF SCIENCE MOTION #6

Curriculum Report Submission

Summary

School of Climate Change & Adaptation

- New Course Proposal for ESC 8200 Advanced Climate Change Science and Policy



NEW COURSE PROPOSAL

Motion #6

Faculty/School: **Science**

Department/Program(s): **School of Climate Change and Adaptation**

MOTION: That a new course ESC 8200 Advanced Climate Change Science and Policy be approved as proposed.

Course Number and Title	ESC 8200 Advanced Climate Change Science and Policy
Description	The course provides an advanced examination of the fundamental science of global climate change, the state-of-the-art technologies and tools for climate modeling, climate data analysis, climate change impact assessment, and climate change mitigation and adaptation, as well as the historical and latest development in climate policies. Students will be given the opportunity to develop the knowledge and skills to critically evaluate scientific scenarios of future climate, assess the effectiveness of different policy approaches, and determine suitable responses to climate change.
Cross-Listing	N/A
Prerequisite/Co-Requisite	Admission to a graduate program in Science
Credit(s)	3
Notation	N/A

This is: An Elective Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 10

Is there an Enrolment Cap: No

Rationale for New Course: There are many graduate students in the School of Climate Change and Adaptation who require the fundamental knowledge and skills in both climate change science and climate change policy prior to undertaking their thesis work towards the PhD/MSc in Environmental Sciences. None of the current graduate courses at UPEI are able to provide these knowledge and skills.

Effective Term: WINTER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: None

Resources Required: No resources are required for the initial delivery stage of this course. However, as the BSc program in Applied Climate Change and Adaptation enters its 4th year, sessional stipend may be required to allow the eligible faculty member to deliver this course on an annual basis.

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval: Xander Wang	August 4, 2021
Faculty/School Approval: SCCA	August 4, 2021
Faculty Dean's Approval: Nola Etkin	August 18, 2021
Graduate Studies Dean's Approval: Rabin Bissessur	October 12, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021



NEW COURSE PROPOSAL

Motion #6

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

ESC 8200 Advanced Climate Change Science and Policy

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of August 2021:

- Collections
 - Books
 - Online and print books published after 2010
 - A subject search for environmental policy: 1554 results
 - A subject search for climactic changes: 2048 results
 - A subject search for climatic climate change mitigation: 230 results
 - A subject search for climatology: 145
 - Journals
 - A title search for climate results in 1565 journals (46 peer reviewed).
 - Subject categories:
 - Biotechnology: 206 journals (162 peer reviewed)
 - Engineering: 1797 journals (709 peer reviewed)
 - Environmental Sciences: 955 journals (604 peer reviewed)
 - Physics: 1,079 journals (890 peer reviewed)
 - Databases:
 - GeoRef
 - GeoScienceWorld
 - GREENR (Global Reference on the Environment, Energy, and Natural Resources)
 - GreenFile
 - Earth, Atmospheric & Aquatic Science Database (includes ASFA)
 - Environmental Studies and Policy Collection (GALE)
 - Canadian Electronic Library (DesLibris)
 - Scopus
- Subscription Dependencies (in interdisciplinary packages)
 - eBook packages
 - O'Reilly Higher Education ebooks (Safari)
 - Elsevier eBooks
 - Sage Knowledge Complete
 - Springer eBooks
 - Academic Collection Complete (Proquest)
 - EBSCOhost Ebook Collection
 - Journal packages
 - Elsevier ScienceDirect
 - Springer LINK
 - SAGE Premier Collection
 - Wiley Online
 - Databases (interdisciplinary)
 - Academic Search Complete
 - CAB Abstracts
 - OneSearch (EBSCO EDS - Proxied)



NEW COURSE PROPOSAL

Motion #6

- PubMed
- SAGE Research Methods Video: Practical Research and Academic Skills
- Sage Research Methods Foundations
- Statista
- Media
 - Academic Videos Online (AVON, Alexander Street Press)
 - O'Reilly Higher Education
 - AccessEngineering
 - NFB Campus
- Physical Space in Library (other than holdings, explain) – N/A
- Library Administrative/Research Support:
 - Liaison Librarians provide reference and instruction support to both students and faculty as needed. They monitor publication lists for new titles in the subject area and purchase appropriate titles as existing budgetary resources permit.
 - The Library hosts the Atlantic Climate Adaptation Solutions Association site, which is a document repository (<https://atlanticadaptation.ca/>).

New resources needed to support this proposal:

- Capital Requirements (*other than new course-specific*)
- Collections:
 - Monographs – Sufficient, but dependencies
 - Subscriptions - Sufficient, but dependencies
 - Databases - Sufficient, but dependencies
 - Other - None
- Physical Space in Library (other than holdings, explain): None
- Library Administrative/Research Support: none
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - none

Summary of additional budget allocation required:

- One-time: _____ For each of _____ consecutive years
 - Annual: _____ Per-year percentage increase in annual: _____

Does the budget allocation for library resources in this proposal meet the requirement? The Library currently has the resources to support this course, but it is almost entirely supported by database and ebook subscriptions and so ongoing institutional annual budgetary support (including the need to account for annual cost increases) is required to maintain these resources.

Date Received by Liaison/Collections Librarian	August 5, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	August 19, 2021



SUMMARY OF FACULTY OF VETERINARY MEDICINE MOTION #'S 7-9

Faculty of Veterinary Medicine

October, 2021

Companion Animals:

New Course Proposal – VCA 3525 Clinical Application of Anti-infective Stewardship

Academic Calendar Dates:

2022-2023

2023-2024

NEW COURSE PROPOSAL

Motion #7

Faculty/School: **Veterinary Medicine**

Department/Program(s): **Department of Companion Animal**

MOTION: That the proposal for a new third year elective course entitled VCA 3525 Clinical Application of Anti-Infective Stewardship be approved as proposed.

Course Number and Title	VCA 3525 Clinical application of anti-infective stewardship
Description	This elective course reviews the clinical decision making in the judicious use of anti-infectives (e.g. antimicrobials, antiparasitics, antifungals) to prevent anti-infective resistance development. The course will cover appropriate anti-infective use including selection, dosing, duration of therapy as well as alternative options for management of infectious disease if applicable. Anti-infectives discussed include antibacterial, antiparasitics, antifungals in both small and large animals.
Cross-Listing	N/A
Prerequisite/Co-Requisite	Third year standing in the DVM program.
Credit(s)	1
Notation	Five week module with 3 hours of lecture per week.

This is: An Elective Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20 to 60 students

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. Course restricted to third year DVM students only

Rationale for New Course: Within the current veterinary medicine curriculum there is limited information regarding appropriate anti-infective stewardship. This new elective modular course will provide 3rd year veterinary students with clinical knowledge necessary to use anti-infectives wisely. Some lectures will contain case based scenarios to highlight how anti-infective stewardship principles can be applied to clinical cases. The course will provide knowledge to enable students to approach cases in such a way as to limit anti-infective resistance development in patients and animal populations.

Effective Term: WINTER 2022

Implications for Other Programs: None anticipated

Impact on Students Currently Enrolled: None anticipated. The course will be offered to the Class of 2023 in Winter 2022.

Resources Required: No additional resources

In offering this course will UPEI require facilities or staff at other institutions: No

If yes, please explain. Not applicable



UNIVERSITY
of Prince Edward
ISLAND

Academic Planning and Curriculum Committee
November 2, 2021

NEW COURSE PROPOSAL

Motion #7

Authorization	Date:
Departmental Approval: Dr. Stephanie Hamilton	August 24, 2021
Faculty/School Approval: AVC Curriculum Committee	September 8, 2021
Faculty Dean's Approval: Dr. Greg Keefe, Dean	September 14, 2021
Graduate Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021

Form Version: September 2020

NEW COURSE PROPOSAL

Motion #7

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

VCA 3525 CLINICAL APPLICATION OF ANTI-INFECTIVE STEWARDSHIP

Existing resources as of September 2021:

- Collections - Holdings, Subscriptions, Other
 - Books (catalogue searches for print and online titles published after 2010)
 - Antibiotics OR Anti Bacterial Agents OR Antifungal Agents OR Antiparasitic agents OR Anti Infective Agents = 134 results
 - Communicable diseases in animals. = 26 results
 - Communicable Diseases, veterinary. = 28 results
 - Drug resistance in microorganisms. = 40 results
 - Journals
 - Subject: Veterinary Medicine – 174 peer reviewed journals (281 total)
 - Subject: Biology – 643 peer reviewed journals (3,961 total)
 - Databases
 - CAB Abstracts (via CAB Direct & EBSCOhost) main veterinary indexing database which also includes some full text for conference proceedings and selected journals)
 - Earth, Atmospheric & Aquatic Science Database (includes Aquatic Sciences & Fisheries Abstracts, Oceanic Abstracts, and Meteorological & Geostrophysical Abstracts)
 - JoVE: Journal of Visualized Experiments
 - PubMed
 - Plumb's Veterinary Drugs
 - Scopus
 - SAGE Research Methods Video Practical Research and Academic Skills
 - Sage Research Methods Foundations
 - VetMed Resource
- Subscription Dependencies (in interdisciplinary packages)
 - eBooks
 - Elsevier eBooks
 - Sage Knowledge Complete
 - Springer eBooks
 - Journals
 - Elsevier ScienceDirect
 - Springer LINK
 - SAGE Premier Collection
 - Wiley Online
 - Databases (interdisciplinary)
 - Academic Search Complete
 - GreenFile
 - OneSearch (EBSCO EDS - Proxied)
 - Statista
 - Media
 - Academic Videos Online (AVON, Alexander Street Press)
 - NFB Campus
- Physical Space in Library (other than holdings, explain) - N/A

NEW COURSE PROPOSAL

Motion #7

- Library Administrative/Research Support - AVC Liaison Librarian Kim Mears provides support to both students and faculty as needed. She monitors publication lists for new titles in the topic area and purchases appropriate titles as existing budgetary resources permit.

New resources needed to support this proposal:

- Capital Requirements (other than new course-specific) - None
- Collections:
 - Monographs – Sufficient, but dependencies
 - Subscriptions – Sufficient, but dependencies
 - Databases – Sufficient, but dependencies
 - Other – Sufficient, but dependencies
- Physical Space in Library (other than holdings, explain) - N/A
- Library Administrative/Research Support - N/A
- Other One-Time or Ongoing Library expenses (e.g. software licenses) -

Summary of additional budget allocation required:

1. One-time: 0 For each of 0 consecutive years
- Annual: 0
 - Per-year percentage increase in annual: 0

Does the budget allocation for library resources in this proposal meet the requirement?

The Library currently has the resources to support this course, but it is almost entirely supported by database and eBook subscriptions and so ongoing institutional annual budgetary support (including the need to account for annual cost increases) is required to maintain these resources.

Date Received by Liaison/Collections Librarian	September 17, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	September 27, 2021

Form Version: September 2020

CALENDAR & CURRICULUM CHANGE

Motion #8

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Veterinary Medicine**

Department/Program(s)/Academic Regulations: **Veterinary Medicine Calendar Dates**

MOTION: That the Academic Calendar Dates for the Doctor of Veterinary Medicine (DVM) Program for 2022-2023 be confirmed as proposed.

1st Academic Semester (May - December 2022)
(66 Teaching Days)

May 2022

2 Monday First day of Fourth Year Rotations - Summer Semester
23 Monday Victoria Day. No classes

August 2022

15 Monday First day of Fourth Year Rotations - Fall Semester
25 Thursday First Year Orientation
29 Monday Pre-Clinical Classes begin

September 2022

5 Monday Labour Day. No classes
30 Friday National Day for Truth and Reconciliation. No classes

October 2022

10 Monday Thanksgiving Day. No classes

November 2022

11 Friday Remembrance Day. No classes

December 2022

2 Friday Final Day of Fall Semester Classes
3-17(Sat-Sat) Final Examinations
21 Wednesday End of First Semester. Course grades to be submitted to the Registrar's Office by noon on this date
31 Saturday Final date to apply to graduate

NOTE: The North American Veterinary Licensing Examination (NAVLE®) is available during a four week testing window in November-December. For further information, please refer to www.icva.net/navle

CALENDAR & CURRICULUM CHANGE

Motion #8

2nd Academic Semester (January - May 2023)
(69 Teaching Days)

January 2023

3 Tuesday First day of Fourth Year Rotations - Winter Semester
3 Tuesday Pre-Clinical Classes begin - Winter Semester

February 2023

16-17 (Thurs-Fri) Mid-semester break (except 4th year rotations)
20 Monday Islander Day. No classes

April 2023

7 Friday Good Friday. No classes
10 Monday Easter Monday. No classes
14 Friday Final day of winter semester classes
15-29 (Sat-Sat) Final Exams
16 Sunday Final day of fourth year rotations
26 Wednesday End of second semester. Course grades for 4th year students to be submitted to Registrar's office by noon

May 2023

1 Monday First day of Fourth Year Rotation – Summer Semester
3 Wednesday Course grades for 1st, 2nd, and 3rd year students to be submitted to Registrar's Office by noon on this date.
16 Tuesday Convocation

NOTE: The North American Veterinary Licensing Examination (NAVLE®) dates are in April. Please refer to www.icva.net/navle

Rationale for Change: New Calendar Dates for 2022-2023 **Effective Term:** September 2022

Implications for Other Programs: N/A **Impact on Students Currently Enrolled:** N/A

<u>Authorization</u>	<u>Date:</u>
Departmental Approval: N/A	N/A
Faculty/School Approval: AVC Curriculum Committee	September 27, 2021
Faculty Dean's Approval: Dr. Greg Keefe	October 5, 2021
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021

CALENDAR & CURRICULUM CHANGE

Motion #9

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Veterinary Medicine**

Department/Program(s)/Academic Regulations: **2023-2024 Academic Calendar Dates- AVC**

MOTION: To have the 2023-2024 Academic Calendar Dates for the Doctor of Veterinary Medicine Program (DVM) approved as proposed.

1st Academic Semester (May - December 2023)
(66 Teaching Days)

May 2023

1 Monday First day of Fourth Year Rotations - Summer Semester
22 Monday Victoria Day. No classes

August 2023

14 Monday First day of Fourth Year Rotations - Fall Semester
25 Friday First Year Orientation
28 Monday Pre-Clinical Classes begin

September 2023

4 Monday Labour Day. No classes
29 Friday Holiday in lieu of National Day for Truth and Reconciliation. No classes

October 2023

9 Monday Thanksgiving Day. No classes

November 2023

13 Monday Holiday in lieu of Remembrance Day. No classes

December 2023

1 Friday Final Day of Fall Semester Classes
2-16(Sat-Sat) Final Examinations
21 Thursday End of First Semester. Course grades to be submitted to the Registrar's Office by noon on this date.
31 Sunday Final date to apply to graduate

NOTE: The North American Veterinary Licensing Examination (NAVLE®) is available during a four week testing window in November-December. For further information, please refer to www.icva.net/navle

2nd Academic Semester (January- May 2024)
(69 Teaching Days)

January 2024

2 Tuesday First day of Fourth Year Rotations - Winter Semester
3 Wednesday Pre-Clinical Classes begin - Winter Semester



CALENDAR & CURRICULUM CHANGE

Motion #9

February 2024

15-16 (Thurs-Fri) Mid-semester break (except 4th year rotations)
19 Monday Islander Day. No classes.

March 2024

29 Friday Good Friday. No classes

April 2024

1 Monday Easter Monday. No classes
12 Friday Final day of Winter semester classes
13-27 (Sat-Sat) Final Exams
14 Sunday Final day of fourth year rotations
26 Friday End of second semester. Course grades for 4th year students to be submitted to Registrar's office by noon
29 Monday First day of Fourth Year Rotation – Summer Semester

May 2024

2 Thursday Course grades for 1st, 2nd, and 3rd year students to be submitted to Registrar's Office by noon on this date.
14 Tuesday Convocation

NOTE: The North American Veterinary Licensing Examination (NAVLE®) dates are in April. Please refer to www.icva.net/navle

Rationale for Change: New Calendar Dates for 2023-2024

Effective Term: Summer 2023

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: Curriculum Committee	September 27, 2021
Faculty Dean's Approval: Dr. Greg Keefe	October 5, 2021
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021

SUMMARY OF REGISTRAR'S OFFICE MOTION #'S 10-13

Revision of 2022 Summer Session Calendar Dates – UPEI

Approval of new calendar dates for 2022-2023 – UPEI

Approval of new calendar dates for 2023-2024 – UPEI

CALENDAR & CURRICULUM CHANGE

Motion #10

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Registrar's Office**

Department/Program(s)/Academic Regulations: **N/A**

MOTION: To approve the revision of the 2022 Summer Session calendar dates as proposed.

FIRST SUMMER SESSION 2022

MAY 2022

~~9-16~~ Monday

First Summer Session classes begin

~~13-20~~ Friday

Last day to register late for First Summer Session courses; last day to cancel registration for full refund; last day for changing courses or sections.

~~23~~ Monday

Victoria Day. No classes.

JUNE 2022

~~2-9~~ Thursday

Last day to discontinue from First Summer session courses.*

~~16-23~~ Thursday

Final Day of First Summer Session Classes.

