**MPHEC Information Requirements for
New Certificate and Diploma Programs**

**Note:** The MPHEC has developed “tips” intended to assist universities when completing this form. These tips are provided at the end of this document (beginning on page 15) 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):
	4. Indicate whether the program will be[[1]](#footnote-2) (check all that apply)

[ ]  embedded within a program

[ ]  a stand-alone program

* 1. Program Name:
	2. Level of Study (undergraduate, post-baccalaureate, graduate):
	3. Program Duration
		1. Number of units, credits or credit hours[[2]](#footnote-3) required for credential:
		2. Number of expected terms for full-time[[3]](#footnote-4) students:
		3. Number of expected terms for part-time[[4]](#footnote-5) students:
	4. Proposed [*Classification of Instructional Program (CIP) Code*](https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=1420413):
	5. Proposed Start Date for New Program:
	6. Contact Person (should MPHEC staff require additional information during the assessment process)
		1. Name & Job Title:
		2. Email:
		3. Phone Number:
	7. 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; 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 **[[5]](#endnote-2)(Tip)** and provide an example of what progression through the program could look like for one hypothetical student.
	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:
		* The role of core courses
		* The relationships between courses
		* Program milestones
		* Course sequencing
	3. In Appendix 2, provide the academic calendar course descriptions[[6]](#footnote-6) for each required course and select elective[[7]](#footnote-7). 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 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 programs that include work-integrated learning (e.g., clinical practice, work placements, co-operative [co-op] education programs), describe: **[[8]](#endnote-3)(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.
	7. 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. **[[9]](#endnote-4)(Tip)**
	8. Identify any related existing programs at your institution, or other institutions, and discuss how they are related to the proposed certificate or diploma program. A table is provided in Appendix 3 to assist in this process.
	9. Identify any internal and/or external consultation undertaken during program development **[[10]](#endnote-5)(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[[11]](#footnote-8); 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. **Student Learning Outcomes and Graduate Outcomes**
	1. Using the table in Appendix 4, identify the program’s student learning outcomes and how they will be achieved. Learning outcomes can include: **[[12]](#endnote-6)(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).
	2. List the graduate outcomes. **[[13]](#endnote-7)(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. **[[14]](#endnote-8)(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. **[[15]](#endnote-9)(Tip)**
	5. If a stated graduate outcome is to pursue employment within an occupation that is subject to government regulations or professional designation: **[[16]](#endnote-10)(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): **([[17]](#endnote-11)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 credential(s) that includes: **[[18]](#endnote-12)(Tip)**
		1. An explanation of how the proposed program name and credential(s) accurately capture the program content and level of study as outlined within the *[Maritime University Certificate and Diploma Framework](http://www.mphec.ca/media/220890/Maritime-University-Certificate-and-Diploma-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**[[19]](#footnote-9)**, and Graduation Requirements**
	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):
			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 program must be completed with a minimum of B):
		2. Minimum grade point average:
		3. Language requirements (e.g., intermediate-level proficiency in a particular language, successful completion of preparatory exam):
		4. Residency requirements (e.g., terms or months to be completed on-site at the institution):
		5. Participation in other scholarly or preparatory activities (e.g., non-credit seminars, required orientation/training session):
		6. Other promotion or graduation requirements (list):
3. **Human Resources**
	1. Using the table in Appendix 5, 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. Explain how faculty will be deployed in the program, including (as applicable): **[[20]](#endnote-13)(Tip)**
		1. How the teaching requirements of the program will impact the teaching loads of permanent, full-time faculty.
		2. How contract faculty or overload[[21]](#footnote-10) teaching will be used in the delivery of this program.
		3. Maximum allowable annual course loads for full-time and contract faculty, and how they are accounted for in delivery of this program.
			1. If overload teaching will be used, the maximum number of courses to be taught on overload:
		4. Any additional context you wish to provide.
	4. Identify the minimum academic/professional credentials required of faculty who **[[22]](#endnote-14)(Tip)**
		1. Teach in the program:
		2. Act as supervisors in the program (if applicable):
	5. 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**

*Information requirements for collaborative and jointly developed programs are not included here as most collaborative programs are proposed at the degree level rather than through a certificate or diploma. However, if a certificate or diploma were to be proposed to be offered by two or more institutions, this would be the place to include information speaking to the requirements for these programs (see section 9 of the Assessment Standards & Criteria as well as criterion 6.1.7.3., and section 9 of the Information Requirements for New Degree Programs).*

1. **Implementation of Truth and Reconciliation Commission (TRC) Calls to Action[[23]](#footnote-11) ([[24]](#endnote-15)Tip)**
	1. Describe how the TRC Calls to Action will be addressed and/or implemented within the program.
2. **Equity, Diversity, Inclusion and Accessibility (EDIA)[[25]](#footnote-12)**
	1. Describe how equity, diversity, inclusion and accessibility (EDIA) will be addressed within the program.
3. **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[[26]](#footnote-13) & Title | Credit Value[[27]](#footnote-14) | Status(new, modified, existing) |
| Required Courses[[28]](#footnote-15) |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | ***Total (Required Courses)*** |  |  |
| Select Electives[[29]](#footnote-16) |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | ***Total (Select Electives)*** |  |  |
| Special  |  |  |  |
| Requirements[[30]](#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[[31]](#footnote-18) | Credit Value[[32]](#footnote-19) | Type of Course[[33]](#footnote-20)(required, select elective, special requirement) |
| YEAR 1 |  |  |  |
| Fall |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Winter |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Spring/Summer |  |  |  |
|  |  |  |  |
|  | ***Total credits for Year 1*** |  |  |
| YEAR 2 |  |  |  |
| Fall |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Winter |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Spring/Summer |  |  |  |
|  |  |  |  |
|  | ***Total credits for Year 2*** |  |  |
|  | **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** **([[34]](#endnote-16)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 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Appendix 4: 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.”

