**MPHEC** **Information Requirements for
New Degree Programs**

**Note:** The MPHEC has developed “tips” intended to assist universities when completing this form. The tips are provided at the end of this document (beginning on page 20) and links are embedded in the information requirements below.

**General Program Information**

* 1. Submitting Institution(s):
	2. Faculty / School / Department:
	3. Credential(s) Granted (as it will appear on the transcript; for collaborative programs, note which institution will award each credential, as applicable):
	4. Program Name:
	5. Level of Study (undergraduate, post-baccalaureate, graduate):
	6. Program Duration
		1. Number of units, credits or credit hours[[1]](#footnote-2) required for credential:
		2. Number of expected terms for full-time[[2]](#footnote-3) students:
		3. Number of expected terms for part-time[[3]](#footnote-4) students:
	7. Proposed [*Classification of Instructional Program (CIP) Code*](https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=1420413):
	8. Proposed Start Date for New Program:
	9. Contact Person (should MPHEC staff require additional information during the assessment process)
		1. Name & Job Title:
		2. Email:
		3. Phone Number:
	10. Provide a brief description of the program (approximately 250 words). This description should include, as applicable:
		1. The broad goals of the program (aims, objectives, what the program seeks to accomplish).
		2. Alignment with provincial priorities; response to external need/demand for the program; responsiveness to current affairs; ties to the labour market; etc.
		3. The range of learning opportunities that the program will offer.
		4. Program strengths and/or innovations.
		5. How the program is situated within the context of the field as a whole.
		6. Potential impacts of the program on an area of study, research, and/or society.
		7. Alignment with the university’s mission.

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

* 1. Provide a description of the anticipated learners for whom the program is designed and/or particular groups of students the university is hoping to attract to the program.
	2. Provide information on anticipated enrollments over the first four years of program implementation.

Institutions may wish to present this information in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 |
|  | FT | PT | FT | PT | FT | PT | FT | PT |
| New Domestic  |  |  |  |  |  |  |  |  |
| New International  |  |  |  |  |  |  |  |  |
| Continuing Domestic |  |  |  |  |  |  |  |  |
| Continuing International  |  |  |  |  |  |  |  |  |
| Total Student Enrolment  |  |  |  |  |  |  |  |  |

***Please insert a table of contents with page numbers and list of appendices for your proposal***

**Information in Response to Assessment Standards and Criteria**

1. **Program Content and Structure**
	1. Use Table A AND Table B in Appendix 1 to list all program requirements and provide an example of what progression through the program could look like for one hypothetical student. **[[4]](#endnote-2)(Tip)**
	2. Describe how the program requirements listed in Appendix 1 will work together to form a coherent program of study (approximately 250 words). This description should address, as applicable: **[[5]](#endnote-3)(Tip)**
		* The role of core courses
		* The relationships between courses
		* Program milestones
		* Course sequencing
		* The scaffolding of knowledge throughout the curriculum
	3. In Appendix 2, provide the academic calendar course descriptions[[6]](#footnote-5) for each required course and select elective[[7]](#footnote-6). These descriptions should identify any prerequisites and/or co-requisites.
	4. Describe the implementation plan for the program, including as applicable:
		1. When new or modified courses will be introduced.
		2. The planned rotation for select electives.
		3. Whether multiple sections of courses will be required.
	5. For programs with a required thesis, dissertation, major research paper, capstone, applied project, or equivalent: Describe the supervision process (i.e., how supervisors are selected or assigned) and the student assessment process (i.e., how student work is evaluated and by whom).
	6. For interdisciplinary programs: Describe how integration of content and knowledge will typically occur and be demonstrated throughout the program (e.g., new required courses specific to the program, cohort-specific sections of courses, participation in a senior seminar, capstone). **[[8]](#endnote-4)(Tip)**
	7. For programs that include work-integrated learning (e.g., clinical practice, work placements, co-operative [co-op] education programs), describe: **[[9]](#endnote-5)(Tip)**
		1. The type(s) of work experience students will have through work-integrated learning. This could include a sample of organizations that have already agreed to provide placement opportunities and/or plans for expanding these opportunities.
		2. The anticipated availability of appropriate placements and options for alternative opportunities when appropriate placements cannot be secured, as appropriate.
		3. Procedures for securing a work placement (e.g., how placements are found, who approves them, and what the requirements and responsibilities are for qualifying organizations).
		4. The number of work terms and the duration of each work term (i.e., total number of hours worked, and number of hours worked per week).
		5. Student supervision and evaluation.
	8. For graduate programs that rely on cross-level courses, specify how the content, assignments, and learning outcomes will be more advanced in the graduate course. **[[10]](#endnote-6)(Tip)**
	9. Identify any related existing programs at your institution (undergraduate or graduate). **[[11]](#endnote-7)(Tip)**
	10. Compare the proposed program to three to five other relevant programs offered in the Maritimes or other Canadian provinces (if none are offered in Canada, provide examples of programs offered internationally). A table is provided in Appendix 3 to assist in this process.
	11. Identify any internal and/or external consultation undertaken during program development. **[[12]](#endnote-8)(Tip)** Consulted groups or individuals could include:
		* + Other academic units within the institution
			+ Academic support units within the institution
			+ Instructional designers and/or educational developers
			+ Program advisory committees
			+ Government departments
			+ Prospective employers
			+ Other post-secondary institutions
			+ Professional associations
			+ Regulatory agencies and/or accrediting bodies (**Note**: As a condition to approval, programs that **require** accreditation will be asked to provide confirmation of their accreditation status from the designating body once the accreditation process is complete)
			+ Graduates of closely related programs
			+ Indigenous perspectives
			+ Members of underrepresented or underserved groups
			+ The Nova Scotia Department of Education and Early Childhood Development (EECD) (**Note:** This is **required** for education programs in Nova Scotia[[13]](#footnote-7); append letter of support)
			+ Atlantic Advisory Committee on Health Human Resources (AACHHR) (**Note:** This is **required** for health and health-related programs; append their letter of support)
			+ Other relevant groups or individuals

Provide an overview of comments received and your institution’s response, describing any changes to the program design or content made in response to the consultation(s).