~~20-21~~ ~~27-28~~ (Mon-Tues)

Exams for First Summer Session

~~27~~ Monday ~~30~~ Thursday

First Summer **Session grades** must be submitted to Registrar's Office by noon.

SECOND SUMMER SESSION 2022

JULY 2022

~~4~~ Monday

Second Summer Session classes begin.

~~8~~ Friday

Last day to register late for Second Summer Session courses; last day to cancel registration for full refund; last day for changing courses or sections.

~~11~~ Monday

Final date to apply to graduate for Summer Semester for the September Meeting of Senate.

~~27~~ Wednesday

Last day to discontinue from Second Summer Session courses.*

AUGUST 2022

~~10~~ Wednesday

Final Day of Second Summer Session Classes.

CALENDAR & CURRICULUM CHANGE

Motion #10

15-16 (Mon-Tues)

Exams for Second Summer Session courses.

22 Monday

Second Summer **Session grades** must be submitted to the Registrar's Office by noon.

***For courses that begin on the dates prior to the regularly scheduled Summer Session dates, and for regularly scheduled summer session courses, please contact the Registrar's Office for refund schedule.**

****Should a final exam, scheduled within the exam period, be cancelled due to storm conditions or other unforeseen circumstances, the Registrar's Office will reschedule the exam. Cancelled exams will be rescheduled to the earliest possible date within the exam period (normally, this would occur at the end of the exam period to avoid other previously scheduled exams). Updates will be posted to the University website.**

Rationale for Change: N/A

Effective Term: IMMEDIATE

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

<i>Authorization</i>	<i>Date:</i>
Departmental Approval: N/A	N/A
Faculty/School Approval: N/A	N/A
Faculty Dean's Approval: N/A	N/A
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021

Form Version: September 2021

CALENDAR & CURRICULUM CHANGE

Motion #11

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Registrar's Office**

Department/Program(s)/Academic Regulations: N/A

MOTION: To approve the 2022-2023 Academic Calendar dates as proposed.

UPEI Calendar Dates 2022-2023

Fall Semester – September–December 2022

All programs except Doctor of Veterinary Medicine

September 2022

7 Wednesday

Classes Begin

11 Sunday

Final date to apply to graduate for Fall Semester

16 Friday

FINAL DAY FOR REGISTRATION, FOR CHANGING COURSES OR SECTIONS, FOR CANCELLATION OF COURSES OR SECTIONS, FOR CANCELLATION OF COURSES WITH FULL REFUND; All Fall Semester Fees due.

30 Friday

National Day for Truth and Reconciliation. No classes.

October 2022

10 Monday

Thanksgiving Day. No classes.

11-14 (Tues-Fri)

Mid-semester break. No classes **(Does not apply to BEd and EMBA)**

31 Monday

Last day for discontinuing courses – 50% tuition refund. No discontinuations after this date.

November 2022

11 Friday

Remembrance Day. No Classes

December 2022

7 Wednesday

Final Day of Fall Semester Classes

59 Teaching Days

10-20 (Sat-Tues)

****EXAMINATIONS.** No examinations will be held during the period 24 November to 7 December inclusive without the permission of the Chair and Dean. **Note:** Please see Academic Regulation #13.

11 Sunday

No exams

18 Sunday

Exams afternoon and evening only

22 Thursday

End of Fall Semester. Course grades to be submitted to Registrar's Office by noon on this date.

31 Saturday

Final date to apply to graduate for Winter Semester for the May Convocations.

Winter Semester - January–May 2023

All programs except Doctor of Veterinary Medicine

January 2023

4 Wednesday

Classes Begin

13 Friday

FINAL DAY FOR REGISTRATION, FOR CHANGING COURSES OR SECTIONS, FOR CANCELLATION OF COURSES OR SECTIONS, FOR CANCELLATION OF COURSES WITH FULL REFUND; All January Semester Fees Due.

February 2023

20 Monday

Islander Day. No classes.

CALENDAR & CURRICULUM CHANGE

Motion #11

21 (Tues)-March 3 (Fri)	Mid-semester break. (2 weeks in duration to accommodate 2023 Canada Games). No classes. (Does not apply to BEd and EMBA)
21 Tuesday	Registration begins for 2023 Summer
28 Tuesday	Last day for discontinuing courses – 50% tuition refund. No discontinuations after this date.
March 2023	
6 Monday	Classes Resume
April 2023	
7 Friday	Good Friday. No classes
10 Monday	Easter Monday. No classes
13 Thursday	Final Day of Winter Semester Classes
18-28 (Tues-Fri)	60 Teaching Days **EXAMINATIONS. No examinations will be held during the period 29 March to 13 April inclusive without the permission of the Chair and Dean. Note: Please see Academic Regulation #13.
23 Sunday	No exams
May 2023	
3 Wednesday	End of Winter Semester. Course grades for fourth year students to be submitted to Registrar's Office by noon on this date.
5 Friday	Course grades for third year, second year, and first year students to be submitted to Registrar's Office by noon on this date.
16 Tuesday	CONVOCATION MORNING (Faculty of Veterinary Medicine and Faculty of Nursing)
17 Wednesday	CONVOCATION MORNING (Faculty of Business and Faculty of Engineering)
18 Thursday	CONVOCATION MORNING (Faculty of Arts and Faculty of Education)
19 Friday	CONVOCATION MORNING (Faculty of Science)
23 Tuesday	Registration date for students with 4 th year standing
25 Thursday	Registration date for students with 3 rd year standing
29 Monday	Registration date for students with 2 nd year standing
30 Tuesday	Registration date for all other students
Summer Semester – May-August 2023	
FEBRUARY 2023	
21 Tuesday	REGISTRATION begins for 2023 Summer
FIRST SUMMER SESSION 2023	
MAY 2023	
8 Monday	First Summer Session classes begin
12 Friday	Last day to register late for First Summer Session courses; last day to cancel registration for full refund; last day for changing courses or sections
22 Monday	Victoria Day – No classes.
JUNE 2023	
1 Thursday	Last day to discontinue from First Summer session courses*
15 Thursday	Final Day of First Summer Session Classes
19-20 (Mon-Tues)	Exams for First Summer Session
	28 Teaching Days

CALENDAR & CURRICULUM CHANGE

Motion #11

26 Monday	First Summer Session grades must be submitted to Registrar's Office by noon	
SECOND SUMMER SESSION 2023		
JULY 2023		
4 Tuesday	Second Summer Session classes begin	
7 Friday	Final date to apply to graduate for Summer Semester Last day to register late for Second Summer Session courses; last day to cancel registration for full refund; last day for changing courses or sections	
27 Thursday	Last day to discontinue from Second Summer Session courses*	
AUGUST 2023		
10 Thursday	Final Day of Second Summer Session Classes	28 Teaching Days
14-15 (Mon-Tues)	Exams for Second Summer Session courses	
18 Friday	Second Summer Session grades must be submitted to the Registrar's Office by noon	
*For courses that begin on the dates prior to the regularly scheduled Summer Session dates, and for regularly scheduled summer session courses, please contact the Registrar's Office for refund schedule.		
**Should a final exam, scheduled within the exam period, be cancelled due to storm conditions or other unforeseen circumstances, the Registrar's Office will reschedule the exam. Cancelled exams will be rescheduled to the earliest possible date within the exam period (normally, this would occur at the end of the exam period to avoid other previously scheduled exams). Updates will be posted to the University website.		

Rationale for Change: N/A

Effective Term: FALL 2022

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: N/A	N/A
Faculty Dean's Approval: N/A	N/A
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021

CALENDAR & CURRICULUM CHANGE

Motion #12

Revision is for a: **Calendar Entry Change**

Faculty/School/Department: **Registrar's Office**

Department/Program(s)/Academic Regulations: N/A

MOTION: To approve the 2023-2024 Academic Calendar dates as proposed.

UPEI Calendar Dates 2023-2024

FALL SEMESTER (September–December 2023)

All programs except Doctor of Veterinary Medicine

SEPTEMBER 2023

6 Wednesday	Classes Begin
10 Sunday	Final date to apply to graduate for Fall Semester
15 Friday	FINAL DAY FOR REGISTRATION, FOR CHANGING COURSES OR SECTIONS, FOR CANCELLATION OF COURSES OR SECTIONS, FOR CANCELLATION OF COURSES WITH FULL REFUND; All Fall Semester Fees due.
29 Friday	Holiday in lieu of National Day for Truth and Reconciliation. No classes

OCTOBER 2023

9 Monday	Thanksgiving Day. No Classes.
10-13 (Tues-Fri)	Mid-semester break. No Classes. (Does not apply to BEd and EMBA)
31 Tuesday	Last day for discontinuing courses – 50% tuition refund. No discontinuations after this date.

NOVEMBER 2023

13 Monday	Holiday in lieu of Remembrance Day. No Classes
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DECEMBER 2023

5 Tuesday	Final Day of Fall Semester Classes	59 Teaching Days
8-18 (Fri-Mon)	**EXAMINATIONS. No examinations will be held during the period 22 November to 5 December inclusive without the permission of the Chair and Dean. Note: Please see Academic Regulation #13.	
10 Sunday	No Exams.	
17 Sunday	Exams afternoon and evening only.	
21 Wednesday	End of Fall Semester. Course grades to be submitted to Registrar's Office by noon on this date.	
31 Sunday	Final date to apply to graduate for Winter Semester for the May Convocations.	

WINTER SEMESTER (January–May 2024)

All programs except Doctor of Veterinary Medicine

JANUARY 2024

8 Monday	Classes Begin
19 Friday	FINAL DAY FOR REGISTRATION, FOR CHANGING COURSES OR SECTIONS, FOR CANCELLATION OF COURSES OR SECTIONS, FOR CANCELLATION OF COURSES WITH FULL REFUND; All January Semester Fees Due.

FEBRUARY 2024

19 Monday	Islander Day. No Classes.
20-23 (Tues-Fri)	Mid-semester break. No Classes. (Does not apply to BEd and EMBA)
20 Tuesday	Registration begins for 2024 Summer
26 Monday	Classes resume

CALENDAR & CURRICULUM CHANGE

Motion #12

29 Thursday	Last day for discontinuing courses – 50% tuition refund. No discontinuations after this date.
MARCH 2024	
29 Friday	Good Friday. No Classes.
APRIL 2024	
1 Monday	Easter Monday. No Classes.
9 Tuesday	Final Day of Winter Semester Classes
12-23 (Fri-Tues)	60 Teaching Days EXAMINATIONS. No examinations will be held during the period 25 March to 9 April inclusive without the permission of the Chair and Dean. Note: Please see Academic Regulation #13.
14 Sunday	No exams.
21 Sunday	Exams afternoon and evening only.
26 Friday	End of Winter Semester. Course grades for fourth year students to be submitted to the Registrar's Office by noon on this date.
MAY 2024	
1 Wednesday	Course grades for third year, second year, and first year students to be submitted to Registrar's Office by noon on this date.
14 Tuesday	CONVOCATION MORNING (Faculty of Veterinary Medicine and Faculty of Nursing)
15 Wednesday	CONVOCATION MORNING (Faculty of Business and Faculty of Engineering)
16 Thursday	CONVOCATION MORNING (Faculty of Arts and Faculty of Education)
17 Friday	CONVOCATION MORNING (Faculty of Science)
21 Tuesday	Registration date for students with 4 th year standing
23 Thursday	Registration date for students with 3 rd year standing
27 Monday	Registration date for students with 2 nd year standing
28 Tuesday	Registration date for all other students
SUMMER SEMESTER (May-August 2024)	
FEBRUARY 2024	
20 Tuesday	REGISTRATION begins for 2024 Summer
FIRST SUMMER SESSION 2024	
MAY 2024	
6 Monday	First Summer Session classes begin
10 Friday	Last day to register late for First Summer Session courses; last day to cancel registration for full refund; last day for changing courses or sections
20 Monday	Victoria Day – No classes
30 Monday	Last day to discontinue from First Summer session courses*
JUNE 2024	
13 Thursday	Final Day of First Summer Session Classes
17-18 (Mon-Tues)	Exams for First Summer Session
24 Monday	First Summer Session grades must be submitted to Registrar's Office by noon
28 Teaching Days	
SECOND SUMMER SESSION 2024	
JULY 2024	
1 Monday	Canada Day. No Classes.
2 Tuesday	Second Summer Session classes begin
5 Friday	Final date to apply to graduate for Summer Semester
	Last day to register late for Second Summer Session courses; last day to cancel registration for full refund; last day for changing courses or sections

CALENDAR & CURRICULUM CHANGE

Motion #12

25 Thursday	Last day to discontinue from Second Summer Session courses*	
AUGUST 2024		
8 Thursday	Final Day of Second Summer Session Classes	28 Teaching Days
12-13 (Mon-Tues)	Exams for Second Summer Session courses	
19 Monday	Second Summer Session grades must be submitted to the Registrar's Office by noon	
<p>*For courses that begin on the dates prior to the regularly scheduled Summer Session dates, and for regularly scheduled summer session courses, please contact the Registrar's Office for refund schedule.</p>		
<p>**Should a final exam, scheduled within the exam period, be cancelled due to storm conditions or other unforeseen circumstances, the Registrar's Office will reschedule the exam. Cancelled exams will be rescheduled to the earliest possible date within the exam period (normally, this would occur at the end of the exam period to avoid other previously scheduled exams). Updates will be posted to the University website.</p>		

Rationale for Change: N/A

Effective Term: FALL 2023

Implications for Other Programs: N/A

Impact on Students Currently Enrolled: N/A

<u>Authorization</u>	<u>Date:</u>
Departmental Approval: N/A	N/A
Faculty/School Approval: N/A	N/A
Faculty Dean's Approval: N/A	N/A
Grad. Studies Dean's Approval: N/A	N/A
Registrar's Office Approval: Darcy McCardle	October 26, 2021



SUMMARY OF FACULTY OF GRADUATE STUDIES MOTION #'S 13-35

Doctor of Applied Health Program

New Calendar Program Entry

Admissions and Application

Program Regulations

New Courses

NEW CALENDAR ENTRY

Motion #13

Faculty/School: **Graduate Studies**

Department/Program(s): **Doctor of Applied Health (DrAH)**

MOTION: To approve the new calendar entry for the Doctor of Applied Health Program as proposed.

Proposed New Calendar Entry
<p>(i) Introduction The DrAH is a solutions-focused interdisciplinary degree program. The curriculum focuses on developing essential skills based on theory and evidence for real world applications to resolve issues within health-related sectors.</p> <p>Graduates of the Doctor of Applied Health program will be ready to make meaningful contributions to scholarship in applied health through their knowledge and understanding of a range of research methodologies and their relevance to specific real world challenges impacting health-focused organizations and communities.</p> <p>In responding to the demand for scholar-practitioners with the ability to provide leadership in the workplace and build strong collaborative networks, through this program, UPEI aims to meet the pressing needs for evidence-informed, upstream prevention, policies and practices that target population health promotion. To this end, the DrAH focuses on developing graduates with the competencies required to bridge gaps between health systems, health researchers, health practitioners, and decision/policy makers in a manner that breaks down silos and enables professionals to work toward common goals.</p> <p>(ii) Overview The Doctor of Applied Health at UPEI is the first professional Doctor of Applied Health degree program in Atlantic Canada. The program model is a four-year, 60 credit professional doctoral program with a capstone project. The program will be delivered using a cohort approach with a high degree of active engagement and collaborative interdisciplinary learning.</p> <p>(iii) Program Requirements The Doctor of Applied Health degree is comprised of 20 required courses, with a minimum of 360 hours of on-campus summer institute experience, and an applied research capstone project. The following program plan illustrates the schedule of curriculum delivery over the four years of the program.</p> <p>REQUIRED COURSES</p> <p>Year 1: Summer Institute (July – 2 compressed courses) DAH-7000: Introduction to Health and Health Promotion DAH-7010: Introduction to Applied Health Research Methods</p> <p>Year 1: Fall Semester DAH-7020: Foundations of Population and Applied Health</p> <p>Year 1: Winter Semester DAH-7030: Partnering to Advance Population Health</p> <p>Year 1: Summer Semester DAH-7040: The Social Determinants of Health</p> <p>Year 2: Summer Institute (July – 2 compressed courses) DAH-7050: Policy Analysis DAH-7060: Introduction to Knowledge Translation</p>

NEW CALENDAR ENTRY

Motion #13

Proposed New Calendar Entry
<p>Year 2: Fall Semester DAH-7070: Improving Health Outcomes through Sustainable Development</p> <p>Year 2: Winter Semester DAH-7080: Knowledge Generation in Applied Health – Research and Theories</p> <p>Year 2: Summer Semester DAH-7090: Ethics and Professional Practice Issues in Applied Health</p> <p>Year 3: Summer Institute (July – 2 compressed courses) DAH-7100: Special Topics in Applied Health DAH-7110: Improving Health Outcomes through Collaborative Leadership</p> <p>Year 3: Fall Semester DAH-7120: Introduction to Implementation Science</p> <p>Year 3: Winter Semester DAH-7130: Community Development and Project Planning</p> <p>Year 3: Summer Semester DAH-7140: Systemic Influences on Health - Applied Health Administration and Management</p> <p>Year 4: Summer Institute (July – 2 compressed courses) DAH-7150: Improving Health Outcomes Through Policy Development and Implementation DAH-7160: Marketing and Communicating Applied Health Programs</p> <p>Year 4: Fall Semester DAH-7170: Knowledge to Action - Assessing and Validating Wicked Problems</p> <p>Year 4: Winter Semester DAH-7180: Improving Health Through Knowledge Translation I - Taking Action on Wicked Problems Implementing and Evaluating the Capstone Project</p> <p>Year 4: Summer Semester DAH-7190: Improving Health Through Knowledge Translation II- Sharing Solutions to Wicked Problems - Culmination and Dissemination of Capstone Project</p> <p>ELECTIVE COURSES None</p>

Rationale for New Calendar Entry: New Program to be introduced in July 2022

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: None



NEW CALENDAR ENTRY

Motion #13

Resources Required: Room space and teaching supplies along with Human Resources.