* 1. For graduate degrees: The final version of a proposal for a new graduate degree **must have been assessed** (in-person or virtually) by an expert external to the institution prior to submission to the Commission.
		1. Identify the name, title, and institution of the external reviewer(s) who assessed the proposed program, as well as the date of the (virtual) site visit. **[[14]](#endnote-9)(Tip)**
		2. Append confirmation from the external reviewer(s), that they are not in a conflict of interest (or potential for perceived conflict of interest) situation in carrying out this review.
		3. Append a copy of the external reviewer’s report and your institution’s response to the report in Appendix 4.

**Note**: Although only required for graduate degree programs, an external review is encouraged for any degree in an area or field that is substantively different from programs currently offered at the university (e.g., a first ever health sciences program).

1. **Student Learning Outcomes and Graduate Outcomes**
	1. Using the table in Appendix 5, identify the program’s student learning outcomes and how they will be achieved. Learning outcomes can include: **[[15]](#endnote-10)(Tip)**
		* + General transdisciplinary knowledge, skills, abilities, competencies and values.
			+ Knowledge, skills, abilities, competencies, and values specific to this program or discipline.
			+ Knowledge, skills, abilities, competencies, and values related to the program’s special requirements (e.g., work-integrated learning, capstones, theses).
	2. List the graduate outcomes. **[[16]](#endnote-11)(Tip)**
	3. If a stated graduate outcome is to pursue further study in a specific discipline(s), identify potential programs and include evidence to confirm that graduates will satisfy their admission requirements. **[[17]](#endnote-12)(Tip)**
	4. If a stated graduate outcome is to pursue employment in specific fields, identify the fields and potential positions/job titles in those fields, and include evidence to confirm that the outcome is achievable. **[[18]](#endnote-13)(Tip)**
	5. If a stated graduate outcome is to pursue employment within an occupation that is subject to government regulations or professional designation: **[[19]](#endnote-14)(Tip)**
		1. Identify the type of professional license, certification, or designation students will be pursuing.
		2. Describe the designation requirements and explain how graduates will satisfy these requirements through completion of the program.
2. **Delivery Modes**

*For more information on delivery modes, consult the MPHEC’s* [*Guidelines for Institutional Frameworks for Online and Technology-Supported Learning*](https://www.mphec.ca/media/223911/Guidelines-for-Institutional-Frameworks-for-Online-and-Technology-Supported-Learning.pdf)*.*

* 1. Identify the delivery mode(s) in which the program is designed to be offered? (check all that apply): **([[20]](#endnote-15)Tip)**

[ ]  In-person learning – all instruction takes place in an in-person setting

[ ]  Online learning – all instruction is fully online and is:

[ ]  Synchronous

[ ]  Asynchronous

[ ]  Both synchronous and asynchronous

[ ]  Hybrid learning – a required combination of online (synchronous or asynchronous) and in-person instruction. All students in a hybrid program are expected to undergo the same combination of online and in-person activities. Provide details:

[ ]  Hyflex learning – instruction is available simultaneously online (synchronous and/or asynchronous) and in-person. Students can decide which modality to use to access the program components and can make that decision on an ongoing basis. Provide details:

* 1. Describe how the delivery mode(s) will support the pedagogical goals of the program.
	2. Describe the training and support available to faculty and staff regarding the technical and pedagogical aspects of these delivery modes.
	3. Describe how information and/or expectations regarding the delivery modes of the program and its components will be communicated to students.
	4. Describe how the delivery modes of the program will facilitate an academic/professional community, including:
		1. Student-student interaction:
		2. Faculty-student interaction:
		3. Faculty availability outside of instruction time:
	5. Describe how the delivery modes take into account, or accommodate and are inclusive of, a diverse student body (e.g., through inclusive assessment design) and the anticipated learners.
1. **Program Name and Credential**
	1. Provide a rationale for the proposed program name and credentials(s) that includes: **[[21]](#endnote-16)(Tip)**
		1. An explanation of how the proposed program name and credential(s) accurately captures the program content and level of study as outlined within the [*Maritime Degree Level Qualifications Framework*](https://www.mphec.ca/media/232019/Maritime-Degree-Level-Qualifications-Framework.pdf).
		2. Information to demonstrate that the program name and credential(s) will reasonably allow student learning outcomes and graduate outcomes to be understood by prospective students, employers, other post-secondary institutions, professional and licensing bodies, and other stakeholders as relevant (i.e., that it facilitates truth in advertising).
		3. A description of the decision-making process used when selecting the name, including any alternatives considered.
2. **Admission, Promotion**[[22]](#footnote-8)**, and Graduation Requirements** **[[23]](#endnote-17)(Tip)**
	1. Describe the program’s standard admission requirements below (indicate where not applicable).
		1. Prior education requirements, including:
			1. Level of prior study (e.g., high school diploma, undergraduate degree, master’s degree): **[[24]](#endnote-18)(Tip)**
			2. Credential / area of study (e.g., bachelor’s degree in engineering, science, or math; Master of Arts in History):
			3. Prerequisite courses (e.g., students must have completed introductory statistics and pre-calculus):
			4. Minimum grade in prerequisite courses (e.g., students must have a final mark of 65% or higher in select courses, students must have a B or higher in all biology courses):
			5. Minimum average (e.g., a cumulative GPA of 3.0 or higher, a minimum average of 70% in their last 60 credits of study):
		2. Minimum language proficiency requirements (e.g., at least two 1000-level spanish courses, minimum International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL) score, completion of secondary education in the language of study, etc.):
		3. Prior work experience (e.g., years of experience, type of work):
		4. Other admission requirements not captured above (e.g., MCAT, GMAT, portfolio, audition):
	2. Describe any alternative admission pathways (e.g., bridging options; advanced standing; equity, diversity and inclusion considerations):
	3. Identify the promotion and graduation requirements for the program(s) (if a requirement listed is not applicable, indicate this):
		1. Minimum grade in some or all courses (e.g., all courses in the major must be completed with a minimum of B):
		2. Minimum grade point average:
		3. Comprehensive / qualifying examinations:
		4. Language requirements (e.g., intermediate-level proficiency in a particular language, successful completion of preparatory exam):
		5. Residency requirements (e.g., terms or months to be completed on-site at the institution):
		6. Participation in other scholarly or preparatory activities (e.g., non-credit seminars, required orientation/training session, teaching assistantships, submission to academic publications, participation in conferences):
		7. Other promotion or graduation requirements (list):
	4. Describe and/or append any relevant policies related to academic standing, remediation and sanctions. **([[25]](#endnote-19)Tip)**
3. **Human Resources**
	1. Using the table in Appendix 6, identify all of the faculty members and instructional staff expected to teach required courses and select electives in the program.
	2. Describe the hiring plan, where applicable, including (where relevant): hiring timelines, faculty deployment, transition plans, cross-appointments, whether new positions are dependent upon enrolment, contingency plans for resource shortfalls, and any additional context that you may wish to provide.
	3. Where applicable, describe how contract faculty (or full-time faculty who will teach in the program on overload[[26]](#footnote-9)) will be used in the delivery of this program (e.g., to replace sabbatical leaves, provide added breadth). **[[27]](#endnote-20)(Tip)**
	4. Identify the minimum academic/professional credentials required of faculty who **[[28]](#endnote-21)(Tip)**
		1. Teach in the program:
		2. Act as supervisors in the program (if applicable):
		3. Participate on supervisory or defense/examination committees (if applicable):
	5. To help us better understand expectations around faculty workload and resources, provide a brief description of:
		1. The normally expected maximum annual course load for:
			1. Full-time (or full-time limited term if applicable) faculty:
			2. Part-time (or contract) faculty:
		2. The maximum number of courses permitted to be taught on overload (where overload will be an option; otherwise, indicate not applicable):
		3. Where the program includes faculty supervision:
			1. Anticipated and/or maximum (specify) number of students to be supervised by a single faculty member at any given time:
			2. Number of supervisors who may participate in the program, and the academic unit(s) (or external organizations) to which they are affiliated.
	6. Identify any administrative positions devoted to the program (e.g. coordinator, director, advisor), and whether course releases are associated with any of these positions.
	7. In the case of interdisciplinary programs, identify the program coordinator (or equivalent) who will be responsible for overseeing program implementation and delivery and/or providing student advising.
	8. In the case of graduate programs, if there is no Office of Graduate Studies or equivalent, identify the person or office responsible for coordinating and overseeing the program.
	9. In the case of collaborative and jointly developed programs, identify the inter-institutional coordinating mechanism that bridges the two or more institutions **([[29]](#endnote-22)Tip)** (i.e., program coordinator at each institution and/or a coordinating committee).
	10. Identify any other human resources not mentioned above that will be drawn upon to support the program (e.g., lab technicians/instructors, mentors, industry advisors, elders, artists-in-residence).
4. **Library Resources**
	1. Comment on the availability of library holdings (books, journals, archives, etc.) integral to the program.
	2. Comment on any other library-provided resources (librarians, subject matter experts, equipment, space, etc.) that are integral to the program.