Authorization	Date:
Departmental Approval: N/A	N/A
Faculty/School Approval: N/A	N/A
Faculty Dean's Approval: N/A	N/A
Graduate Studies Dean's Approval: Rabin Bissessur	October 4, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

Form Version: September 2020

NEW CALENDAR ENTRY

Motion #14

Faculty/School: **Graduate Studies**

Department/Program(s): **Doctor of Applied Health**

MOTION: To approve the application process for the Doctor of Applied Health Program and this would include Admission Requirements and the Application Process.

Proposed New Calendar Entry
<p>Doctor of Applied Health (DrAH)</p> <p>UPEI's goal is to attract the highest quality of candidates with established commitment to health-related professions, as well as personal and professional development; and program graduates with the knowledge and competencies required to contribute to long-term health care transformation.</p> <p>Admission requirements to the Doctor of Applied Health program are as follows:</p> <ol style="list-style-type: none"> 1. A student may be considered eligible for admission to the DrAH program if they have completed, at a minimum a 4 year bachelor's degree from an accredited university (note: a bachelor's degree with an Honours thesis or equivalent will be an asset). 2. Applicants to the Doctor of Applied Health program would normally have graduated with a minimum average of 75% or a Grade Point Average (GPA) of 3.0 (B) in the last 20 courses of a bachelor's program. 3. Two or more years of work experience in an area of health specialization such as healthcare, health service delivery, health promotion, health education, health studies or health science. <p>Note: Completion of a health-related graduate degree in an applied health related field (such as a Master of Applied Health, Master of Applied Health Services Research, Master of Nursing, or Master in Global Affairs, Master of Health Science, Master of Science with a specialty in Health, Health Studies, Health Promotion, Health Education, or Health Sciences) will be considered an asset.</p> <p>APPLICATION PROCESS</p> <p>Applicants must submit the following to the University via the application portal at www.upei.ca/apply:</p> <ul style="list-style-type: none"> • a Graduate Application Form; • a personal statement outlining background preparation and explaining why this particular program is a match for the applicant; • a curriculum vitae; • \$50.00 Application Fee. <p>Applicants must ensure that the following items are forwarded directly to the university:</p> <ul style="list-style-type: none"> • three letters of reference, at least two academic; the third may be academic or may reflect volunteer or professional experience; • official transcripts (undergraduate and graduate) from all post-secondary institutions at which courses have been taken. <p>All application materials must be received by March 1st of the calendar year the student wishes to enter the program.</p>

NEW CALENDAR ENTRY

Motion #14

Rationale for New Calendar Entry: The DrAH is a new program

Effective Term: SUMMER 2022

Implications for Other Programs: This is a new program in the Faculty of Graduate Studies

Impact on Students Currently Enrolled: This is a new program with no complement of currently enrolled students

Resources Required: Human Resources, Equipment to facilitate Online and Summer Institute program delivery

Authorization

Date:

Departmental Approval: Rabin Bissessur	October 4, 2021
Faculty/School Approval: Rabin Bissessur	October 4, 2021
Faculty Dean's Approval: N/A	N/A
Graduate Studies Dean's Approval: Rabin Bissessur	October 4, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

Form Version: September 2020

NEW CALENDAR ENTRY

Motion #15

Faculty/School: **Graduate Studies**

Department/Program(s): **Doctor of Applied Health (DrAH)**

MOTION: To approve the program regulations for the Doctor of Applied Health Program as proposed.

Proposed New Calendar Entry	
2.0 PROGRAM REGULATIONS	
2.1 GLOSSARY OF TERMS	
<ul style="list-style-type: none"> a. The Doctor of Applied Health (DrAH) degree is granted for successful completion of the requirements for the degree as listed in the regulations. b. Graduate Studies Committee: standing committees of the Faculty of Graduate Studies appointed by the respective Dean with input from the Program Director to oversee and review the graduate program. 	
Mandate with respect to Graduate Studies includes:	
<ul style="list-style-type: none"> i. to establish and periodically to review the goals and objectives of the graduate studies program (DrAH) in the Faculty of Graduate Studies ii. to review all applications from prospective graduate students and recommend acceptance or rejection iii. to make recommendations concerning creation, deletion or modification of graduate programs and courses iv. to develop and review the program and capstone project guidelines for DrAH program (these guidelines are currently provided in the DrAH Program Handbook v. to review the academic records of graduate students and recommend to the Dean the awarding of degrees or courses of action for substandard performance vi. to recommend changes to the Graduate Studies Academic Calendar, and vii. to review all recommendations from duly appointed hiring committees for the appointment of graduate faculty and recommend acceptance or rejection. 	
<ul style="list-style-type: none"> c. Graduate faculty: members of the Faculty of Graduate Studies who participate in the DrAH program are described herein as graduate faculty. Such members are assigned their duties by the Dean of the Faculty on the recommendation of the Program Director and the Graduate Studies Committee. At this time, all faculty members are drawn from other Faculties, and Adjunct Professors may be recommended as graduate faculty and may serve on graduate student Supervisory Committees because of particular expertise related to a particular project. d. Program Director: the individual in the Faculty of Graduate Studies who has administrative responsibility for the co-ordination of graduate programs and who chairs the respective Graduate Studies Committee. 	
For these regulations, the term “semester” includes, in addition to first and second semester as defined in the Calendar, the period from May to August in each year as a third semester.	
2.2 DESCRIPTION OF GRADUATE STUDENTS	
2.2.1 CATEGORY	
This program is developed for individuals who have diverse and established professional backgrounds in health-related areas. Students accepted into the program will have an interest in developing a better understanding of factors that affect the health of individuals and communities. UPEI anticipates that most students in the program will be employed in professions associated with the health system or will have mastered a wide range of knowledge in the health field through previous employment or educational experiences. Students entering this program will be explicit in their intention to contribute to the development of systems, structures or policies that reduce inequities and improve the health and well-being of society.	
2.2.2 DrAH Regular Student: An applicant who has met the admission requirements set out for this program and for UPEI. Students are enrolled in the DrAH as part of a cohort and are full time graduate students.	

NEW CALENDAR ENTRY

Motion #15

Proposed New Calendar Entry

2.3 CLASSIFICATION

In the foregoing categories a student is classified as full-time.

2.3.1 Full-time Student: A full-time student is:

- one who is designated by the University as a full-time graduate student
- is geographically available and is on the campus during the Summer Institute*
- is with exception to below, is not regularly employed at the University, for more than an average of a set number of hours per week**
- may be employed at the University as a full time Faculty or Staff***.

Residency requirements for advanced degrees are cited as for full-time students.

2.3.1b NOTES associated with designation of full-time students

* In the DrAH program, graduate students are not expected to be present on campus except during the Summer Institute.

** If the student is employed as a Graduate Assistant, the number of set hours per week should represent the total time spent on preparative work, reading set assignments, marking examinations, and the like.

The number of set hours per week: 3 hours per week for each online course. 36 hours per week for each compressed course offered during the summer institute.

*** If the student is employed as a full-time member of the UPEI Faculty or Staff then they will not be eligible for additional employment as a Graduate Assistant.

3. ENROLMENT AND REGISTRATION

3.1 Regular Students

Each regular student will enroll in the DrAH courses as part of their cohort within their respective year of study. The student will be identified as a graduate student in the DrAH program within the Faculty of Graduate Studies.

3.2 Registration Changes

Changes in registration must be approved by the Graduate Studies Committee of the DrAH Program and completed by the published deadline.

3.3 Continuity of Registration

Once admitted to the program, each student is required to register for program requirements through 12 consecutive semesters (4 calendar years), during which students must complete all requirements of the program.

3.4 Cancellation of Registration

A student who wishes to withdraw from the program is expected to consult with the Director of the DrAH program prior to completing the mandatory withdrawal form which can be accessed online from myUPEI.

4. ACADEMIC CREDIT FROM OUTSIDE OF THE PROGRAM

Academic credit for courses and experiences from outside the program will normally not be given. Appeals on this matter are directed to the Graduate Studies Committee of the DrAH Program via the Director of the Program and can only be approved by the Dean of Graduate Studies and the Registrar.

5. REVIEW OF PROGRESS

Regarding the continued progress of students from initial enrolment through to graduation in the DrAH program, especially when there are disruptions in the normal completion of courses, the program recognizes that while each case may be considered as a unique event, there will be consistencies in program perturbations that are similar

NEW CALENDAR ENTRY

Motion #15

Proposed New Calendar Entry

across the student cohorts. First and foremost, the program recognizes that the student body will be mature in age/academic experience as this will be for many, an educational experience in which they are engaged following successful completion of an undergraduate degree in addition to work experience in a related field, and in some cases a master's level degree.

Following a review of events which may lead to disruption of the normal progress of the students at this level of study, the program recognizes that there are generally two categories in which barriers to successful course completion may occur. The first is in those situations where the circumstances that inhibit the student's progress may be beyond their control, such as issues arising within their family, their employment, or their own health. These events are formidable and not unexpected within any cohort of learners.

The second category of inhibitors to maintaining consistent progress as part of the cohort is where the student fails to maintain the academic requirements of the program and therefore will be obligated to either retake the course or complete additional workload to make up for any shortcomings in the program. Again, these events are treated as unique and independent circumstances and are therefore dealt with accordingly by the program director in consultation with the course instructor.

Students can consult the Dr. Applied Health Program student handbook for further guidance on progress.

6. GRADES

- a) All graduate courses in the DrAH program will be evaluated using numerical grades. The minimum passing course grade in the Doctor of Applied Health program is 70%. Successful completion of all course work is a requirement for the degree of Doctor of Applied Health.
- b) In instances where a student is at risk for not passing a course, the faculty member teaching the course, in consultation with the Program Director will meet with the student to develop and enact a remedial plan. Should a remedial plan extend beyond the end date of a course (i.e., the date on which final grades must be submitted), the student will be given a grade of INC (Incomplete). Normally, remedial plans conclude prior to the beginning of the next semester of course work. If a student does not pass a course prior to the beginning of the next semester of course work, additional consultation with the Program Director and DrAH Graduate Studies Committee is required to determine the path by which a student can proceed in the program. In most instances the student may be granted the opportunity to retake the course with the next cohort of students in the following year, in addition to their regular workload. While this may add to the total workload of the student in any given term, it will reduce the likelihood that the student will be delayed in completing their program with their initial cohort.

7. MAINTAINING TIMELINES

- a) Students will be enrolled in the DrAH program as full-time students within their cohort for four years. If, after four years, students have not completed all degree requirements, they may continue to pay a maintenance fee to UPEI until all requirements are completed. Students have a maximum of seven years to complete all degree requirements. If the student does not clear any INC grade from their transcript, the INC will be replaced by a grade of 0 at the predetermined grade submission deadline.
- b) The cohort-based processes are outlined in the DrAH student handbook and are explicit about course load and course prerequisites, grading, advancement and probation, academic suspension and petition for readmission.



NEW CALENDAR ENTRY

Motion #15

Rationale for New Calendar Entry: The DrAH is a new program

Effective Term: SUMMER 2022

Implications for Other Programs: This is a new program in the Faculty of Graduate Studies

Impact on Students Currently Enrolled: This is a new program with no complement of currently enrolled students.

Resources Required: Human Resources, Equipment to facilitate Online and Summer Institute program delivery.

Authorization

Date:

Departmental Approval: N/A	N/A
Faculty/School Approval: N/A	N/A
Faculty Dean's Approval: N/A	N/A
Graduate Studies Dean's Approval: Rabin Bissessur	October 4, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

Form Version: September 2020

NEW COURSE PROPOSAL

Motion #16

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7000 Introduction to Health and Health Promotion be approved as proposed.

Course Number and Title	DAH 7000 Introduction to Health and Health Promotion
Description	This course introduces students to the evolution of health and health promotion beginning with the historical evolution of health from a biomedical perspective to the Ottawa Charter for Health Promotion in 1986 to the most recent Astana Conference. Through various case examples, students will examine how targeted actions specific to building public policy, creating supportive environments, strengthening community action, developing personal skills and re-orientating health services towards health promotion and illness prevention can result in improvements in population health.
Cross-Listing	
Prerequisite/Co-Requisite	Must be enrolled in the Doctor of Applied Health Program.
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No



NEW COURSE PROPOSAL

Motion #16

Authorization	Date:
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #16**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7000: Introduction to Health and Health Promotion**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - Academic Search Complete
 - Business Source Complete
 - Canadian Business & Current Affairs (CBCA) Complete
 - CINAHL with Full Text
 - Cochrane Library
 - Data Liberation Initiative (Statistics Canada)
 - EconLit with Full Text
 - EmCare
 - Health Reference Center Academic
 - Health & Wellness Resource Center with Alternative Health Module
 - Human Kinetics Library
 - MEDLINE
 - PubMed
 - EBSCOhost platform
 - PsycINFO and PsycArticles
 - Scopus
 - SocIndex with Full Text
 - Sage Research Methods
 - Foundations
 - Video: Practical Research and Academic Skills
 - Statista
 - LWW Nursing and Health Professions Premier Collection
 - Journals¹
 - Subject categories
 - Medicine: 4554 peer reviewed journals
 - Ethics: 49 peer reviewed journals
 - Technology: 216 peer reviewed journals

¹ Note: Many of these journals are made accessible because of subscriptions to full-text databases noted above or to major "Big Deal" journal publisher subscription packages: Wiley, Elsevier, Oxford, Sage, Taylor & Francis, Project Muse, and Springer. Given the US dollar (all of our database subscriptions are paid in US dollars) and the status quo budgets the Library has received the past number of years, the Library may be required to cancel one of the "Big Deal" packages in the future or be provided with additional funds to support these subscriptions in the future.

NEW COURSE PROPOSAL

Motion #16

- Social Sciences: 3581 peer reviewed journals
 - Social history and conditions. Social problems. Social reform: 75 peer reviewed journals
 - Sociology (General): 340 peer reviewed journals
 - Psychology: 416 peer reviewed journals
 - Public Administration: 24 peer reviewed journals
 - Communities. Classes. Races: 58 peer reviewed journals
 - Media
 - Academic Videos Online
 - Subjects
 - Social Sciences² 16555 videos
 - Business and Economics: 7325 videos
 - Politics and Current Affairs: 3045 videos
 - Diversity: 2896 videos
 - Nursing: 2614 videos
 - Health Sciences: 2390 videos
 - Health policy: 2266 videos
 - NFB Campus
 - Search for health: 156 results
 - Curio.ca
 - Subject of health: 500+ videos
 - Books²
 - Subject search for Delivery of Health Care organization & administration. Or Hospitals Administration or Health services administration. Or Public health administration. Or Management science or Practice Management or Patient Care Management = 408 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - Databases/Journal Packages
 - ScienceDirect: Provides full text to peer-reviewed journals from Elsevier Science, including a large number of journals in the life sciences
 - Springer LINK: Contains over 1,900 full text electronic journals from the areas of science, technology, medicine, engineering, environment, economics, and law.
 - SAGE Premier Collection: Full text of over 600 journals published by SAGE in the fields of Business, Humanities, Social Sciences, Technology, and Medicine.
 - Wiley Online: large subset of journals that cover life, health and physical sciences, social science, and the humanities; also provides access to over 20,000 Wiley ebooks
 - LWW Nursing and Health Professions Premier Collection: a collection of over 100 full text nursing journals, many of which are considered "core".
 - Books/eBook Packages
 - O'Reilly Higher Education ebooks (Safari)
 - ACUP/Ebound through ScholarsPortal
 - CAB ebooks

² Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL

Motion #16

- EBSCOhost Ebook Collection
- Elsevier eBooks Package
- Proquest's Academic Collection Complete
- Canadian Electronic Library
- Springer eBooks
- Wiley Online
- Media
 - Academic Videos Online
 - NFB Campus
 - Curio.ca
- Physical Space in Library (other than holdings, explain)
 - The Library provides group and single study rooms for reservation through an online booking system: https://rooms.library.upei.ca/room_reservations
- Library Administrative/Research Support
 - A librarian is assigned as a subject liaison to provide reference and instruction to faculty, students, and staff associated with the program.
 - Systematic Reviews, Scoping Review service: <https://library.upei.ca/systematic-review>
 - Research Data Management: <https://data.upei.ca>
 - RefWorks: <https://library.upei.ca/refworks>
 - Grammarly: <https://library.upei.ca/refworks>
 - Academic Integrity Portal: <https://library.upei.ca/ai/home>
 - Pressbooks: <http://pressbooks.library.upei.ca/>
 - IslandScholar: <https://islandscholar.ca/>
 - Interlibrary Loan: <https://library.upei.ca/ill>
 - Equipment Loans: <https://library.upei.ca/equipment>

New resources needed to support this proposal:

- Capital Requirements (*other than new course-specific*)
- Collections:
 - Monographs
 - Sample Opening Day Collection of New Books³
 - A representative sample of new books for the program was created, focusing on the areas that needed new titles (knowledge translation, implementation science, and program evaluation). As the program is mostly online, the majority of the suggested books are digital copies to reduce barriers to access for students not on campus. The need for unlimited users (vs. 1 or 3 users per book) was also a consideration. Purchasing unlimited user eBooks in the field of health sciences is very costly. This is evidenced by the suggested new books for purchase, which is a total of 29 books for approximately \$8000 CAD (including taxes).
 - Zero Textbook Cost (ZTC) Program
 - As part of its recommendation, the Library would suggest the program investigate a Zero Textbook Cost (ZTC) program. A ZTC is a program in which students do not incur any costs for purchasing course materials. Courses within the program use open educational resources (OERs), library licensed materials, and/or free online content to reduce student

³ <https://docs.google.com/spreadsheets/d/1kHpFaxrnGHxae4KjwlisQBkKu3ovxwmXNPArbiWg7Mo/edit#gid=0>

NEW COURSE PROPOSAL

Motion #16

costs and other barriers to access. This unique program has the potential to implement free (or library licensed) materials for all courses and the Library can support the program by helping to source open or currently licensed materials to support the program.