**Note**:A report or letter of support from the library may be appended to the proposal in lieu of responses to 7a and 7b.

1. **Other Resources**
	1. Describe the following physical and learning resources to support the program. If not yet in place, indicate how and when the resources are expected to be acquired.
		1. Facilities (e.g. classrooms, workshops, laboratories, studios, computing labs):
		2. Equipment and technology (e.g. equipment and software to delivery hybrid and/or hyflex courses, recording equipment, simulation equipment, specialized software):
		3. Other (please specify):

If helpful, attach any relevant reports or letters of support (e.g., in-kind contributions) as an appendix.

1. **Collaborative and Jointly Developed Programs**
	1. Describe and/or append (and identify relevant sections if appending) the inter-institutional agreement(s) that are in place to assure the quality and overall management of the proposed program on implementation. At minimum, the agreement must speak to the following:
		1. The units responsible at each participating institution for the academic leadership of the program, and their duties, including at minimum:
			1. Overall management and delivery of the program and its component parts:
			2. Communications within and outside the institutions:
		2. The units responsible at each participating institution for administrative functions for the program and their duties, including:
			1. registration:
			2. reporting enrolments and credentials granted:
			3. student advising/services:
			4. decisions relating to student progress, assessment and appeals:
		3. Describe the program evaluation process following implementation of the program, including:
			1. who will be responsible for ongoing quality assurance monitoring/review and ensuring that associated follow up is undertaken, at each institution:
			2. next anticipated date of review, and the planned frequency of program review:
			3. procedures for monitoring/review and follow up on possible recommendations:
		4. Procedures for resolving any differences that might arise between the parties to this agreement:
		5. Procedures for the protection of students should the arrangement be terminated:
	2. For programs that require a specific credential to be eligible for admission to the program, describe the following: **([[30]](#endnote-23)Tip)**
		1. The prior learning, learning outcomes, and/or competencies anticipated learners are expected to have upon entry to the program given their prior credential.
		2. How the program aligns with, and builds on, the prior learning, learning outcomes, or competencies achieved through the prior credential.
2. **Implementation of Truth and Reconciliation Commission (TRC) Calls to Action[[31]](#footnote-10) ([[32]](#endnote-24)Tip)**
	1. Describe how the TRC Calls to Action will be addressed and/or implemented within the program.
3. **Equity, Diversity, Inclusion and Accessibility (EDIA)[[33]](#footnote-11)**
	1. Describe how equity, diversity, inclusion and accessibility (EDIA) will be addressed within the program.
4. **Additional Information**
	1. Provide any additional information not covered above that will assist the MPHEC in its understanding and assessment of the proposed program.

**Feedback on the Information Requirements**

The Maritime Provinces Higher Education Commission is committed to the continuous improvement of our program assessment process. We recognize that **clear information requirements** significantly contribute to the ease and efficiency of developing proposals for new and modified programs.  To this end, your feedback on the *Information Requirements* you have just completed are greatly appreciated. **We encourage anyone who was involved with the development of this proposal to complete our** [**online satisfaction survey**](https://questionnaire.simplesurvey.com/f/s.aspx?s=e1790b0f-02f6-4563-85f4-b907c5c61bbb)**.** Please note that unless you opt to share your name, this survey is anonymous.

**Appendix 1: Program Content Tables**

The following two tables should be used to present the program requirements for the proposed program(s). Please complete Table A and Table B **for each** proposed program.

[Examples of completed tables can be found at the end of this document]

**Table A: Program Requirements**

Using the following table, identify all program requirements. **Note:** Not all sections may apply.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Course Number[[34]](#footnote-12) & Title | Credit Value[[35]](#footnote-13) | Status(new, modified, existing) | Institution(for collaborative programs only) |
| Required Courses[[36]](#footnote-14) |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | ***Total (Required Courses)*** |  |  |  |
| Select Electives[[37]](#footnote-15) |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | ***Total (Select Electives)*** |  |  |  |
| Special  |  |  |  |  |
| Requirements[[38]](#footnote-16) |  |  |  |  |
|  |  |  |  |  |
|  | ***Total (Required Courses)*** |  |  |  |
| Other Degree  |  |  |  |  |
| Requirements[[39]](#footnote-17) |  |  |  |  |
|  |  |  |  |  |
|  | ***Total (Special Requirements)*** |  |  |  |
|  | **Total Program Credits** |  |  |  |

**Table B: Student Progression**

Using the following table, provide a typical (or anticipated typical) progression through the program.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course Number & Title[[40]](#footnote-18) | Credit Value[[41]](#footnote-19) | Type of Course[[42]](#footnote-20)(required, select elective, special requirement, other degree requirement) |
| YEAR 1 |  |  |  |
| Fall |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Winter |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Spring/Summer |  |  |  |
|  |  |  |  |
|  | ***Total credits for Year 1*** |  |  |
| YEAR 2 |  |  |  |
| Fall |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Winter |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Spring/Summer |  |  |  |
|  |  |  |  |
|  | ***Total credits for Year 2*** |  |  |
| YEAR 3 |  |  |  |
| Fall |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Winter |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Spring/Summer |  |  |  |
|  |  |  |  |
|  | ***Total credits for Year 3*** |  |  |
| YEAR 4 |  |  |  |
| Fall |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Winter |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Spring/Summer |  |  |  |
|  |  |  |  |
|  | ***Total credits for Year 4*** |  |  |
|  | **TOTAL PROGRAM CREDITS** |  |  |

This page is intentionally left blank. Appendix 2 should include the academic calendar course descriptions for each required course and select elective (see information requirement 1c).

**Appendix 3: Program Comparison Table** **([[43]](#endnote-25)Tip)**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program Name | Institution | Website | Similarities with Proposed Program | Differences Compared to Proposed Program | Other Notes |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

This page is intentionally left blank. Appendix 4 should include the external review and institutional response (see information requirement 1l).

**Appendix 5: Student Learning Outcomes Table**

Using the following table, indicate the program’s student learning outcomes. For each student learning outcome, indicate the courses where this outcome will be developed and/or assessed. Aspects of courses, specific assessments, and/or pedagogical approaches that will contribute to the development of the outcomes can be listed in “Approaches and Assessments.” Finally, indicate the Degree Standard(s) that the student learning outcome will address. Note: individual student learning outcomes often meet multiple Degree Standards.

If multiple programs are proposed, complete a separate table for each one.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Program’s Student Learning Outcomes** **Outcomes should follow the stem “By the end of the program, students will be able to…”** | **Related Courses and Program Components** **List the courses and/or program components that will contribute to students’ achievement of the learning outcomes** | **Approaches and Assessments****Describe how the learning outcomes will be achieved and/or assessed within the program** | **Links to Degree Standards of the MDLQF** **For more information, consult** [https://www.mphec.ca/media/232019/Maritime-Degree-Level-Qualifications-Framework.pdf](https://www.mphec.ca/media/232019/Maritime-Degree-Level-Qualifications-Framework.pdf.%20)**.****List all that apply (each standard should correspond to at least one learning outcome)** |
| *E.g. Analyze key texts to draw links between feminist theory and relevant social movements and key historical events.* | *HIST 3811 Canadian Working-Class and Labour History, HIST 4571 History of the Modern American Women’s Movement, POLS 3031 Women and Politics, POLS 4141 Interest Groups and Social Movements in Canada, WGST 4007 Feminist Praxis.* | *In these courses, students will study women’s role in social movements, linking feminist thought to various modes of social change including activism, community engagement, participation in politics and policy work, etc. In WGST 4007, students will also engage in praxis themselves (e.g., by volunteering with an existing organization, or designing a community project of their own) and provide a theoretical framing of their experience.*  | *1. Depth and Breadth of Knowledge in the Field**4. Level of Analytical Skill**5. Level of Application of Knowledge* |
| *E.g. Design research studies that comply with ethical standards and practices* | *PSYC 6005, PSYC 6XX2 Project III* | *PSYC 6005 will cover the Tri-Council Policy Statement: Ethical Conduct for Research, guidelines from the American Psychological Association and Canadian Psychological Association, as well as ethical issues pertaining specifically to program evaluation. Students will come to understand general guidelines for professional conduct in both research and applied settings, and learn to assess whether an evaluation plan is consistent with Tri-Council Policy, anticipate/redress ethical concerns, and identify COIs and biases. In addition, all students must prepare a successful submission to the Research Ethics Board for their proposed evaluation stemming from the project in PSYC 6XX2.* | *3. Conceptual and Methodological Awareness**5. Level of Application of Knowledge**6. Professional Capacity/Autonomy* |
|  |  |  |  |

**Appendix 6: Faculty Resource Table** **([[44]](#endnote-26)Tip)**

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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Rank[[45]](#footnote-21) | Status(Tenure, Tenure-Track, Contract (specify the planned length)) | Highest Degree or Professional Designation Held | Areas of Expertise | Number of Courses Expected to be Taught in this Program per Year | List of Required Courses and Select Electives **([[46]](#endnote-27)Tip)** Faculty Can Teach in this Program(course names and numbers) | Anticipated Hire Date (if applicable) |
| ***CURRENT FACULTY*** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| ***ANTICIPATED HIRES***[[47]](#footnote-22) |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

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

***Sample program: Bachelor of Information Resource Management with Honours***

*(Based on a similar program offered at Université de Moncton; modified to demonstrate hypothetical use of table)*