- The Library provides a platform for authoring and publishing open textbooks, called Pressbooks (<http://pressbooks.library.upei.ca/>), as well as grants to support the creation of new OERs.
- Examples of existing OERs related to courses in the program:
 - Financial Strategy for Public Managers by Sharon Kioko and Justin Marlowe
 - Northern and Indigenous Health and Healthcare by Heather Exner-Pirot; Bente Norbye; and Lorna Butler
 - Health Case Studies by Glynda Rees, Rob Kruger, Janet Morrison
 - Human Security in World Affairs: Problems and Opportunities - 2nd Edition by Alex and Sabina Lautensach, Eds. (UNBC)
 - Writing for Strategic Communication Industries by Jasmine Roberts
 - Handbook of eHealth Evaluation: An Evidence-based Approach Edited by Francis Lau, Craig Kuziemsky
 - Leadership in Healthcare and Public Health by Julia Applegate; Colleen Baumer; Cindy Clouner; Kara Colvell; Paige Erdeljac; Erin Fawley; Emily Feyes; Angela Finnegan; Nicholas Fowler; Seth Frey; Haley Griffin; John Guido; Elizabeth Hustead; Elena Mircoff; Trevor Moffitt; Rana Roberts; Hilary Metelko Rosebrook; Lindsay Schwartz; Fadi Smiley; Chris Westrick; and Lena Schreiber
 - Basic Tools for Quality Improvement in Health Care Informatics by Jerome Niyiora
 - Leadership and Influencing Change in Nursing by Joan Wagner
 - Social Science Research: Principles, Methods, and Practices by Anol Bhattacharjee, University of South Florida

- Subscriptions - None
- Databases - No purchases until Year 3 of the program.
- Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- One-time: See table below For each of See table below consecutive years
- Annual: See table below
 - Per-year percentage increase in annual: 5%
 - The annual percent increase is based on the following documents:
 - 2022 EBSCO Information Services Serials Price Projection Report
 - Five Year Journal Price Increase History (2017 – 2021)

NEW COURSE PROPOSAL

Motion #16

Program Year	Books	Databases	Total Funds	Notes
Year 1	\$8000	\$2000	\$10,000	The database funds will contribute to sustaining existing database subscriptions; Also see <u>Opening Day Collection of New Books</u>
Year 2	\$5000	\$5500	\$10,500	See <u>Opening Day Collection of New Books</u>
Year 3	\$5000	\$10000	\$15,000	Should the budget be sustainable, the Library would recommend subscribing to the ProQuest's <u>Healthcare Administration Database</u> (\$4300 annually; ~500 unique full-text titles).
Year 4	\$5000	\$15000	\$20,000	Should the budget be sustainable, the Library would recommend subscribing to another database, such as a case studies database or an additional ProQuest healthcare database. If the budget cannot support the additional costs due to increases in existing subscriptions, the funds will be used to sustain those resources.
Year 5	\$5000	\$16000	\$21,000	In Year 5 and continuing for the life of the program, a 5% annual increase to the budget ensures that vendor increases are covered.

Does the budget allocation for library resources in this proposal meet the requirement?

For the first two years of the program, a higher percentage of funds is allocated to books to fill in gaps in the subjects of knowledge translation, implementation science, and program evaluation. It should be noted that health sciences book costs are higher than any other field and additional licensing costs (unlimited users vs. 3 users) to provide online book access for students also contribute to the increased expenditures required.

Overall, this program heavily depends on maintaining the Library's current "Big Deal" journal and ebook subscription packages. Funds will support the Library's continued participation in these subscriptions, as well as ongoing institutional annual budgetary increases.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate,	October 11, 2021



NEW COURSE PROPOSAL

Motion #17

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7010 Introduction to Applied Health Research Methods be approved as proposed.

Course Number and Title	DAH 7010 Introduction to Applied Health Research Methods
Description	Building upon undergraduate research coursework, students will learn how to interpret and evaluate research designs commonly used in applied health. Students will be introduced to various epidemiological methods, case study, ethnographic, and participatory action research methodologies. In addition, students will be expected to critically appraise current applied health research and recognize the importance of examining multiple data sets including demographic, epidemiological and statistical data, current literature and environmental scans when proposing applied health research.
Cross-Listing	
Prerequisite/Co-Requisite	Must be enrolled in the Doctor of Applied Health Program.
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #17**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7010: Introduction to Applied Health Research Methods**Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books⁴
 - Subject search for Public health -- Research or Medical care -- Research or Medicine Research or Social Sciences -- Research or Interdisciplinary approach to knowledge or Research = 136 print and online books published after 2016
 - Subject search for Epidemiologic Methods or Epidemiology -- Research or Ethnography or Action research or Participant observation = 134 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

⁴ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #17**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 11, 2021

Form Version: September 2021

NEW COURSE PROPOSAL

Motion #18

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7020 Foundations of Population and Applied Health be approved as proposed.

Course Number and Title	DAH 7020 Foundations of Population and Applied Health
Description	In this course students will be introduced to foundational concepts related to population health and applied health. In this course students will be introduced to seminal documents and position papers that have enhanced our understanding of population health. Socio-environmental issues impacting population health will be explored and opportunities to address and enhance population health at the local, national and international debated.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7000, DAH 7010
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #18**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7020: Foundations of Population and Applied Health**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books⁵
 - Subject search for Health promotion or public health or world health or global health or population health = 754 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Library Administrative/Research Support

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

⁵ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #18**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 11, 2021

Form Version: September 2021

NEW COURSE PROPOSAL

Motion #19

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7030 Partnering to Advance Population Health be approved as proposed.

Course Number and Title	DAH 7030 Partnering to Advance Population Health
Description	In this course students will gain a deep appreciation of the importance of partnering and intersectoral collaboration to advance population health. Students will be introduced to the roles and responsibilities of multiple sectors who are actively working on to promote the health of individuals, families, and communities at the local, national, and international level. Throughout this course students will recognize various components that constitute successful partnerships.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7020
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #19**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7030: Partnering to Advance Population Health**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books⁶
 - Subject search for Health promotion or public health or world health or global health or population health = 754 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Does the budget allocation for library resources in this proposal meet the requirement?

⁶ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #19**

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #20

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7040 The Social Determinants of Health be approved as proposed.

Course Number and Title	DAH 7040 The Social Determinants of Health
Description	Building upon DAH 7000 and DAH 7020, coursework, students will delve further into the biopsychosocial factors that impact the health and well-being of individuals, families, and populations. Students will be introduced to the social determinants of health and consider how each of these can contribute to both wellness and illness. Students will critically appraise various determinants of health considering their wicked problem and identify how taking action on a specific determinant, or determinants of health, could address their wicked problem and lead to improved population health outcomes.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7030
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle.	October 26, 2021

NEW COURSE PROPOSAL**Motion #20**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7040: The Social Determinants of Health**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books⁷
 - Subject search for Health status indicators or Social medicine or Social Determinants of Health = 222 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

⁷ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #20**

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears.
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #21

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7050 Policy Analysis be approved as proposed.

Course Number and Title	DAH 7050 Policy Analysis
Description	In this course students will be exposed to the various stages involved in the development of healthy public policies. From identification of need through to policy implementation and legislation, students will analyze a multitude of factors that determine whether policies drafted become policies implemented. Drawing upon case examples at the local, national and international level, students will critically examine the extent to which effective and ineffective policy development can impact population health.
Cross-Listing	
Prerequisite/Co-Requisite	Successful completion of all Doctor of Applied Health Year 1 program courses
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle.	October 26, 2021

NEW COURSE PROPOSAL

Motion #21

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7050: Policy Analysis**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books⁸
 - Subject search for Medical policy or health policy or public policy or policy making = 647 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

⁸ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #21**

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #22

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7060 Introduction to Knowledge Translation be approved as proposed.

Course Number and Title	DAH 7060 Introduction to Knowledge Translation
Description	In this course, students will integrate Year 1 Doctor of Applied Health program course learning and propose their capstone project topic. Working in partnership with external partners and using multiple data sets including demographic, epidemiological and statistical data, current literature and environmental scans, students will identify a wicked problem and defend how this could be addressed through the development of a capstone project. They will then propose an appropriate applied research method and evaluation strategy to resolve the wicked problem. This course will culminate with the successful viva-voce defense of the student's proposed Doctor of Applied Health capstone project proposal.
Cross-Listing	
Prerequisite/Co-Requisite	Successful completion of all Doctor of Applied Health Year 1 program courses
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL

Motion #22

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

DAH 7060: Introduction to Knowledge Translation

Library Resource Requirements (*to be completed by the liaison and/or collections librarian*)

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books⁹
 - Subject search for Knowledge, Theory of or Communication in science or Knowledge, Sociology of or Translational Medical Research or Knowledge management or Communication in public health or Communication in medicine= 363 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements (*other than new course-specific*)
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

⁹ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #22**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #23

Faculty/School: Graduate Studies

Department/Program(s): DrAH: Doctor of Applied Health

MOTION: That a new course entitled DAH 7070 Improving Health Outcomes through Sustainable Development be approved as proposed.

Course Number and Title	DAH 7070 Improving Health Outcomes through Sustainable Development
Description	The students in DAH 7070 will be introduced to the 1978 Declaration of Alma Alta, and the 2000 Millennium Health Goals and 2015 UN Sustainable Development Goals (SDGs). Using case examples, students will critically analyze where successes and failures have occurred in the advancement of global health. Through interactive dialogue, debate and review of local, national and international examples, students will gain a deeper understanding of each of the 17 SDGs and recognize how actions targeting these can lead to sustained health improvements.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7050, DAH 7060
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCordle	October 26, 2021

NEW COURSE PROPOSAL**Motion #23**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7070: Improving Health Outcomes through Sustainable Development**Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹⁰
 - Subject search for Environmental health or Public health -- Environmental aspects or Ecology -- Health aspects or Global environmental change -- Health aspects or Human ecology -- Health aspects or Environment and Public Health = 72 print and online books published after 2016
 - Subject search for Sustainable Development Goals or Sustainable development = 699 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹⁰ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #23**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #24

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7080 Knowledge Generation in Applied Health - Research and Theories be approved as proposed.

Course Number and Title	DAH 7080 Knowledge Generation in Applied Health - Research and Theories
Description	A central tenet of the DrAH program is interprofessional and inter-organisational collaboration in order to establish a leadership role in applied health research and care. To this end, students will be introduced to the theoretical literature underlying the importance of establishing communities of practice and the role of these communities in healthcare collaboration. Three important thematic areas addressed in this course will include: optimizing knowledge sharing within and across communities of practice, suggested ways to create and manage communities of practice, and the importance of sustaining stakeholder identity within communities of practice.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7070
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #24****LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL****DAH 7080 Knowledge Generation in Applied Health - Research and Theories**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹¹
 - Subject search for Public health -- Research or Medical care -- Research or Medicine Research or Social Sciences -- Research or Interdisciplinary approach to knowledge or Research = 136 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹¹ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #24**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL
Motion #25
Faculty/School: Graduate Studies
Department/Program(s): DrAH: Doctor of Applied Health
MOTION: That a new course entitled DAH 7090 Ethics and Professional Practice Issues in Applied Health be approved as proposed.

Course Number and Title	DAH 7090 Ethics and Professional Practice Issues in Applied Health
Description	This course introduces students to various ethical issues in applied health. Students will be exposed to various codes of conduct guiding the practice of various applied health disciplines. Using a socioecological framework, students will critically analyze various interprofessional practice issues. Through case-based learning, students will work in teams to propose ethically sound solutions to address issues in applied health practice locally, nationally and internationally. Central to this course will be an understanding of the importance of ethics when working collaboratively with others in applied health.
Cross-Listing	
Prerequisite/Co-Requisite	DHS 7080
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #25****LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL****DAH 7090 Ethics and Professional Practice Issues in Applied Health**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹²
 - Subject search for Medical ethics or Ethics, Medical or Ethics, Clinical or Delivery of Health Care, ethics or Professional ethics or Ethics, Professional = 239 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹² Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #25**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #26

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7100 Special Topics in Applied Health be approved as proposed.

Course Number and Title	DAH 7100 Special Topics in Applied Health
Description	Topics chosen for the Special Topics in Applied Health course will address a wide array of relevant, current and contemporary issues impacting population health at the local, national and international levels. Topics selected for these courses may vary from year to year depending on emerging and future issues in applied health. Proposed topics for the Special Topics in Applied Health courses will align with the Canadian Public Health Association competencies for graduate students (2019) and/or the Canadian Health Services and Policy Research Alliance competencies for doctoral education (2018).
Cross-Listing	
Prerequisite/Co-Requisite	Successful completion of all Doctor of Applied Health Year 2 program courses
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL

Motion #26

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7100: Special Topics in Applied Health**Library Resource Requirements (*to be completed by the liaison and/or collections librarian*)

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹³
 - Subject search for Health promotion or public health or world health or global health or population health = 754 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements (*other than new course-specific*)
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹³ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.



NEW COURSE PROPOSAL

Motion #26

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL
Motion #27
Faculty/School: Graduate Studies
Department/Program(s): DrAH: Doctor of Applied Health
MOTION: That a new course entitled DAH 7110 Improving Health Outcomes through Collaborative Leadership be approved as proposed.

Course Number and Title	DAH 7110 Improving Health Outcomes through Collaborative Leadership
Description	In this course students will be introduced to various theories of leadership and the impact that these may have in the planning and delivery of health services and subsequent health outcomes. Building upon the Canadian Federation for Health care Improvement Executive Training Program (2019), students will recognize the importance of developing effective collaborative interdisciplinary teams, grounded in a philosophy of collaboration, mutuality and respect. Using various case examples, students will understand more fully how this approach to relational leadership can open the door to new possibilities and improve population health.
Cross-Listing	
Prerequisite/Co-Requisite	Successful completion of all Doctor of Applied Health Year 2 program courses
Credit(s)	3
Notation	.

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #27**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7110: Improving Health Outcomes through Collaborative Leadership**Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹⁴
 - Subject search for Leadership or Health services administration or Public health administration or Organizational Innovation. Or Integrated delivery of health care or Communities of practice or Medical cooperation. Or Interprofessional Relations. Or Intersectoral Collaboration = 1597 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹⁴ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.



NEW COURSE PROPOSAL

Motion #27

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #28

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7120 Introduction to Implementation Science be approved as proposed.

Course Number and Title	DAH 7120 Introduction to Implementation Science
Description	In this course students will be introduced to the bridge between science and practice through community engagement and social action to increase health equity. Using an implementation science approach students will be introduced to the scientific study of methods to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice, and hence to improve the quality (effectiveness, reliability, safety, appropriateness, equity, efficiency) of health care.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7100, DAH 7110
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021



NEW COURSE PROPOSAL

Motion #28

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

DAH 7120: Introduction to Implementation Science

Library Resource Requirements (*to be completed by the liaison and/or collections librarian*)

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹⁵
 - Subject search for Health Plan Implementation or Health Planning or Health care reform or Evidence-based medicine= 221 print and online books published after 2016
 - Keyword search for "Implementation science"= 92 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements (*other than new course-specific*)
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹⁵ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #28**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL
Motion #29
Faculty/School: Graduate Studies

Department/Program(s): DrAH: Doctor of Applied Health

MOTION: That a new course entitled DAH 7130 Community Development and Project Planning be approved as proposed.