**Table A: Program Requirements - Bachelor of Information Resource Management with Honours**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Course Number & Title | Credit Value | Status (new, modified, existing) | Institution (for collaborative programs only) |
| Required Courses | IRMT1000: Introduction to Information Resource Management | 3 | existing |  |
| IRMT1010: Document Management | 3 | existing |  |
| IRMT1020: Web Interface Development | 3 | existing |  |
| ADCO1010: Financial Accounting I | 3 | existing |  |
| ADMN1220: Introduction to Management | 3 | existing |  |
| ECON1011: Introduction to Economics | 3 | existing |  |
| INFO1101: Programming Principles I | 3 | existing |  |
| INFO1102: Programming Principles II | 3 | existing |  |
| MATH1153: Mathematics for Business  | 3 | existing |  |
| IRMT2010: Digital Documents | 3 | modified |  |
| IRMT2020: Electronic Commerce | 3 | modified |  |
| IRMT2050: Information Search Engines | 3 | modified |  |
| STAT2633: Introduction to Applied Statistics | 3 | existing |  |
| IRMT3010: Telecommunications and Business | 3 | modified |  |
| IRMT3020: Multimedia Tools Management | 3 | new |  |
| IRMT3030: Databases I | 3 | modified |  |
| IRMT3050: The Ethics and Politics of Information | 3 | existing |  |
| IRMT3060: Managing Local Area Networks | 3 | modified |  |
| IRMT3070: Databases II | 3 | modified |  |
| IRMT3080: Information Systems Security | 3 | modified |  |
| IRMT3090: Strategic Monitoring | 3 | modified |  |
| IRMT4010: Archives and Special Collections | 3 | modified |  |
| IRMT4100: Leadership and Supervision | 3 | new |  |
|  | ***Total (Required Courses)*** | ***69*** |  |  |
| Select Electives | *Choose 6 credits from the following courses:*IRMT2100: Introduction to Health Information ManagementIRMT3303: Corporate InformationIRMT3503: Internship in Information ManagementIRMT3700: Knowledge ManagementIRMT3800: Information AuditIRMT3900: Advanced Internet Programming IRMT4001: Information and Leadership WorkshopIRMT4303: Information GovernanceIRMT4403: Information Security AnalysisIRMT4500: Directed Study  | 6 | existing or modified |  |
| *Choose 9 credits from the following courses:*ADMK2353: Consumer BehaviorADMK3352: Business Research IADMN2250: Managing TodayADRH3222: Organizational BehaviorADSI1601: Introduction to Information SystemsINFO1004: Information TechnologyPHIL1100: Introduction to PhilosophyPHIL2235: EthicsPSYC2810: Interpersonal RelationshipsSCPO1000: Introduction to Political ScienceSOCI1001: Introduction to Sociology | 9 | existing |  |
|  | ***Total (Select Electives)*** | ***15*** |  |  |
| Special Requirements | IRMT 4900: Thesis | 6 | new |  |
|  | ***Total (Special Requirements)*** | ***6*** |  |  |
| Other Degree Requirements | General education and elective courses | 30 | existing |  |
|  | ***Total (Other Degree Requirements)*** | ***30*** |  |  |
|  | **Total Program Credits** | **120** |  |  |

**Table B*:* Student Progression – Bachelor of Information Resource Management with Honours**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course Number & Title | Credit Value | Type of Course (required, select elective, special requirement, other degree requirement) |
| Year 1 |  |  |  |
| Fall | IRMT1000: Introduction to Info Resource Mgt | 3 | Required |
| IRMT1020: Web Interface Development | 3 | Required |
| ADMN1220: Introduction to Management | 3 | Required |
| INFO1101: Programming Principles I | 3 | Required |
|  | General education and elective courses | 3 | Other degree requirement |
| Winter | IRMT1010: Document Management | 3 | Required |
| ECON1011: Introduction to Economics | 3 | Required |
| INFO1102: Programming Principles II | 3 | Required |
| MATH1153: Mathematics for Business  | 3 | Required |
| General education and elective courses | 3 | Other degree requirement |
| Spring/Summer |  |  |  |
|  | ***Total credits for Year 1*** | ***30*** |  |
| Year 2 |  |  |  |
| Fall | IRMT2010: Digital Documents | 3 | Required |
| IRMT2020: Electronic Commerce | 3 | Required |
| IRMT2050: Information Search Engines | 3 | Required |
| ADCO1010: Financial Accounting I | 3 | Select elective |
| General education and elective courses | 3 | Other degree requirement |
| Winter | INFO1004: Information Technology | 3 | Select elective​ |
| IRMT2100: Intro to Health Info. Management | 3 | Select elective​ |
| STAT2633: Intro to Applied Statistics | 3 | Required |
| IRMT3010: Telecommunications and Business | 3 | Required |
| General education and elective courses | 3 | Other degree requirement |
| Spring/Summer |  |  |  |
|  | ***Total credits for Year 2*** | ***30*** |  |
| Year 3 |  |  |  |
| Fall | IRMT3030: Database I | 3 | Required |
| IRMT3050: Ethics and Politics of Information | 3 | Required |
| PHIL1100: Introduction to Philosophy | 3 | Select elective​ |
| IRMT3020: Multimedia Tools Management | 3 | Required |
| General education and elective courses | 3 | Other degree requirement |
| Winter | IRMT3070: Database II | 3 | Required |
| IRMT3080: Information Systems Security | 3 | Required |
| IRMT3060: Managing Local Area Networks | 3 | Required |
| General education and elective courses | 3 | Other degree requirement |
| General education and elective courses | 3 | Other degree requirement |
| Spring/Summer |  |  |  |
|  | ***Total credits for Year 3*** | ***30*** |  |
| Year 4 |  |  |  |
| Fall | IRMT3090: Strategic Monitoring | 3 | Required |
| IRMT4500: Directed Study  | 3 | Select elective |
| IRMT4100: Leadership and Supervision | 3 | Required |
| General education and elective courses | 3 | Other degree requirement |
| IRMT 4900: Thesis | 6 | Special requirement |
| Winter | IRMT4010: Archives and Special Collections | 3 | Required |
| ADMK3352: Business Research I | 3 | Select elective |
| General education and elective courses | 3 | Other degree requirement |
| General education and elective courses | 3 | Other degree requirement |
|  | IRMT 4900: Thesis (continued) | -- | Special requirement |
| Spring/Summer |  |  |  |
|  | ***Total credits for Year 4*** | ***30*** |  |
|  | **TOTAL PROGRAM CREDITS** | **120** |  |

1. Universities can report credits in the unit they use at their institution. The remainder of this document will refer to “credits” where 6 credits = 6 credit hours = 1.0 unit = 2 term-length courses. [↑](#footnote-ref-2)
2. Full-time and part-time statuses are defined by the reporting post-secondary institution. [↑](#footnote-ref-3)
3. Full-time and part-time statuses are defined by the reporting post-secondary institution. [↑](#footnote-ref-4)
4. **Tip 1.a.** **Baccalaureate degree programs** must require students to complete sufficient upper-level courses (i.e., courses at the 3000-4000 level) to meet the anticipated learning outcomes and upper-level credit requirements outlined in Section 1.4 of the MPHEC’s Program Assessment Standards & Criteria. Choice among upper-level courses (i.e., options for select electives\*) is normally provided.