Course Number and Title	DAH 7130 Community Development and Project Planning
Description	In this course students will be introduced to various models of community development and project planning. Using a strengths-based approach, students will understand the various phases required for successful project development and implementation. Building on knowledge gained through previous program courses, students will articulate the importance of interdisciplinary partnerships and collaborative leadership in community development and project planning.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7120
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL

Motion #29

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

DAH 7130: Community Development and Project Planning

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹⁶
 - Subject search for Health Plan Implementation or Health Planning or Health care reform or Evidence-based medicine = 221 print and online books published after 2016
 - Subject search for Leadership or Health services administration or Public health administration or Organizational Innovation. Or Integrated delivery of health care or Communities of practice or Medical cooperation. Or Interprofessional Relations. Or Intersectoral Collaboration = 1597 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

¹⁶ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #29**

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #30

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7140 Systemic Influences on Health - Applied Health Administration and Management be approved as proposed.

Course Number and Title	DAH 7140 Systemic Influences on Health - Applied Health Administration and Management
Description	Throughout this course students will be introduced to a multitude of systemic influences that impact population health. Examining various frameworks guiding health administration and management, students will critically dialogue and debate how systemic influences including health economics, and health legislations can impact the evolution of local, national and international health systems and the management of these.
Cross-Listing	.
Prerequisite/Co-Requisite	DAH 7130
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #30**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7140: Systemic Influences on Health - Applied Health Administration and Management**Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹⁷
 - Subject search for Health promotion or public health or world health or global health or population health = 754 print and online books published after 2016
 - Subject search for health services administration = 210 books published after 2016
 - Subject search for delivery of health care = 52 books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹⁷ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #30**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #31

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7150 Improving Health Outcomes through Policy Development and Implementation be approved as proposed.

Course Number and Title	DAH 7150 Improving Health Outcomes Through Policy Development and Implementation
Description	In this course, students will gain an in-depth understanding of the multiple phases of public policy development and implementation. Sharing both successes and failures in health policies, students will gain a deeper appreciation and recognize how effective health policies can lead to improved population health outcomes. Students will use evidence to justify how health outcomes can be improved through the successful implementation of a capstone project that supports the development of healthy public policies for sustained change.
Cross-Listing	
Prerequisite/Co-Requisite	Successful completion of all Doctor of Applied Health Year 3 program courses
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021



NEW COURSE PROPOSAL

Motion #31

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

DAH 7150: Improving Health Outcomes through Policy Development and Implementation

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹⁸
 - Subject search for Medical policy or health policy or public policy or policy making = 647 online and print books published after 2016
 - Keyword search for "Implementation science" = 92 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹⁸ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #31**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021



NEW COURSE PROPOSAL

Motion #32

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7160 Marketing and Communicating Applied Health Programs be approved as proposed.

Course Number and Title	DAH 7160 Marketing and Communicating Applied Health Programs
Description	In this course students will be introduced to various marketing and communication theories that could be used to raise awareness about applied health programs. Students will consider these theories related to their proposed capstone project. At the conclusion of this course, students will develop a marketing and communication plan to educate others about their wicked problem and how their proposed capstone project will address this problem and lead to population health improvements. Students will share their marketing and communication plan with applied health practitioners to gather feedback about the effectiveness of their proposed strategies.
Cross-Listing	
Prerequisite/Co-Requisite	Successful completion of all Doctor of Applied Health Year 3 program courses
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle.	October 26, 2021

NEW COURSE PROPOSAL**Motion #32**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7160 Marketing and Communicating Applied Health Programs**

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books¹⁹
 - Subject search for Hospital care Marketing or Medical writing or Mass media in health education or Health planning Public relations or Health Communication or Medical care Marketing or Social marketing = 225 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

¹⁹ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #32**

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL
Motion #33
Faculty/School: Graduate Studies

Department/Program(s): DrAH: Doctor of Applied Health

MOTION: That a new course entitled DAH 7170 Knowledge to Action—Assessing and Validating Wicked Problems be approved as proposed.

Course Number and Title	DAH 7170 Knowledge to Action—Assessing and Validating Wicked Problems
Description	In this course students will integrate previous program course learning and solidify their capstone project topic. Working collaboratively with external partners and using multiple data sets including demographic, epidemiological and statistical data, current literature and environmental scans, students will identify existing issues within health systems and justify how these wicked problems can be addressed through the implementation of a capstone project. During this course, students will finalize their plans for implementing the capstone project with their program supervisory committee and external partners.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7150, DAH 7160
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program **Resources Required:** Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

<u>Authorization</u>	<u>Date:</u>
Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #33**

Form Version: September 2020

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7170: Knowledge to Action—Assessing and Validating Wicked Problems**Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books²⁰
 - Subject search for Knowledge, Theory of or Communication in science or Knowledge, Sociology of or Translational Medical Research or Knowledge management or Communication in public health or Communication in medicine = 363 print and online books published after 2016
 - Subject search for Public health -- Evaluation or Community health services -- Evaluation or or Program Evaluation or Health Care Quality, Access, and Evaluation or Human services Evaluation or Evaluation research Social action programs or Needs assessment = 6 print and online books published after 2016
 - Keyword search for "Knowledge translation" = 19 print and online books published after 2016
 - Keyword search for "Wicked problems" = 41 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.

²⁰ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily "own" all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.

NEW COURSE PROPOSAL**Motion #33**

- Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #34

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7180 Improving Health through Knowledge Translation I—Taking Action on Wicked Problems Implementing and Evaluating the Capstone Project be approved as proposed.

Course Number and Title	DAH 7180 Improving Health through Knowledge Translation I—Taking Action on Wicked Problems Implementing and Evaluating the Capstone Project
Course Description	In this course students will implement their capstone projects. In addition, strategies for knowledge translation related to the wicked problem will be finalized. This course will culminate with students conducting an evaluation of the project's effectiveness in addressing their proposed wicked problem.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7170
Credit(s)	3
Notation	

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

If there is an enrolment limit, please explain. An enrollment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL**Motion #34**

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL**DAH 7180 Improving Health through Knowledge Translation I—Taking Action on Wicked Problems Implementing and Evaluating the Capstone Project**

Library Resource Requirements (*to be completed by the liaison and/or collections librarian*)

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books²¹
 - Subject search for Knowledge, Theory of or Communication in science or Knowledge, Sociology of or Translational Medical Research or Knowledge management or Communication in public health or Communication in medicine = 363 print and online books published after 2016
 - Keyword search for “Knowledge translation” = 19 print and online books published after 2016
 - Keyword search for “Wicked problems” = 41 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements (*other than new course-specific*)
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None
- Physical Space in Library (other than holdings, explain) - None
- Library Administrative/Research Support - None
- Other One-Time or Ongoing Library expenses (e.g. software licenses) - None

²¹ Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily “own” all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.



NEW COURSE PROPOSAL

Motion #34

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

NEW COURSE PROPOSAL

Motion #35

Faculty/School: **Graduate Studies**

Department/Program(s): **DrAH: Doctor of Applied Health**

MOTION: That a new course entitled DAH 7190 Improving Health through Knowledge Translation II—Sharing Solutions to Wicked Problems – Culmination and Dissemination of Capstone Project be approved as proposed.

Course Number and Title	DAH 7190 Improving Health through Knowledge Translation II—Sharing Solutions to Wicked Problems – Culmination and Dissemination of Capstone Project
Description	The focus of this final course is on the sharing of solutions to wicked problems. Students will be expected to actively engage in knowledge translation activities that showcase their capstone projects and highlight how these projects have addressed their proposed wicked problem. It is expected that students share their capstone projects broadly with a wide array of audiences, across multiple sectors and settings. At the conclusion of this course, students are expected to have prepared and submitted at least one major paper or report for dissemination.
Cross-Listing	
Prerequisite/Co-Requisite	DAH 7180
Credit(s)	3
Notation	Course will remain In Progress until Capstone Project is submitted and accepted. May be registered in multiple semesters.

This is: A Core Course

Grade Mode: Numeric (Standard)

Anticipated Enrolment: 20

Is there an Enrolment Cap: Yes

An enrolment cap of 20 will be established for the first four years of the program to ensure the quality of instruction across the entire delivery of the proposed curriculum. After the first cohort has graduated, the Program Director together with the Dean of Graduate Studies and the Program Committee will meet to assess the program and determine if a change in enrollment is warranted.

Rationale for New Course: This course is part of the new Doctor of Applied Health Program

Effective Term: SUMMER 2022

Implications for Other Programs: None

Impact on Students Currently Enrolled: New program

Resources Required: Instructor, Classroom

In offering this course will UPEI require facilities or staff at other institutions: No

Authorization

Date:

Departmental Approval:	
Faculty/School Approval:	
Faculty Dean's Approval:	
Graduate Studies Dean's Approval: Rabin Bissessur	September 20, 2021
Registrar's Office Approval: Darcy McCardle	October 26, 2021

NEW COURSE PROPOSAL

Motion #35

LIBRARY RESOURCE REQUIREMENTS FOR A NEW COURSE PROPOSAL

DAH 7190 Improving Health through Knowledge Translation II—Sharing Solutions to Wicked Problems – Culmination and Dissemination of Capstone Project

Library Resource Requirements *(to be completed by the liaison and/or collections librarian)*

Existing resources as of October 2021:

- Collections - Holdings, Subscriptions, Other
 - Databases
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Journals
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Media
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Books²²
 - Subject search for Knowledge, Theory of or Communication in science or Knowledge, Sociology of or Translational Medical Research or Knowledge management or Communication in public health or Communication in medicine = 363 print and online books published after 2016
 - Keyword search for “Knowledge translation” = 19 print and online books published after 2016
 - Keyword search for “Wicked problems” = 41 print and online books published after 2016
- Subscription Dependencies (in interdisciplinary packages)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Physical Space in Library (other than holdings, explain)
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
- Library Administrative/Research Support
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

New resources needed to support this proposal:

- Capital Requirements *(other than new course-specific)*
- Collections:
 - Monographs
 - See New Course Proposal Form for DAH 7000 – Library Resource Requirements.
 - Subscriptions - None
 - Databases - No purchases until Year 3 of the program.
 - Other - None

²² Note: For any eBooks in these results, the Library uses a variety of purchase and subscription models, and does not necessarily “own” all of the titles. The Library may have access to some books as a short-term loan or as part of a package that drops and adds titles annually.



NEW COURSE PROPOSAL

Motion #35

-
- Physical Space in Library (other than holdings, explain) - None
 - Library Administrative/Research Support - None
 - Other One-Time or Ongoing Library expenses (e.g. software licenses) – None

Summary of additional budget allocation required:

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Does the budget allocation for library resources in this proposal meet the requirement?

- See New Course Proposal Form for DAH 7000 – Library Resource Requirements.

Date Received by Liaison/Collections Librarian	September 21, 2021
Name of Librarian to be Contacted for Questions	Kim Mears
Approved by University Librarian or Designate - Name	Donald Moses
Date Approved by UL or Designate	October 12, 2021

MOTION - To approve the proposal in principle pending submission to MPHEC by another institution (University of New Brunswick).

Master of Applied Health Services Research

Program Modification Proposal

July 2021

Submitted by

The Master of Applied Health Services Research Management Team

Richard Audas, Memorial University

Lisa Keeping-Burke, University of New Brunswick

Jennifer Taylor, University of Prince Edward Island

Lucie Kocum (Chair), Saint Mary's University

Acknowledgement

We would like to acknowledge the significant contributions of Dr. Mary McKenna to this document. Mary has been Program Lead for the Master of Applied Health Research program at the University of New Brunswick throughout the development of this proposal, as well as an active participant in offering the MAHSR-Thesis Stream for over a decade. Her experience with the MAHSR program and with other graduate programs has been invaluable as we underwent program reviews and program development, including this proposed MAHSR-Professional Stream, as well as recent changes to the MAHSR- thesis stream. Her ability to problem solve and to always put student experience first has made her such an important part of our team. We are delighted to welcome her replacement, Dr. Lisa Keeping-Burke.

PART I: INFORMATION REQUIREMENTS FOR MPHEC

1. PROGRAM IDENTIFICATION

1.1 *Submitting Institution*
The University of New Brunswick (UNB), in cooperation with the Saint Mary's University, University of Prince Edward Island, and Memorial University of Newfoundland

1.2 *Faculty(ies)*
Not Applicable

1.3 *School(s)*
School of Graduate Studies, UNB

1.4 *Department(s)*
Interdisciplinary Studies, UNB

1.5 *Program Name*
Master in Applied Health Services Research (MAHSR)

1.6 *Program type (e.g., bachelor's degree, post-baccalaureate certificate)*
Other (explain in side box) Other: Masters

1.7 *Credential(s) granted (where applicable, former and proposed)*

Master of Applied Health Services Research (unchanged)

1.8 *Description of the timeframe/phase-out plan for the existing program and students/phase-in plan for the modifications, where applicable:*

1.8.1 *Proposed start date for modified program, considering all required approvals including the MPHEC's.* 01/09/2022

1.8.2 *Anticipated date of completion of last student enrolled in existing program.*
N/A

1.8.3 *Any other information to assist in understanding how the program will transition from the existing, MPHEC-approved program, to that being proposed.*

The Master of Applied Health Services Research (MAHSR) is a unique collaborative program delivered through four universities: Saint Mary's University (SMU), University of Prince Edward Island (UPEI), University of New Brunswick (UNB) and Memorial University of Newfoundland (MUN). The MAHSR is nested within a cooperative unit, the Atlantic Regional Training Centre (ARTC), that helps to coordinate activities among the participating universities and also facilitates building research capacity in applied health services in Atlantic Canada.

The original MAHSR program began in 2002 under the umbrella of the Canadian Health Services Research Foundation. Although that program ended in 2010, the ARTC and the MAHSR program continue. In recent years, Saint Mary's University joined the partnership and the University of Prince

Edward Island affirmed its commitment to the partnership, ensuring all four Atlantic provinces continued to be represented in the program. The renewed stability of the partnership provided an opportune time to re-examine the program, which resulted in this application for program modification.

The ARTC aims to provide graduate education at the master's level in applied health services research from an interdisciplinary perspective while linking partner universities and researchers. Graduates from the current MAHSR program are expected to achieve the following learning outcomes:

1. Undertake health services research successfully, from design to dissemination;
2. Critically evaluate health services research literature and research;
3. Employ innovative approaches in health services research through understanding diversity in decision-making environments and processes;
4. Communicate health research issues and results clearly and responsibly to decision makers, academics, professionals, and to the general public and;
5. Integrate and synthesize health services research results across disciplines.

The current program enjoys considerable success. There is strong collaboration among the four universities; program oversight occurs through an ARTC management group via meetings held twice monthly with site coordinators from each university, chaired by Dr. Lucie Kocum, Saint Mary's University. Technical support for online courses is supplied by MUN, with each partner contributing to the cost. Teaching responsibilities are divided among the four universities, with limited instructor turnover. Student application rates from each university are good: the current intake is 12 new students across the four universities, which is typical. The organization and online delivery of the program gives students flexibility, allows them to access expertise from the four universities, and fosters student-instructor interactions from across the region. The courses in the MAHSR program also attract students outside the program, such as Nursing and Public Health students.

MAHSR students regard the program positively. An online survey of current and former MAHSR students conducted in 2014 (See Appendix A for a summary of the survey results) indicated a high level of satisfaction, with 70% of students indicating that they "strongly agree" that the program met their expectations. Students viewed the content of the program positively (e.g., health services research methods and health policy). The majority found that the program residency was very helpful in terms of networking and attaining employment following graduation while others commented on the value of the thesis.

Students in the current thesis-based program (here referred to as MAHSR-T) take five required courses, complete a thesis and participate in regularly held seminars during the Fall and Winter terms in years 1 and 2, and in an orientation workshop. Students may choose to complete an elective residency. The proposed new Professional Stream (referred to as MAHSR-P) has a required residency (or capstone course) and provides students with research-related skills and opportunities to apply them; however, it would not require undertaking a thesis project. The proposed one-year Professional Stream program permits students who do not wish to complete a thesis the choice of a terminal research master's degree. This stream would focus on preparing graduates for employment in a health-related setting and provide an avenue for current employees to strengthen their skills. The Professional Stream is considered a 'terminal' degree that would not normally lead students into doctoral studies (see Table 1 for a summary of the current and proposed program).

Table 1. Summary of Current and Proposed Program

MAHSR	Total courses	Course profile	Research thesis	Residency	Workshop	Monthly Seminars
MASHR-T	5 courses	3 required 2 elective	Required	Optional	Required in-person workshop	Required
Proposed MAHSR-P	8 courses	4 required 4 elective	Not required	Residency OR applied capstone project	Required virtual workshop	Required

The changes associated with the **Professional Stream** will increase the total number of courses students take and remove the thesis requirement. Professional Stream students will take a concentrated two-term course load followed by a four-month residency or capstone project, thus allowing graduation to occur in three semesters. A summary of the changes to the program is:

1. increase the total number of courses;
2. increase the number of required courses;
3. increase the number of electives;
4. remove the thesis requirement;
5. retain the residency requirement (or alternatively, students may complete an applied capstone project);
6. revise the in-person workshop to a virtual workshop, and
7. retain seminars during the fall and winter semesters.

The number of required courses will increase from the current total of three to four required courses, plus 4 electives, for a total of eight courses.

As is current practice, all courses will be offered virtually, using both synchronous and asynchronous approaches. A current in-person workshop requirement will be shifted to online for the professional stream. This is necessary in order to accommodate the increased number of students and the associated higher costs; it also will allow all students to participate regardless of their location. While full-time enrollment will continue to be encouraged, part-time enrollment will be permitted, resulting in double the program length, approximately.

Students applying to the MAHSR-P program in September 2022 will have the choice of taking the Professional or Thesis Stream. The students we attract to the current program are of a very high calibre and we plan to maintain our current admission requirements, with the addition of asking students more about prior experience and skills related to applied health services/research. Our current intake in the thesis stream is approximately 12-15 students per year across the four universities. In 2022, we anticipate accepting 20 students into the Professional Stream. The first two years (2022, 2023) will entail a net increase of two courses plus twenty students. In years three and four (2024, 2025), we anticipate an additional 20 students and in year five (2026), a further 20 students (a total of approximately 72 incoming students) with a corresponding increase in the number of sections of courses being made available. This expansion will require extra teaching and management support, which we address in our budget. We also anticipate that there will be some changes to course delivery methods to accommodate the increase. While we will retain direct links with students through the workshop, seminars, and courses, we anticipate that courses will evolve to include lectures, discussion groups and asynchronous learning. For example, some courses may have multiple sections; some courses may be larger, with local program leaders to augment student learning; and some courses may employ group work. Although the nature of

the teaching will change to some extent, the commitment to high quality teaching and adoption of best practices for distance education will be retained. Overall, since program growth is anticipated to occur over a five-year period, we anticipate a smooth transition to this professional stream program.

- 1.9 *Institutional program code(s) for the existing program(s), as stored in the post-secondary institution's administrative files, that is reported under PSIS (Post-Secondary Student Information System) (element IP 2000)*

Master of Applied Health Services Research MFOS Code: 72415 CIP Code:
510000 Program Type: 59 Credential Type: 04 Program Category: 00119

- 1.10 *Date(s) of Senate Approval:* N/A
Date of Board Approval: N/A

- 1.11 *Contact Person:* Lisa Keeping-Burke *Email:* lkeeping@unb.ca

2. DESCRIPTION OF THE PROPOSED PROGRAM MODIFICATION

- 2.1 *Description of the type of change (e.g., course change, addition of work placement, change to online delivery.)*

The information above summarized the proposed changes to the program. The specific course modifications are as follows:

Table 2. Summary of Proposed Program Modification

Courses	Change
AHS 6002: Ethical Foundations of Applied Health Research AHS 6003: Research and Evaluation Design and Methods	Deleted (course material integrated into other courses)
AHS 6004: Determinants of Health AHS 6008: Advanced Qualitative Methods OR AHS 6009: Advanced Quantitative Methods	Existing required courses
AHS 6000: Introduction to Health Services Research	New required course
AHS 6001: Canadian Health System	Existing required course
AHS 6005: Policy and Decision Making AHS 6007: Knowledge Transfer and Research Uptake	Existing required courses converted to electives
AHS 6110: Special Topics AHS 6011: Indigenous Health AHS 6012: Big Data in Healthcare	New course electives

Timetabling will be designed to enable Thesis and Professional Stream students to come together to encourage the exchange of knowledge, experience, and skills and to maximize efficient use of instructor resources, as indicated in Table 3 below:

Table 3. Proposed Course Sequence

Semester	Current Program- Thesis Stream	Professional Stream
Fall (1)	Required: AHS 6000: Introduction to Health Services Research AHS 6004: Determinants of Health 1 elective from the following: AHS 6001: Canadian Health System AHS 6005: Policy and Decision 3-day in-person workshop	AHS 6000: Introduction to Health Services Research AHS 6004: Determinants of Health AHS 6001: Canadian Health System 3-day virtual workshop
Winter (2)	Required: At least one of the following: AHS 6008: Advanced Qualitative Methods OR AHS 6009: Advanced Quantitative Methods Two electives from the following: AHS 6007: Knowledge Transfer and Research Uptake AHS 6110: Special Topics AHS 6011: Indigenous Health AHS 6120 Residency	At least one of the following: AHS 6008: Advanced Qualitative Methods AHS 6009: Advanced Quantitative Methods 4 electives from the following: AHS 6005: Policy and Decision Making AHS 6007: Knowledge Transfer and Research Uptake AHS 6110: Special Topics AHS 6011: Indigenous Health AHS 6012: Big Data in Healthcare
Summer (3)	AHS 6120 Residency (if selected as elective)	AHS 6120 Residency Placement or AHS 6099 Capstone Project Program completion
Fall (4)	AHS 6010: Thesis	
Winter (5)	AHS 6010: Thesis	
Summer (6)	AHS 6010: Thesis defense Program completion	

Note: All students attend required seminars in Semesters 1 and 2.

- 2.2 *Description of the purpose of the change (e.g., following the evolution of the discipline, accommodating the clientele to be served, establishing a better focus, resulting from an external review [provide details]). If the proposed modification includes a name change, provide a rationale for the choice of new name/credential, including comment on the process of selecting the name and credential(s).*

We are proposing the course changes and the introduction of the professional stream for a number of reasons, including 1) the need for program renewal following the 2015 MPHEC review of the MAHSR program, 2) to better address student needs, 3) to respond to emerging issues and trends in the field of health services research, and 4) to address program gaps in Canada, thereby increasing student enrollment.

1. Program renewal following MPHEC review

In 2015, the MPHEC granted the conditional approval of the MAHSR program in light of forthcoming modifications to the program (see Appendix B). As the MPHEC noted, the MAHSR curriculum appeared to be largely unchanged since its inception in 2002. The ARTC management team embarked on a full review of the curriculum and developed this modified program to support its continued success. The updated program will offer four new courses. The new required course, AHS 6000, Introduction to Health Services Research, will provide students with an introduction to the overall field, including healthcare systems and key research concepts, including ethics. The new electives, AHS 6010 Special Topics, AHS 6011 Indigenous Health and AHS 6012 Big Data in Healthcare provide an opportunity for the program to respond to new developments and trends in applied health services research and reflect societal changes. AHS 6010 provides an opportunity to focus on a timely topic, such as the roles of applied health services in pandemics, healthcare planning, aging populations, rural and urban health, etc. AHS 6011 is being added in response to recommendations from the Truth and Reconciliation Commission, recognizing the value of Indigenizing university curricula and the need for graduates of health-related programs to be more knowledgeable on this topic. AHS 6012 will add an important dimension to the program, with large datasets increasingly being used to inform research and decision making. These courses will allow greater program and student flexibility and more opportunity for students to tailor the MAHSR program to their interests. At the same time, the program retains the current flexibility of fully online course delivery.

The MPHEC review noted that completion rates and time to completion for the MAHSR appeared to be below average for a master's program. In recent years, most students have completed the program in six to nine semesters. We received feedback from students that these slower rates may be due, in part, to the number of required courses in combination with the mandatory thesis and residency placement.

The proposed professional program stream will reduce the time to completion by one year compared with the current program. The **Professional Stream** removes the mandatory thesis and includes a residency (AHS 6120) or a capstone project (AHS 6099). Thus, we anticipate that these changes will result in a program completion time of approximately three semesters.

Since its inception, the MAHSR program has not required incoming students to have a strong background in health, thus necessitating a heavier course load. The proposed course load is still relatively heavy for a master's program; however, it is designed to ensure that all students graduate with the requisite breadth and expertise in health services and research.

2. To better address student needs

We anticipate the new Professional Stream will better meet the needs of a larger pool of prospective Canadian and international students. The proposed program, with a heavier focus on courses and a residency or capstone course, will be of interest to students who seek employment in the applied health services sector, for example, in management or policy areas. This program may also be attractive to current employees who wish to strengthen their skills but have limited time to do so. In the past, prospective students have inquired if a Professional Stream is available - this modification will help meet that need.

It is possible that from time-to-time, students enrolled in one stream may wish to switch to the other stream. The implications for program completion and funding are described below.

Students wishing to change program streams must consult with and have their plan approved by the graduate program coordinator of their institution.

- Students switching from **professional stream to thesis stream** will have their successfully completed courses credited to their degree and will be considered to have completed Year 1 of the MAHSR-T stream. Students must have a confirmed supervisor and research project topic. If they are accepted to the MAHSR-T, their second year will be funded, so there is no financial penalty for making the switch. Acceptance to the thesis stream is contingent upon availability of funding. Deadline for changing program streams from professional to thesis will normally be the end of the Winter term of Year 1, although student applications to change streams will be managed on a case-by-case basis.
- Students switching from **thesis stream to professional stream** will be required to complete their balance of required courses in order to complete requirements for the MAHSR-P. Students will lose the remainder of their research funding if it was awarded in Year 1. Deadline for changing program streams from thesis to professional is normally the end of the Fall term of Year 1 although student applications to change streams will be managed on a case-by-case basis.

3. *To respond to emerging issues and trends in health services research*

The proposed modifications reflect the need to respond to advances in health services research. The COVID-19 pandemic provides a stark example of the need for the skills of program graduates. Additional current issues relevant to the MAHSR program include research addressing Canada's aging population and their need for health care, alternative models of health care delivery, health service inequities and inequalities, health service needs of indigenous communities, and health services issues beyond Canada's borders. Over the years, course instructors have adapted their courses to address current health service issues. The new elective courses will further strengthen the program's focus. The Special Topics course will permit a timely in-depth examination of a current and/or critical issue in applied health services research, with the course focus changing on a regular basis. The new Indigenous Health course, which was developed by an Inuk researcher and educator who is a graduate of the MAHSR program, will ensure students gain information and perspectives on strengths and challenges within indigenous communities, applied health services, ethics, and health research. The course on big data will familiarize students with large datasets and their utility in applied health service research to inform health care delivery, decision-making and policy.

4. *Address Program Gaps in Canada*

The MAHSR-T Stream will continue to provide students with skills and expertise to conduct research in applied health services. This program attracts students primarily from the four Atlantic provinces, with a few Canadian students from outside the region, and a few international students, mostly from India and countries in Africa. The Professional Stream will enable future and current health services employees to gain skills to enhance and apply their abilities. Currently, there are no programs in Applied Health Services Research in Atlantic

Canada (see Appendix C for additional information). There is a one-year Master of Public Health ‘professional’ program at MUN which focuses on health promotion, disease prevention and program development. It is normally offered face to face, and requires a practicum but no thesis. Dalhousie University offers a two-year Master of Epidemiology and Applied Health Research that requires a thesis but does not offer a practicum. Outside of the region, the University of Toronto, for example, offers a multi-disciplinary MSc, which includes specializations in Health Services Organization and Management Studies and Health Services Outcomes and Evaluation; University of Western Ontario has a Masters of Applied Health Sciences, which includes a concentration in Health Leadership (Toward Enhancing Health Services, Systems and Policy). We believe the availability of these programs indicates that there is demand for this content. In particular, because there are limited options in Atlantic Canada and through online delivery, we expect to attract a significant number of potential students, especially to the Professional stream.

Like the existing MAHSR-T program, the proposed MAHSR-P Stream will also have a strong research focus, preparing students to identify and interpret quality research aimed at improving *health services* and *health outcomes*. Although these students will not complete a thesis, they will take research-focused courses and workshops. This focus is in contrast with the programs at MUN and Dalhousie, as their focus is more on population health promotion and epidemiology. Beyond Atlantic Canada, there are few programs that specifically focus on health services research. For example, the emphasis of the program at Western is “universal health promotion and health education, evidence-informed health interventions and efficient and effective supports for individuals throughout their lifespan.” Thus, the current and future program addresses educational needs within and beyond the region.

For most students, the current MAHSR-T stream requires a full-time commitment of 24 months. For many employees who are already in the workplace, the program is not feasible. Likewise, for students who are more interested in the applied aspect of health services rather than the development of a thesis, the current program could be mis-aligned. The modification will provide options that permit students to obtain their degree in a reasonable amount of time and to focus on the aspect of health services that is of greatest interest.

- 2.3 *Using the table provided below as a guide, provide a side-by-side comparison of the program as it was last submitted to the Commission and the proposed modifications. If unable to provide information on the program as last submitted to the Commission, please provide a full description of the modified program.*

As indicated earlier, the program modification aims to retain the many positive attributes of the current program while updating and streamlining it to better meet their needs. Thus, as the following table indicates, the duration of the program will be shorter, which will address earlier concerns by MPHEC. Course adjustments include new courses, course deletions, required courses that become electives, and changes to the semester when courses are offered.

Table 4. Program Modification and Rollout

Program as Last Submitted to the Commission		Proposed Program Modification
Program Name		
Master of Applied Health Services Research		Masters of Applied Health Services – Professional Stream – Thesis Stream
Credential(s) Granted Master of Applied Health Services Research (MAHSR)		Credential(s) Granted Master of Applied Health Services – Professional Stream (MAHSR-P) Master of Applied Health Services – Thesis Stream (MAHSR-T)
Program Duration		
Expected program duration (in years): 2		Thesis Stream: 2 years Professional Stream: 1 year
Full-time: 2 (6 semesters)		Thesis Stream: 5 semesters Professional Stream: 3 semesters
Part-time: 3 (9 semesters)		Thesis Stream: 8 semesters Professional Stream: 6 semesters
Total number of credits: 21 (plus 12 credits thesis)		Professional Stream: Total number of credits: 24 (plus 6 credits Residency/Capstone Project) Thesis Stream: Total number of credits: 15 (plus 12 credits thesis)
Admission Requirements and Standards		
UNB	1. Successful completion of a four-year Bachelor's degree or Bachelor's degree with honours. 2. A minimum cumulative grade point average (GPA) of 3.5 (equivalent to a B+ or 75%).	Unchanged
SMU	1. Successful completion of a four-year Bachelor's degree or Bachelor's degree with honours. 2. A minimum GPA of 3.3 on a 4.3 scale (equivalent to a "B+" on the undergraduate grading scheme at Saint Mary's University)	
UPEI	1. A Bachelor's degree of four years or a Bachelor's with honours, or equivalent professional degree, from an approved university	

	2. A minimum GPA of 3.0 or an average of 75% or higher in the last 20 courses		
Program Content and Roll-Out (term-by-term, year-by-year, etc.)			
Course Code, Title, and # of Credits (or Equivalent)	Brief Description*	Status*, Course Code, Title, and # of Credits (or Equivalent)	Brief Description* and Link to Program Objectives
Year 1 (Fall)		Year 1 (Fall)	
(a) Compulsory Courses		(a) Compulsory Courses	
-	-	<i>Status:</i> <i>Existing</i> AHS 6000 Introduction to Health Services Research Credits: 3	<u>Course Description:</u> This course will provide students with an overview of key aspects of health services research including an introduction to research principles and qualitative and quantitative methods, critical appraisal, epidemiology, ethics, and the Canadian health system. <u>Link to program objectives:</u> A key objective of the program is to train future health service employees to be competent researchers and/or professionals, with a strong understanding of the fundamental principles that guide healthcare research. This course will provide an overview of these principles and introduce students to qualitative and quantitative research design, providing a strong base from which they can become experts in the field to conduct or apply research.