Specifically, within a 120-credit (or equivalent) baccalaureate degreei:

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

	* at least twelve courses (36 credits) are required in the field of study or in a related field that contributes directly to the major, with at least six of those courses (18 credits) at the 3000-4000 level including at least one course (3 credits) at the 4000-level (unless an acceptable rationaleii is provided to explain why fewer credits at the 4000-level is appropriate given the program’s student learning and/or graduate outcomes)iii.For **honours programs**:

	* at least sixteen courses (48 credits) are required in the field of study or in a related field that contributes directly to the honours, with at least ten of those courses (30 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
	* The program is expected to require students to prepare, under supervision of a qualified faculty member, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent intellectual/creative workFor **double honours programs**:

	* at least sixteen courses (48 credits) are required in one of the two fields that comprise the double honoursiv, with at least ten of those courses (30 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
	* at least fourteen courses (42 credits) are required in the second of the two fields that comprise the double honoursv, with at least eight of those courses (24 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
	* The thesis, project or equivalent required for a baccalaureate degree with honoursvi could be distinct for each field comprising the double honours or it could be blended; if blended, the thesis or project (or equivalent) would serve to meet the minimum of two courses (6 credits) at the 4000-level for both fields that comprise the double honours (i.e., it would count for both).For **honours with major programs**:

	* at least sixteen courses (48 credits) are required in the field of study of the honours (or a related field that contributes directly to the honours), with at least ten of those courses (30 credits) at the 3000-4000 level, including at least two courses (6 credits) at the 4000-level;
	* students are required to prepare, under supervision of a qualified faculty member, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent intellectual/creative work in the field of the honours.
	* at least twelve courses (36 credits) are required in the field of study of the major (or a related field that contributes directly to the major), with at least six courses (18 credits) at the 3000-4000 level including at least one course (3 credits) at the 4000-level (unless an acceptable rationalevii is provided to explain why fewer credits at the 4000-level is appropriate given the program’s student learning and/or graduate outcomes).\* Select electives are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program’s focus. Lists can be included in Tables A and B or in an attachment.

i Often referred to as “four-year degrees.”

ii The rationale will be considered on a case-by-case basis.

iii For a double major (or equivalent), these requirements apply to each field comprising the double major.

iv As with other honours programs, the sixteen courses can also include courses in a closely related field that contribute directly to the honours in this area.

v As with other honours programs, the fourteen courses can also include courses in a closely related field that contribute directly to the honours in this area.

vi See criterion 1.4.5.2.2.

vii The rationale will be considered on a case-by-case basis.

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

**Research-focused masters degree programs** are normally expected to require a compulsory graduate-level research methods course or equivalent experimental lab, outside the thesis or research project (or equivalent), that will provide students with the conceptual and methodological awareness appropriate to the degree program (see [*MDLQF*](https://www.mphec.ca/media/232019/Maritime-Degree-Level-Qualifications-Framework.pdf)). In cases where one of these is not required, provide evidence of how students will obtain equivalent research methods knowledge and skills through other program components. [↑](#endnote-ref-2)
5. **Tip 1.b.** For **collaborative and jointly developed programs**, describe the main components each institution brings to the program (e.g. disciplinary expertise, practical experience), and how these separate components will be brought together to form a coherent program. [↑](#endnote-ref-3)
6. Course outlines/syllabi are not required for every proposal for a new program. However, the MPHEC reserves the right to request detailed course outlines/syllabi as needed (usually through Stage I questions). [↑](#footnote-ref-5)
7. Select electives are courses chosen from a predetermined list of courses either in the same field or in a closely related field that directly contributes to the program’s focus. [↑](#footnote-ref-6)
8. **Tip 1.f.** **Interdisciplinary programs** must formally integrate knowledge and skills from each of the primary subject areas that comprise the program. [↑](#endnote-ref-4)
9. **Tip 1.g.** Any **work-integrated learning** experience should:

	* be appropriate to the field of the program.
	* be supervised by both an institutional representative with relevant academic credentials and a representative from the host organization who together support and evaluate student performance.
	* include opportunities and structure for student reflection on anticipated student learning outcomes in relationship to work-integrated learning experiences.**Co-operative (co-op) education** programs are expected to meet the following standards established by Co-operative Education and Work-Integrated Learning (CEWIL), Canada.

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

	* The program must start and end on an academic study term (i.e., not a co-op work term).
	* The length of each work term is approximately equal to the length of each academic study term.
	* Students are enrolled full-time for both work and academic study terms.
	* For programs of two or more work terms, work experience is not limited to one season unless it can be demonstrated that work in a specific career is purely of a seasonal nature.Visit the CEWIL website for the full Co-operative Education Accreditation Standards and Rationale <https://www.cewilcanada.ca/>

**Other work integrated and experiential learning programs that do not meet these standards are required by the MPHEC to use alternative titles (e.g., work placement, internship).** [↑](#endnote-ref-5)
10. **Tip 1.h.** **Cross-level course** refers to offering two courses, one undergraduate and one graduate, at the same time, in the same place, with the same instructor. For cross-level courses, only the classroom experience is shared (whether in-person, online or a combination of the two); the graduate course is expected to have enhanced content, assignments, and learning outcomes that are more advanced than the undergraduate course and identified in a separate syllabus.

An example of differential learning outcomes for graduate and undergraduate students in a cross-level course is presented below:

	* **Undergraduate-level Learning Outcome**: Students will be able to describe the methods employed.
	* **Graduate-level Learning Outcome**: Students will be able to critique the methods employed and offer alternatives.**Graduate programs that use cross-level courses must meet the parameters for cross-level courses outlined in Criteria 1.4.7**. If an exception to these parameters is being proposed, the proposal will automatically proceed to Stage II assessment, where the proposal will be considered on a case-by-case basis by the AAU-MPHEC Quality Assurance Committee. [↑](#endnote-ref-6)
11. **Tip 1.i.** E.g.,A new honours program likely builds on an existing major in the same discipline. Graduate programs typically build on existing undergraduate offerings in the same discipline or in related disciplines; they may also complement other existing graduate programs. E.g., A new Master of Business Administration (MBA) program may be building on an existing Bachelor of Business Administration (BBA) program; it may also be offered alongside existing Master of Finance and Master of Applied Economics programs. [↑](#endnote-ref-7)
12. **Tip 1.k.** For new or innovative programs, these types of letters can be particularly helpful as evidence that the program as designed will meet the intended outcomes.