AHS 6001: Canadian Health System Credits: 3	This course provides an overview of the history of the Canadian Health Care System and its current organization as well as factors affecting health services utilization.	<i>Status: Existing Canadian Health System Credits: 3</i>	<p><u>Course Description:</u> <i>Unchanged</i></p> <p><i>Compulsory for Professional Stream students, only</i></p> <p><u>Link to program objectives:</u> This course provides students with an understanding of key health institutions in Canada and the roles of various state and private actors in the finance and delivery of health care in Canada.</p>
AHS 6002: Ethical Foundations of Applied Health Research Credits: 3	This course will acquaint students with the ethical basis of applied health research and will explore topics such as informed consent, privacy and confidentiality of health information, and conflict of interest.	<i>dropped (incorporated into AHS 6000 and other courses)</i>	
AHS 6003: Research and Evaluation Design and Methods Credits: 3	This course will help students formulate research questions and expose them to analytical approaches to address them. Students will also gain an understanding of how various qualitative and quantitative research techniques may be used to address research questions.	<i>dropped (incorporated into AHS 6000 and other courses)</i>	
AHS 6004: Determinants of Health Credits: 3	In this course, students will learn about the determinants of health in relation to policy, the Canadian healthcare system, and the health status of Canadians.	<i>Status: Existing AHS 6004 Determinants of Health Credits: 3</i>	<p><u>Course Description:</u> <i>Unchanged</i></p> <p><u>Link to program objectives:</u> This course will enable students to view research and public policy development from the perspective of the determinants of health, ensuring they are able to contribute to comprehensive health research and public policy in health services.</p>

(b) Required Elective Courses (0 out of 0)		(b) Required Elective Courses (0-1 out of 1)	
(c) Other Special Requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)		(c) Other Special Requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)	
<p><i>List:</i></p> <p>1. Participation in a monthly seminar series: The MAHSR requires that all first and second year students participate in a monthly seminar series during the fall and winter semesters. These one-hour seminars provide students with the opportunity to engage and connect with their fellow students, gain practical skills relevant to their training as healthcare researchers, and learn about real-world healthcare research happening in their communities.</p> <p>2. Workshop (in-person): The MAHSR requires all first-year students to attend a workshop at the end of their first semester. This workshop includes further training for students to develop their research skills (including ethics), engage in networking opportunities, and learn from stakeholders in the health research community through presentations and panel discussions.</p>		<p><i>List:</i></p> <p>The seminar series will include three seminars per semester for a total of six per year. The workshop will move from an in-person event to a virtual event.</p>	
(d) General Elective Courses (no need to list; indicate number of credits required: N/A		(d) General Elective Courses (no need to list; indicate number of credits required: N/A	
Year 1 (Winter)		Year 1 (Winter)	
a. Compulsory Courses		a. Compulsory Courses	
	See course description under "Year One (Fall)"	- Moved to Fall of Year 1	
b. Required Elective Courses (1 out of 2)		(b) Required Elective Courses (1 out of 2)	
AHS 6008: Advanced Qualitative Methods Credits: 3	Students will gain an understanding of the use of qualitative research methods in applied health research and develop their skills in grant proposal writing using qualitative data.	<p><i>Status:</i> <i>Existing</i></p> <p>AHS 6008: Advanced Qualitative Methods Credits: 3</p>	<p><u>Course Description:</u> <i>Unchanged</i></p> <p><u>Link to program objectives:</u> This course will provide students with hands-on skills required to conduct research using qualitative methods (i.e. focus groups, in-depth interviews), for</p>

			<p>their professional work. Students will be able to identify, gather and discuss primary data and source materials. Students will also develop their project planning, management, and implementation skills.</p>
<p>AHS 6009: Advanced Quantitative Methods Credits: 3</p>	<p>This course will expose students to a variety of more quantitative and statistical approaches to research methodology and will enable students to develop their ability to critically evaluate the work of others.</p>	<p><i>Status:</i> <i>Existing</i> AHS 6009: Advanced Quantitative Methods Credits: 3</p>	<p><u>Course Description:</u> <i>Unchanged</i></p> <p><u>Link to program objectives:</u> This course will provide students with hands-on skills required to conduct research using quantitative methods (i.e. surveys, statistical analysis of secondary data), both for their future thesis work and professional work. Students will be able to identify, gather and discuss primary data and source materials. Students will also develop their project planning, management, and implementation skills.</p>
Required Elective Courses (0)		Required Elective Courses (MAHSR-T: 1 or 2 of 5; MASHR-P: 4 of 5)	
N/A		<p><i>Status:</i> <i>Existing</i> AHS 6005: Policy and Decision Making Credits: 3</p>	<p><u>Course Description:</u> <i>Unchanged</i></p> <p><u>Link to program objectives:</u> Students will learn policy synthesis skills and appraisal methods for policy analysis.</p>

N/A	<p><i>Status:</i> Existing AHS 6007: Knowledge Transfer and Research Uptake Credits: 3</p>	<p><u>Course Description:</u> <i>Unchanged</i></p> <p><u>Link to program objectives:</u> This course will provide students with the skills to communicate health research issues and results clearly and responsibly to decision-makers, academics, professionals, and the general public. Students will be able to integrate and synthesize health services research results across disciplines.</p>
N/A	<p><i>Status: New</i> AHS 6110: Special Topics Credits: 3</p>	<p><u>Course Description</u> The purpose of this course is to focus on a timely and significant issue related to applied health services research, examining the issue and its implications from multiple perspectives, including research, policy, and key stakeholders.</p> <p><u>Link to program objectives:</u> This course will provide students with the opportunity to engage with a timely issue in-depth while applying their research, analytical, and communication skills.</p>
N/A	<p><i>Status: New</i></p>	<p><u>Course Description:</u></p>

	<p>AHS 6011: Indigenous Health Credits: 3</p>	<p>The purpose of this course is to offer an introduction to the historical and contemporary forces affecting Indigenous health, as well as to experience the cultural teachings and ceremonies that define wellness among this marginalized community. The student will build an understanding of Indigenous models of health and healing, community wellness and cultural safety to promote equitable health care practice and policy as well as explore tools for "Allyship".</p> <p><u>Link to program objectives:</u> This course will enable students to employ innovative approaches in health services research by embracing alternative worldviews and the importance of inclusiveness in decision-making processes and environments.</p>
N/A	<p><i>Status: New</i> AHS 6012: Big Data in Healthcare Credits: 3</p>	<p><u>Course Description:</u> This course will provide students with an understanding of how big data sets can be utilized to improve health outcomes. Students will learn tools and techniques required when</p>

		working with large data sets. <u>Link to program objectives:</u> This course will teach students how to use information technology and computer resources to develop evidenced based health policy and inform decision making.
(c)Other special requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)	(c) Other special requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)	
Participation in a monthly seminar series.	<i>Participation in a seminar series (3/term)</i>	
(d) General Elective Courses: N/A	(d) General Elective Courses: N/A	
Year 1 (Summer)	Year 1 (Summer)	
a. Compulsory Courses	a. Compulsory Courses	
N/A	N/A	
b. Required Elective Courses (0 out of 0) N/A	b. Required Elective Courses (0 out of 0) N/A	
c. Other Special Requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)	c. Other Special Requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)	
<i>No Course Code</i> Residency Placement No assigned credit hours	Residency placement at an approved organization or institution. The residency must be at least 400 hours in duration and should entail relevant work in the health services research field.	<i>Status:</i> <i>Modified</i> AHS 6120 Credits: 6 <u>Description:</u> Professional Stream students are required to take AHS 6120 OR AHS 6099 Students in AHSR 6120 must complete a residency placement at an approved

			<p>decision-making organization during their third semester. The residency must be a minimum of 240 hours in duration and should entail relevant work in the health services research field.</p>
		<p><i>Status:</i> Modified AHS 6099 Credits: 6</p>	<p><i>Description:</i> Professional Stream students are required to take AHSR 6120 OR AHSR 6099</p> <p>Students in AHSR 6099 must complete a capstone project which will consist of either an extensive literature review on a particular applied health services research policy problem or analysis of secondary data sources to address an empirical research question.</p>
d. General Elective Courses N/A		e. General Elective Courses N/A	
Year 2 (Fall)		Year 2 (Fall)	
a. Compulsory Courses		a. Compulsory Courses	
AHS 6005: Policy and Decision Making Credits: 3	This course will explore the process of how Canadian health policy is developed, implemented and evaluated. Students will learn policy synthesis skills and appraisal methods for policy analysis.	<p><i>AHS 6005 becomes Elective in Year 1 (Winter)</i> N/A: No courses Year 2</p>	
b. Required Elective Courses (0 out of 0) N/A		b. Required Elective Courses (0 out of 0) N/A	
c. Other Special Requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)		c. Other Special Requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements,	

	internship/practicum/clinical placement)
d. General Elective Courses N/A	d. General Elective Courses: N/A
Year 2 (Winter)	Year 2 (Winter)
a. Compulsory Courses	a. Compulsory Courses
AHS 6007: Knowledge Transfer and Research Uptake Credits: 3	This course will explore the barriers and facilitators of using evidence in decision-making, as well as developing the students' understanding of the conceptual/philosophical/theoretical underpinnings of knowledge transfer and research uptake. <i>AHS 6007 becomes Elective in Year 1 (Winter)</i> N/A: No courses Year 2
b. Required Elective Courses (# out of #) N/A	b. Required Elective Courses (# out of #) N/A
c. Other Special Requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)	c. Other Special Requirements (e.g., thesis, dissertation, major paper, language requirements, comprehensive examinations, residency requirements, service requirements, internship/practicum/clinical placement)
Participation in a monthly seminar series	<i>Unchanged</i>
d. General Elective Courses N/A	d. General Elective Courses N/A
Year 2 (Summer)	Year 2 (Summer)
a. Compulsory Courses N/A	a. Compulsory Courses N/A
b. Required Elective Courses (0 out of 0) N/A	b. Required Elective Courses (0 out of 0) N/A
c. General Elective Courses N/A	c. General Elective Courses N/A
Promotion/Qualification and Graduation Standards	
Minimum average in specific courses/overall program: 65%	Minimum average in specific courses/overall program: <i>Unchanged</i>
Maximum # of introductory (1000-level or equivalent) courses: N/A	Maximum # of introductory (1000-level or equivalent) courses: N/A
Minimum # of upper-level (3000/4000-level or equivalent) courses: N/A	Minimum # of upper-level (3000/4000-level or equivalent) courses: N/A
Other: N/A	Other: N/A
Method of Program Delivery	
All courses are web-based and delivered in tandem with multi-site tutorials. The workshop consists of in-person activities.	All courses are web-based and delivered in tandem with multi-site tutorials. Courses will continue to be offered mainly synchronously in the

	<p>first two years of the program. As enrollment numbers increase in years three to five, we will explore alternate delivery options including asynchronous.</p> <p>The workshop is web-based.</p> <p>The residency requirement is an internship carried out at a partner organization with academic supervision provided by the Site Coordinator at the student's home university. The capstone project is overseen by the Program Lead or designate at the student's home university.</p>
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*Existing denotes courses that currently exist and are not modified.

*Course descriptions must be appended for each compulsory and required elective course including: Calendar entry, course objectives, main themes, prerequisites, student evaluation (assessments), and preliminary bibliography (and availability).

2.4 Using the table provided below as an example, identify the mechanisms through which student/learning outcomes will be achieved:

The learning outcomes for the Professional Stream of the MAHSR program are informed by our program values and learning objectives (as mentioned in Section 1.8.3). The MAHSR program is designed to prepare graduates to work in interdisciplinary and multi-sectoral teams in a variety of employment settings, including academia, government, not-for-profit, and for-profit sectors, as well as independent and international research agencies and organizations. The MAHSR program-Professional Stream is designed to prepare graduates for inter-disciplinary and multi-sectoral work in the following targeted roles: policy analyst; program developer/evaluator and knowledge broker . Our learning outcomes are based on needs identified through our ongoing monitoring of the health services research landscape, including our healthcare service sector partners, and feedback from students. As part of the review process, we updated our learning objectives and developed the following learning outcomes, which are consistent with the eight competencies identified for health service research graduate students identified by the Canadian Health Services and Policy Research Alliance (2015). These, in turn, are based on input from healthcare organizations, including the World Health Organization; healthcare service research funders, academic institutions, and potential employers. The competencies from CHSPR and targeted by the MAHSR program within the context of applied health services research are as follows, with italics indicating where the MAHSR enhances the basic competency identified by CHSPR:

Learning Outcomes for Students in Applied Health Services Research

1. (C1) Analyse and evaluate health and health-related policies and programs, *including as they impact and are impacted by Indigenous communities*
2. (C2) Analyse data and evidence; critical thinking
3. (C3) Engage in interdisciplinary *and multi-sectoral* work, *including with Indigenous communities*

4. (C4) Develop knowledge translation plans and conduct knowledge translation projects; communication, and brokerage
5. (C5) Lead, mentor, and collaborate *particularly in an online, inter-provincial environment*
6. (C6) Network *with a wide variety of knowledge users and stakeholders*
7. (C7) Manage projects
8. (C8) Understand health systems and the policy making process *in the context of applied health services research and as they contribute to the determinants of health*

Table 5. Learning Outcomes and Mechanisms for Achievement and Evaluation

Student/Learning Outcomes (proposed modified program)	Mechanisms through which the achievement of student learning outcomes will be measured
Degree-level	
<p><u>Outcome #1: Understand and apply project planning and implementation skills</u></p> <p><u>Compulsory Target Courses:</u> AHS 6000, AHS 6008 or AHS 6009</p> <p>AHS 6120 Residency Placement or AHS 6099 Capstone Course</p> <p><u>Outcome Assessment:</u> Residency report</p> <p><u>CHSPR Competencies:</u> C2, C5, C7</p>	<p>AHS 6000 (Introduction to Health Services Research) provides students with the introductory tools to plan and implement a successful research study. AHS 6008 (Advanced Qualitative Methods) or AHS 6009 (Advanced Quantitative Methods) builds on the foundation of AHS 6000 to teach students the specifics of creating and implementing a qualitative or quantitative research study. Students will subsequently apply these skills in their residency placement.</p>
<p><u>Outcome #2: Critically appraise primary and secondary research and policy</u></p> <p><u>Compulsory Target Courses:</u> AHS 6000, AHS 6004, AHS 6008 or AHS 6009</p> <p><u>Elective Course:</u> AHS 6001, AHS 6005, AHS 6110, AHS 6012</p> <p><u>Outcome Assessment:</u> written papers that include appraisals of research; policy analysis and briefs</p> <p><u>CHSPR Competencies:</u> C1, C2, C8</p>	<p>In the required course AHS 6000 (Introduction to Health Services Research), students learn to analyze and appraise research literature and understand the role of evidence in decision-making. These skills are further developed in AHS 6004 (Determinants of Health) where they apply these skills to research and policy that influence access and outcomes related to health services. They are further developed in a number of other courses, such as AHS 6001 (Canadian Health Systems) where students assess and critically examine the role of a variety of institutions in the Canadian Health Systems and AHS 6005 (Policy and Decision Making) where students analyze current healthcare issues and policies and evaluate their effectiveness. AHS 6110 (Special Topics) will provide students with the opportunity to apply their critical skills and knowledge to a specific issue. In AHS 6011 (Indigenous Health), students will critique current approaches to Indigenous health care services and identify means of achieving equitable health care. AHS 6012 (Big Data in Healthcare) will provide students with tools to evaluate the utility of secondary data sources to address policy relevant questions.</p>

<p><u>Outcome #3: Present and discuss evidence-based information, research results, and scholarly arguments, in both written and oral presentations, to a variety of audiences</u></p> <p><u>Compulsory Target Courses:</u> All courses require written and/or oral presentations</p> <p><u>Elective Courses:</u> AHS 6005, AHS 6007, AHS 6011, AHS 6012</p> <p>AHS 6120 Residency Placement or AHS 6099 Capstone Course</p> <p><u>Outcome Assessment:</u> papers, policy briefs, research proposals, residency report, and oral presentations in courses, seminars, and the workshop.</p> <p><u>CHSPR Competencies:</u> C2-C6</p>	<p>All courses require students to demonstrate their ability to craft logical and appropriate messages to engage a variety of target audiences and purposes in an online environment. For example, AHS 6004 (Determinants of Health), requires students to lead and facilitate a class discussion about one determinant of health (e.g., gender), and do a three minute class presentation that highlights findings of their major research paper. AHS 6005 (Policy and Decision Making) requires students to compile evidence in various formats to inform a policy challenge. In elective AHS 6007 (Knowledge Translation and Research Uptake), students learn and apply advanced theory-based communication tools for exchange and mobilization of knowledge-based information. Elective AHS 6011 (Indigenous Health) will assist students with strengthening their communication skills with members of Indigenous communities. Elective AHS 6012 (Big Data in Health Care) will teach students how to use routinely collected data to help form the evidence base for health policy decision making. We anticipate this outcome will also be covered in many Special Topics courses (AHS 6110).</p> <p>Professional stream students will complete reports as part of their residency/capstone course.</p> <p>During the Workshop, students engage with teaching faculty, guest speakers and senior students to learn more about Applied Health Services Research, how it fits into policy and decision making and strategies for completing their own research.</p>
<p><u>Outcome #4: Develop or build on a capacity for self-directed learning, study, and work.</u></p> <p><u>Target Courses:</u> All courses</p> <p>AHS 6120 Residency Placement or AHS 6099 Capstone Course</p> <p><u>Outcome assessment:</u> completion of program milestones successfully and in a timely manner, written self-reflections</p> <p><u>CHSPR Competencies:</u> C7</p>	<p>Students in the MAHSR-P must develop strong study skills and independence in managing their own progress. Site coordinators at each university support students. At the same time, the specific program design, which employs a combination of online synchronous and asynchronous delivery, fosters independence. During the program, students complete independent readings, assignments, and projects outside of class and self-manage their program milestones. In some courses, students complete independent reflections, which give them insight into their personal engagement with their studies. In addition, completion of a residency requires students to conduct a large self-directed project.</p> <p>Students are also expected to attend and contribute actively to the seminar series offered in the fall and winter semesters, where they engage in discussion with</p>

	their peers and various community members, healthcare service leaders, and groups.
<p>Outcome #5: Collaborate effectively with classmates, faculty, policy and decision makers, communities, organizations, and others</p> <p>Target Courses: all courses AHS 6120 Residency Placement or AHS 6099 Capstone course</p> <p>Outcome assessment: performance in reporting back results of small group discussions within the classroom, group projects, memoranda of understanding for engagement of organization (and other evidence of partnership)</p> <p><u>CHSPR Competencies:</u> C3, C5, C6</p>	<p>Students in the MAHSR must develop strong collaboration skills, particularly in the online environment. Several of the required MAHSR courses require group work and students are expected to work effectively with their classmates in order to complete the course requirements. In addition, there is one virtual mandatory workshop for first year students. These include group work and networking events with various individuals and groups in the healthcare industry. AHS 6007 (Knowledge Translation and Research Uptake) includes group work and discussions and engages with communities in partnership projects. AHS 6011 (Indigenous Health) will assist students with building an understanding of Indigenous models of health and healing, community wellness and cultural safety to promote equitable health care practice and policy as well as explore tools for "Allyship". AHS 6110 (Special Topics) will require students to collaborate among themselves and engage with key stakeholders regarding a significant health issue.</p> <p>In addition, students further develop their teamwork skills while conducting their research in a professional setting during their residency or capstone course.</p>
Discipline/specialization/field	
<p>Outcome #1: Interpret and apply relevant health services research to support evidence-informed decision-making in administrative and clinical settings.</p> <p><u>Compulsory Target Courses:</u> AHS 6000, AHS 6005, AHS 6007, AHS 6008 or AHS 6009</p> <p><u>Elective Courses:</u> AHS 6110, AHS 6012</p> <p>Outcome assessment: AHS 6120 Residency or AHS 6099 capstone course for PS</p> <p><u>CHSPR Competencies:</u> C1, C2, C5, C7, C8</p>	<p>Evidence informed decision making is a cornerstone of this program and students will be taught this material through a variety of courses. In AHS 6000 (Introduction to Health Services Research), AHS 6008 (Advanced Qualitative Methods), AHS 6009 (Advanced Quantitative Methods) and AHS 6012 (Big Data in Healthcare), students will be taught a wide range of research tools and techniques to carry out and critically appraise applied health services research. In AHS 6005 (Policy and Decision Making) and AHS 6007 (Knowledge Translation and Research Uptake), students will gain experience with the use of published evidence to inform policy, practice and decision making.</p>