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

Academic support units could include any unit that supports student learning and would be applicable to the proposed program (e.g., offices for work-integrated learning). Evidence of consultation with the library is provided in section 7 and does not need to be repeated here. [↑](#endnote-ref-8)
13. In New Brunswick and Prince Edward Island, the MPHEC requests written confirmation of support from the relevant provincial government department on receipt of the proposal; this confirmation must be received before the MPHEC can make its final decision on a program. [↑](#footnote-ref-7)
14. **Tip 1.l.** Proposals for new graduate-level degrees submitted to the MPHEC **without an external review will be** **returned**. The expert is to be selected according to established standards (see [*Guidelines for the Selection of External Program Assessors*](https://www.mphec.ca/quality/assessmentacademicprograms.aspx)– including definition of conflict of interest) and the review conducted in accordance with, at a minimum, the elements highlighted in the [*MPHEC’s Generic Terms of Reference for External Consultants*](https://www.mphec.ca/quality/assessmentacademicprograms.aspx). [↑](#endnote-ref-9)
15. **Tip 2.a.** A program’s student learning outcomes describe what students should be able to know, do, and value upon graduation from the program. They are usually more specific than program objectives, though not as precise as course-level learning outcomes. Achievement of a program’s student learning outcomes is usually demonstrated through successful completion of **several** courses or program components.

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

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

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

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

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

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

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

E.g. *Students will be able to* conduct independent and novel research that addresses a relevant problem or issue within the field. [↑](#endnote-ref-10)
16. **Tip 2.b.** “Graduate outcomes” refers to the intended employment and educational opportunities students will be eligible to pursue upon graduation from the program. [↑](#endnote-ref-11)
17. **Tip 2.c.** Students should qualify for admission to programs offered at other institutions: opportunities for further study should *not* be limited to programs at the originating university.

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

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

E.g. Appendix 3.4 includes letters of support from UBC and McGill University indicating that graduates of the program would be appropriately prepared for admission to their respective PhD programs in art education and educational studies. [↑](#endnote-ref-12)
18. **Tip 2.d.** Evidence could include confirmation from prospective employers that graduates will have the requisite knowledge and skills to work in the field, relevant job ads, etc.

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

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

E.g. The worldwide cybersecurity market is large and growing, with a market size to reach $170 billion in the next few years. It is predicted that the global cybersecurity workforce will fall short by 1.8 million workers. The university has already developed close collaborations with many firms and stakeholders including IBM Security Systems Division, Bullet Proof, Bell, TD, McCain, JDI, and local and federal government departments. All these collaborators are likely able to offer internships to the students and participate in capstone projects, which may lead to full-time jobs as entry-level IT security analysts for some of the students upon graduation. See letters of interest in Appendix X. [↑](#endnote-ref-13)
19. **Tip 2.e.** It may be useful to provide a mapping of the curriculum to accreditation standards, i.e., chart or table, and either link to or attach the current standards and requirements of the regulatory body.

E.g. Graduates will have completed the essential Validation by Educational Experience (VEE) requirements and will be prepared for the first two professional exams of the Society of Actuaries (SOA).

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

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

As a condition to approval, programs that require accreditation will be asked to provide confirmation of their accreditation status from the designating body once the accreditation process is complete. If accreditation is optional, confirmation may or may not be required (the decision would be communicated in the approval letter). [↑](#endnote-ref-14)
20. **Tip 3.a.** The definitions of the delivery modes focus on the instruction, i.e., the direct teaching provided by faculty and other instructional staff (or equivalent, such as an industry mentor). An ***in-person*** course or program may also include technology as support both inside and outside of the classroom (e.g., online learning spaces for collaboration, communication, and access to course materials; simulations and virtual laboratories; assistive technology, etc.), but the instruction is provided in person and student presence is required. ***Offering online sections of some courses in a program does not typically affect the delivery mode of the entire program.*** However, if the in-person sections of the same courses were eliminated and those courses were required (not elective) for a program, then that program would become de facto hybrid, as students would be required to complete some components online and others in person. If online courses are optional, the program, as a whole, is still considered an in-person program by design. Even with a gradual increase in online course offerings, an in-person program would only become a fully ***online*** program, and, in most cases, be a program with an in-person and an online version, if/when all the required components (e.g., core courses, select electives, and enough general electives) are provided online. (*The Guidelines for Online and Technology-Supported Learning* requires institutions to ensure each program has appropriate academic oversight to regularly review the appropriateness of the mode of delivery and its impact upon the pathways for students, considering how incremental changes might gradually affect the program overall). Another example of a ***hybrid*** program is one that requires students to complete online courses and an in-person practicum or residency. A ***hyflex*** program would offer two or three different delivery modes simultaneously (i.e., in-person and online synchronous and/or online asynchronous). Hyflex programs are quite rare, partly because of the technology and development required as support and the increased workload and training required of faculty and staff. [↑](#endnote-ref-15)
21. **Tip 4.a.** E.g., To show that the credential will be recognizable, identify existing programs with similar names/credentials, explain how the program name reflects accepted terminology or current trends within the discipline, and/or provide letters from admitting universities. Reference to the information provided under Appendix 3 can be appropriate here. If the credential is unusual in Canada, provide a rationale for choosing it, explaining why it is more appropriate than the alternatives or why a new credential is needed.

A program must meet the Co-operative Education and Work-Integrated Learning, Canada (CEWIL) standards (referenced in Criterion 1.5.3 of the Assessment Standards & Criteria) for “co-operative (co-op) education” to be listed in the program name or advertising. [↑](#endnote-ref-16)
22. Promotion refers to specific requirements or milestones that must be reached for advancement in the program. [↑](#footnote-ref-8)
23. **Tip 5.** For **collaborative programs**, be sure to include the standards for student admission, progression and graduation at both/all institutions. Mention block transfers of credit if applicable. [↑](#endnote-ref-17)
24. **Tip 5.a.i.1.** Admission to an **undergraduate program** normally requires, at a minimum, completion of a secondary school diploma, or equivalent.

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

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

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

*Proposals for programs that fall outside of these norms will be considered by the AAU-MPHEC Quality Assurance Committee on a case-by-case basis through a Stage II Assessment.*  [↑](#endnote-ref-18)
25. **Tip 5.d.** Excerpts from the academic calendar may be provided instead of a description. [↑](#endnote-ref-19)
26. Voluntarily taught courses in the program on a contract basis (or equivalent) that would be over and above their standard teaching load. [↑](#footnote-ref-9)
27. **Tip 6.c.** The program should be anchored by a designated complement of core faculty who are primarily responsible for delivering the program and ensuring its consistency, continuity and sustainability.

For programs that rely heavily on contract and/or overload faculty, describe measures or plans in place to ensure the long-term consistency and sustainability of the program (e.g., standardized course learning outcomes, common syllabi). [↑](#endnote-ref-20)
28. **Tip 6.d.** Faculty and instructional staff are expected to hold a terminal degree in the field or in a related field. In the absence of a terminal degree, the faculty member is demonstrated to have academic qualifications, knowledge and/or experience that is relevant and appropriate to the courses that they will teach.

E.g. A faculty member who holds a master’s degree and has extensive K-12 teaching experience included in the faculty and instructional staff of a Bachelor of Education program. [↑](#endnote-ref-21)
29. **Tip 6.i.** At a minimum there should be a mechanism to ensure seamless transitions between institutions, facilitate student transfer, and ensure appropriate student advising. The inter-institutional coordinating mechanism considers the program holistically, and on a regular basis (usually greater in frequency in the early phases of the program; a reduced schedule may be introduced after one or two cohorts have graduated), to identify and address challenges and to monitor and facilitate student and program success. [↑](#endnote-ref-22)
30. **Tip 9.b.** Institutions that intend to admit students with a specific prior credential (e.g. a specific college diploma) that could be obtained from any number of possible institutions are encouraged to partner with one institution to develop and launch the program. Once that partnership is established, completion of an equivalent program at another institution would be appropriate to consider for recognition of transfer credit/advanced standing into the jointly developed program.

 [↑](#endnote-ref-23)
31. This information will be used to document different approaches and may be used to inform future standards and criteria. It may be beneficial to speak to institutional-level initiatives in preparing your response. [↑](#footnote-ref-10)
32. **Tip 10.** More information on the [TRC Calls to Action may be found here](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf). [↑](#endnote-ref-24)
33. This information will be used to document different institutional approaches and may be used to inform future standards and criteria. It may be beneficial to speak to institutional-level initiatives in preparing your response. [↑](#footnote-ref-11)
34. For cross-level courses, provide both undergraduate and graduate course numbers and titles, e.g., PSYC 4015/6005 Advanced Research Methods. [↑](#footnote-ref-12)
35. If non-credit, indicate “0” for credit value. [↑](#footnote-ref-13)
36. Required courses are courses that contribute directly to the program’s focus and credit total and will be identified within the academic calendar as such. (For a proposed major in a 120-credit (or equivalent) undergraduate degree, list subject area courses that every student enrolled in the proposed major must take, and that count toward the credit total for that major.) [↑](#footnote-ref-14)
37. Select electives are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program’s focus. Lists can be included in the table or in an attachment if preferred. [↑](#footnote-ref-15)
38. Special requirements may include a thesis, capstone, work-integrated learning, etc. [↑](#footnote-ref-16)
39. E.g. For a proposed major in a 120-credit (or equivalent) undergraduate degree, include all other requirements needed for graduation that fall outside of the focus of the major. All possible general or open electives are not required to be listed; instead, describe the source of the elective (e.g., humanities courses at the 1000-2000 level - 18 credits). [↑](#footnote-ref-17)
40. For cross-level courses, provide both undergraduate and graduate course numbers and titles, e.g., PSYC 4015/6005 Advanced Research Methods. [↑](#footnote-ref-18)
41. If non-credit, indicate 0 for credit value. [↑](#footnote-ref-19)
42. **Required courses** are courses that contribute directly to the program’s focus and credit total and are identified within the academic calendar as such. (For a proposed major in a 120-credit (or equivalent) undergraduate degree, list subject-area courses that every student enrolled in the proposed major must take, and that count toward the credit total for that major.) **Select electives** are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program’s focus. Lists can be included in the table or in an attachment if preferred. **Special requirements** may include a thesis, capstone, work-integrated learning, etc. **Other degree requirements** E.g. For a proposed major in a 120-credit (or equivalent) undergraduate degree, include all other requirements needed for graduation that fall outside of the focus of the major. All possible general or open electives are not required to be listed; instead, describe the source of the elective (e.g., humanities courses at the 1000-2000 level - 18 credits). [↑](#footnote-ref-20)
43. **Tip Appendix 3.** A program comparison table can help confirm that the name of the proposed program is commonly recognized and that the program content and structure are similar to what is offered elsewhere (i.e., the name captures the credential) and is therefore appropriate. Where there are differences, speak to unique features that distinguish the proposed program from others like it. Where there are similarities, speak to how this program may follow established practices in the discipline. When a program is unique and there are no comparable programs in Canada or internationally, programs with similar elements or subject matter should be considered. [↑](#endnote-ref-25)
44. **Tip Appendix 6.** Only faculty who directly support the program should be included in the table (i.e., faculty who teach courses directly related to the proposed program). It is not required to also list faculty who teach required courses that satisfy general degree requirements (e.g., “distribution” or “breadth” courses) if those courses are not directly contributing to the program’s focus (e.g., not directly contributing to a proposed major).

E.g., Students in a proposed Bachelor of Arts Major in Theatre are required to take a general survey course taken by all Bachelor of Arts students (i.e., Arts 1000). Faculty who teach Arts 1000 do not need to be included in the table as the course is not directly contributing to the proposed major. However, for a proposed Bachelor of Science Major in Biochemistry, students are required to take an introductory chemistry course. Although the introductory chemistry course may be required for all Bachelor of Science students, the course **also** directly contributes to (and, in many cases, counts within the credits comprising) the proposed major. Faculty who teach the introductory chemistry course(s) should therefore be included in the table.

For collaborative programs, do not include faculty from non-university partners. [↑](#endnote-ref-26)
45. Rank refers to job title (e.g. professor, assistant professor, senior lecturer, sessional instructor). [↑](#footnote-ref-21)
46. The requirement to list all select electives taught may be omitted for programs with a large number of select elective courses that are taught by faculty outside of the academic unit or core faculty group (e.g., highly interdisciplinary programs). Instead, this should be explained in the program proposal and/or as a note to the table, and the MPHEC (usually through Stage I questions) will follow up if any additional information is needed. [↑](#endnote-ref-27)
47. Label as needed “New Hire 1, New Hire 2,” etc. [↑](#footnote-ref-22)