<p>Outcome #2: Understand the role of demographic diversity in healthcare service accessibility, processes, and decision-making. Capacity to employ patient-oriented approaches to health services research</p> <p>Compulsory Target Course: AHS 6004</p> <p>Elective Target Courses: AHS 6005, AHS 6007, AHS 6010, AHS 6011, AHS 6012</p> <p>Outcome assessment:</p> <p>CHSPR Competencies: C3, C4, C8</p>	<p>AHS 6004 (Determinants of Health) teaches students how to think about the implications of public policy development from the perspective of the determinants of health. Our first-year workshop addresses patient-oriented research and ethics.</p> <p>AHS 6005 (Policy and Decision Making) focuses on how health decisions are made and the role of evidence in making these decisions. AHS 6007 teaches students about three sources of knowledge: research evidence, clinical practice, and lived experience. AHS 6011 (Indigenous Health) provides students with the tools to undertake health services research with diverse populations and members of the Indigenous community. AHS 6012 (Big Data in Healthcare) teaches students about how a variety of secondary data sources can be used to inform applied health services research.</p>
<p>Outcome #3: Understand and be able to discuss the evolution of healthcare services research. Understand and be able to discuss specific current research trends in the field</p> <p>Compulsory Target Course: AHS 6000</p> <p>Elective Target Courses: AHS 6005, AHS 6007, AHS 6008, AHS 6009, AHS 6010, AHS 6012</p> <p>Outcome assessment:</p> <p>CHSPR Competencies: C1, C8</p>	<p>Health Care Services research trends will first be introduced in AHS 6000 (Introduction to Health Services Research). AHS 6005 (Policy and Decision Making) then builds on AHS, discussing the role of evidence from health care services research in shaping policy and decision making. AHS 6012 (Big Data in Healthcare) will explore the ways in which researchers can work with large datasets, a trend that is becoming more common in the healthcare field.</p> <p>The seminars and the workshop reflect current issues and trends in health services research.</p>
<p>Note: In assessing the appropriateness of anticipated student outcomes, the Commission focuses on the overall coherence of the program linked to the outcomes, the measurement of their achievement, the various program components, etc.</p>	

2.5 *In the case of articulated or other collaborative programs, changes to the inter-institutional agreements (or equivalent) should be stated and explained; **append** to the proposal a copy of the revised agreement.*
N/A

2.6 *Confirm whether enrolments in the program are anticipated to remain the same, increase or decrease as a result of the program modification. If enrolments are expected to change, identify the degree of change expected (e.g., an additional 10-15 students are expected to enroll each year as a result of the modification for a total 65 students per year once fully implemented).*

We anticipate increased enrollment in the Professional Stream, beginning with approximately 20 first year students in years 1 and 2, 40 new students in years 3 and 4 and 60 new students in year 5.

2.7 *Explanation of the impact the proposed modification will have on existing resources. If no impact is anticipated, provide a rationale for this conclusion.*

Human Resources: The modified program will see an increase in offered courses from eight to ten. Currently, teaching responsibilities are shared between all four sites – UNB, SMU, MUN, and UPEI, such that faculty can include MAHSR courses as part of their regular teaching load or the university provides a sessional stipend. With the addition of an Indigenous Health course, the ARTC management team hired an Inuk researcher and educator who is a MAHSR graduate and now a PhD graduate to develop the course and anticipate she will teach it on stipend. There will be no change in support staff, which will remain unchanged with one part-time Program Coordinator which will transition to full time as enrolment grows.

In our budget we have allocated funding for a seconded **faculty lead** starting in Year 3 of our expansion plan. This individual will serve several roles:

1. **Leadership and Administration** – the Faculty Lead will provide overall leadership of the two MAHSR streams. This will include chairing regular management meetings, providing oversight to teaching and content covered in the program and ensuring that courses are rostered. The Lead will also provide budget oversight and will oversee an annual report of enrolment, completions and other pertinent issues. The Lead will report to the appropriate Deans at the four partner institutions and will coordinate any issues arising between the management committee and the Deans.
2. **Teaching and Facilitation** – the Faculty Lead will carry a teaching load that will cut across both the research and thesis/professional streams. The lead will carry a minimum teaching load of two MAHSR courses per year as well as facilitating the program workshops. In addition, the Faculty Lead will explore alternative modalities for program delivery combining synchronous lectures, asynchronous discussion forums and small group tutorials to create more flexible options to appeal to a wider range of students.
3. **Build Applied Health Services Research Capacity and Foster the Development of Regional Research Teams** – the Faculty Lead will seek to expand the network of researchers in Applied Health Service Research. The faculty lead will be expected to spend time each year on all four campuses to build a network of researchers working broadly in the area of applied health services research. This network will have the capability to respond quickly to funding opportunities and emerging health policy and health service delivery issues. Such a network does not currently exist in Atlantic Canada and by having the capacity to respond quickly as well as provide tailored training to student-researchers, we believe we will be well-positioned to leverage our strengths as a truly regional partnership.
4. **Program Reviews** – as the program grows we anticipate a formative review will be necessary before we expand further. The Program lead will facilitate this and subsequent reviews.

We anticipate that the Program Lead will be a senior academic from one of the partner universities and will be a **0.6 FTE** secondment to this role.

Financial Resources: The cost of delivering the MAHSR courses through the Centre for Innovation and Teaching in Learning (CITL) at MUN has been reduced from the original MAHSR program since we no longer require design services that they offer. We estimate costs to be approximately \$15/course per student with costs increasing proportionally with the number of students for a maximum of approximately \$1525 per year per university, based on offering eight courses to 100 students.

Space and Equipment: With student enrollments that will be shared among four campuses, and especially given that all courses are offered online, there is little expected impact on space and equipment with the modified program.

Library Resources: Likewise, with the expected enrollment and given that there are only two new courses, the modified program will be relatively consistent with the existing program. Thus, we expect

there will be modest impact on library resources with the modified program. Any additional library resources will be identified when this proposal is reviewed at individual campuses.

- 2.8 *Using the table provided below as an example, provide a revised budget that accounts for the proposed program modifications (created with the assistance of the Dean and where necessary, RPB):*

Table 6. Revised Budget

Appendix D shows the projected budget combining the current Thesis Stream budget as well as the budget proposed for Professional Stream. We have displayed the budgets together to show the connection between the two programs, illustrating the resource generation from the Professional stream which will be used to support students in the Thesis Stream.

See Appendix D - Projected Budget

- 2.9 *Potential impact of the change on other programs at the institution (e.g., reduction in required elective options/cross-listed courses) and how this will be addressed.*

N/A

- 2.10 *An indication of other institutions involved, or that have been consulted.*

The Master in Applied Health Services Research program is developed and delivered by the Atlantic Regional Training Centre (ARTC). While the University of New Brunswick, the University of Prince Edward Island, and Saint Mary's University are part of MPHEC, Memorial University of Newfoundland, not in the MPHEC, is our fourth partner. The proposed program was reviewed by the Dean of Graduate Studies at each university and by the respective departments, faculties, and administrative groups at each MPHEC member university.

- 2.11 *Description of the accreditation requirements and/or implications resulting from the modification.*

N/A

- 2.12 *In the event the modification includes a change in delivery mode to include technologically-mediated or other distance delivery:*

- 2.12.1 *Describe how the delivery mode(s) will contribute to an enhanced learning and create a community both among students and between students and faculty.*

N/A

- 2.12.2 *Description of support available to faculty (required and optional pedagogical training, technical support for course design and then instruction, etc.) and to students (required and optional orientation to technology use, communications on expectations for interaction and performance, etc.).*

Faculty Support: Technical support is available to faculty members that are teaching MAHSR courses 24/7 via the CITL Support Team at Memorial University. They troubleshoot technology issues that faculty experience in relation to their course, including uploading course content, assignment delivery, etc. The management team will raise issues pertaining to technology and will communicate with a representative from CITL as needed. In addition to the CITL, all faculty in the MAHSR program will receive an Instructor's Handbook in the fall that has been developed by the ARTC management team. This handbook includes information about MAHSR policies, important dates, and faculty responsibilities.

Student Support: The original MAHSR program was funded through the ARTC and employed a part-time Program Manager paid by the ARTC fees collected from each participating university. When this funding ended, research funds were used to support this position. Moving forward, we anticipate each university will contribute funds to support a half time position which will transition to full time as enrollment grows. The student orientation event outlines student expectations, the MAHSR program of study, and how to use the online Brightspace platform where courses are delivered. The Program Manager also manages the ARTC website and ARTC Twitter account where important information is shared with students (i.e. program start dates, relevant scholarship opportunities, etc.). Students also receive support from their respective program leads at each university site who are members of the MAHSR Management Committee. The Program Leads address questions about course selection and assist with securing student residencies.

2.12.3 *Describe faculty availability to students, faculty-to-student feedback, and opportunities for interaction with other students, within this program.*

Due to the online delivery of the MAHSR program, students are mostly connected to faculty via online methods. Currently, every MAHSR course is delivered as an online synchronous class, with lectures that are delivered in real time at a set time each week. This provides students with the opportunity to connect with fellow students and their professors on a regular basis. Every course involves group discussion and/or participation, and feedback is shared among faculty and students.

In addition to their courses, all first and second year students must participate in a seminar series organized for the fall and winter terms and delivered by the ARTC management team. These seminars will be offered three times per term, and present students with practical information (i.e. how to apply for scholarships), guest speakers who provide information about health research projects in the community, and provide an opportunity for students to build skills and learn from each other in a more relaxed setting.

The ARTC management team also hosts an annual workshop each December. This workshop brings together first year students and the ARTC management team to provide students with the opportunity to learn new skills relevant to their future careers as health researchers (moving to on-line for students). In addition, students are able to network and learn from various stakeholders in the health research community through discussion panels and presentations. The workshop also includes team building activities and exercises for students and the ARTC management team, and opportunity for students and staff to network, ask questions, and share information.

2.12.4 *Describe the mechanisms in place to ensure the following for the proposed program:*

- *Reliable, sufficient, and scalable course-management systems*
- *Appropriate hardware, software, and other technological resources and media*
- *Well-maintained and current technology and equipment*
- *Sufficient infrastructure to support existing services and expansion of online offerings*

The proposed modification of the two-year Masters in Applied Health Services Research Program will see a total of **eleven** courses available to students, adding new choices for students. The number of required courses will increase from the current total of **three for the MAHSR-T stream to four required courses**, plus four electives.

We also anticipate an incremental increase in student enrollment during the next five years. These relatively small and gradual changes will result in no significant increase in the resources required to offer this program. The Center for Innovation and Technology in Learning (CITL) at Memorial University has been delivering the MAHSR courses since its inception and will continue to do so. The online delivery of the program results in very few infrastructure requirements and this will not change with the proposed modifications.

3. ADDITIONAL INFORMATION

- 3.1 *Any other information that the institution feels will assist the MPHEC in its understanding and assessment of the proposed modification. Reports of internal or external assessments, and a summary of the response, where applicable, would be helpful.*

Please see the attached documents:

Appendix A: ARTC Graduate Student Survey Findings

Appendix B: MPHEC 2015 review and responses

Appendix C: Health Services Research related programs in Canada

Appendix D: Budget

Appendix E: Business Plan

Enrollment	2022-23	2023-24	2024-24	2025-26	2026-2027					
Projected Research Stream (Domestic) ¹	20	20	20	20	20					
Projected Research Stream (International)	4	4	4	4	4					
Projected Professional Stream (Domestic)	12	12	28	28	36					
Projected Professional Stream (International)	8	8	12	12	24					
TOTAL ENROLLMENT ACROSS STREAMS AND YEARS	44	44	64	64	84					
Financial Projections										
Revenue										
Tuition Research stream (Domestic) ²	\$6,300	\$126,000	\$126,000	\$126,000	\$126,000					
Tuition Research stream (International)	\$16,300	\$65,200	\$65,200	\$65,200	\$65,200					
Tuition Professional stream (domestic)	\$12,600	\$151,200	\$151,200	\$352,800	\$453,600					
Tuition Professional stream (International)	\$22,600	\$180,800	\$271,200	\$271,200	\$542,400					
TOTAL TUITION INCOME		\$523,200	\$523,200	\$815,200	\$1,187,200					
Expenses										
Student Stipends (Research Stream)	\$8,000	\$96,000	\$192,000	\$192,000	\$192,000					
Number of courses AND OR SECTIONS to be offered	10	10	18	18	22					
Salary and Benefits										
Faculty Lead* 0.6 FTE ³	\$0	\$0	\$100,000	\$100,000	\$100,000					
Instructor Costs (Indirect; full-time faculty) ⁴	\$6,500	\$52,000	\$54,600	\$37,623	\$71,107					
Part Time Instructor Costs (Direct; Stipend per Course)	\$6,500	\$13,000	\$13,650	\$71,663	\$79,008					
Site Coordinators (1 Course Release)	\$6,500	\$26,000	\$26,000	\$18,000	\$18,000					
Program Coordinator ⁵		\$30,000	\$30,000	\$45,000	\$60,000					
Admin salary		\$16,000	\$16,000	\$24,000	\$32,000					
CITL (hosting online courses) ⁶		\$13,333	\$13,333	\$23,994	\$29,326					
Benefits- (for coordinator, admin)		\$4,600	\$4,600	\$6,900	\$9,200					
Total Salaries and Benefits		\$250,933	\$350,183	\$517,388	\$590,641					
Other Expenses										
Web Site Redevelopment and Maintenance		\$5,000	\$3,000	\$2,000	\$7,000					
Professional Development		\$2,000	\$2,000	\$2,000	\$2,000					
Marketing & Recruitment		\$8,000	\$8,000	\$4,000	\$4,000					
Teaching Materials and Supplies		\$2,000	\$2,000	\$4,000	\$6,000					
Office Supplies		\$1,000	\$1,000	\$2,000	\$3,000					
Zoom platform		\$1,200	\$1,200	\$1,200	\$1,200					
Hospitality		\$400	\$400	\$600	\$800					
Research Stream Workshop Costs (incl travel)		\$15,000	\$15,000	\$15,000	\$15,000					
Professional Stream workshops		\$1,000	\$1,000	\$2,000	\$3,000					
Printing and Copying		\$1,000	\$1,000	\$2,000	\$3,000					
Academic Lead Travel ⁷				\$15,000	\$15,000					
Total Other Expenses		\$0	\$0	\$0	\$0					
Total Other Expenses		\$36,600	\$34,600	\$49,800	\$60,000					
Total Tuition		\$523,200	\$523,200	\$815,200	\$1,187,200					
Total Expenses		\$287,533	\$384,783	\$567,188	\$650,641					
Net Surplus		\$235,667	\$138,417	\$248,012	\$536,559					

Net Surplus per Institution	\$58,917	\$34,604	\$62,003	\$60,659	\$134,140
1. This accounts for the current first year students (i.e those enrolled this year) having funding in place					
2. Note that this is paid for two academic years, so the total program cost for either stream is identical.					
3. The Faculty Lead is responsible for teaching three sections/courses per year- no backfill is needed for the Faculty Lead.					
4. Have increased by 5% per year.					
Note that in Yr 3, the Faculty Lead will pick up teaching as part of their 0.6 FTE.					
We use \$6K as an approximate average across the four universities.					
5. As enrollment grows, the FTE for the Program manager grows from 0.5 to 0.75 to 1.0.					
6. CITL figures reflect new MOU with instructional design taken out.					
7. This allows the lead to spend time at all four institutions 2-3 times/year to oversee program implementation, identify issues on the local campus and ensure consistency among programs.					
Although the professional stream students may not be present on campus, the MAHSR-T students and their supervisors will be.					
An additional important purpose of these visits are to build research capacity in health services research in the Atlantic Provinces;					
the lead will build a network of researchers in Applied Health Services Research who can work collaboratively and respond quickly to funding calls.					