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** |
| *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.*  |
| *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.* |
|  |  |  |

**Appendix 5: Faculty Resource Table**

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[[35]](#footnote-21) | Status(Tenure, Tenure-Track, Contract (specify planned length)) | Highest Degree or Professional Designation Held | Areas of Expertise | Number of Courses Expected to be Taught in this Program per Year | List of Required Courses and Select Electives **([[36]](#endnote-17)Tip)** Faculty Can Teach in this Program(course names and numbers) | Anticipated Hire Date (if applicable) |
| ***CURRENT FACULTY*** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| ***ANTICIPATED HIRES***[[37]](#footnote-22) |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

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

***Sample program: Certificate of Information Resource Management***

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

**Table A: Program Requirements – Certificate of Information Resource Management**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course Number & Title | Credit Value | Status (new, modified, existing) |
| Required Courses | IRMT1000: Introduction to Info. Resource Mgt. | 3 | existing |
| IRMT1010: Document Management | 3 | existing |
| IRMT1020: Web Interface Development | 3 | existing |
| IRMT2010: Digital Documents | 3 | modified |
| IRMT2020: Electronic Commerce | 3 | modified |
| IRMT2050: Information Search Engines | 3 | modified |
| IRMT3050: The Ethics and Politics of Information | 3 | existing |
|  | ***Total (Required Courses)*** | ***21*** |  |
| Select Electives | *Choose 6 credits from the following courses:*IRMT3010: Telecommunications and BusinessIRMT3020: Management of Multimedia ToolsIRMT3030: Database IIRMT3060: Local Network ManagementIRMT3070: Database IIIRMT3080: Information Systems SecurityIRMT3090: Strategic Monitoring | 6 | existing or modified |
|  | ***Total (Select Electives)*** | ***6*** |  |
| Special Requirements | IRMT 2900: Capstone in Information Resource Management | 3 | new |
|  | ***Total (Special Requirements)*** | ***3*** |  |
|  | **Total Program Credits** | **30** |  |

**Table B*:* Student Progression – Certificate of Information Resource Management**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course Number & Title | Credit Value | Type of Course (required, select elective, special requirement) |
| Year 1 |  |  |  |
| Fall | IRMT1000: Introduction to Info Resource Management | 3 | Required |
| IRMT1010: Document Management | 3 | Required |
| IRMT1020: Web Interface Development | 3 | Required |
| IRMT2010: Digital Documents | 3 | Required |
| IRMT2020: Electronic Commerce | 3 | Required |
| Winter | IRMT2050: Information Search Engines | 3 | Required |
| IRMT3050: The Ethics and Politics of Information | 3 | Required |
| IRMT3080: Information Systems Security | 3 | Select elective |
| IRMT3090: Strategic Monitoring | 3 | Select elective |
| IRMT 2900 Capstone in Info Resource Management | 3 | Special requirement |
| Spring/Summer |  |  |  |
|  | **TOTAL PROGRAM CREDITS** | **30** |  |

1. Embedded programs are designed to be pursued concurrently with a degree offered at the same institution. Stand-alone programs are designed to be pursued independently by learners (i.e., students are not concurrently enrolled in another program at the same institution). [↑](#footnote-ref-2)
2. Universities are able to report credits in the unit they use at their institution. The remainder of this document will refer to “credits” where 6 credits = 6 credit hours = 1.0 unit = 2 term-length courses. [↑](#footnote-ref-3)
3. Full-time and part-time statuses are defined by the reporting post-secondary institution. [↑](#footnote-ref-4)
4. Full-time and part-time statuses are defined by the reporting post-secondary institution. [↑](#footnote-ref-5)
5. **Tip 1.a.** Certificate and diploma programs must meet the following:

	* Undergraduate and post-baccalaureate certificates are 15 to 30 credits.
	* Undergraduate and post-baccalaureate diplomas are 30 to 60 credits.
	* Graduate certificates are 9 to 15 credits.
	* Graduate diplomas are 15 to 30 credits. [↑](#endnote-ref-2)
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-6)
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-7)
8. **Tip 1.f.** 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 the 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 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.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-3)
9. **Tip 1.g.** **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-4)
10. **Tip 1.i.** 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-5)
11. 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-8)
12. **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-6)
13. **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-7)
14. **Tip 2.c.** Students should qualify for admission (or for transfer credit / advanced standing) to programs offered not only at the originating institution but at other institutions as well.

Evidence could include admissions requirements from relevant program websites, or letters of confirmation from admitting bodies (registrars, program chairs, admissions committees). [↑](#endnote-ref-8)
15. **Tip 2.d.** Evidence could include confirmation from prospective employers that graduates of the proposed program will have the requisite knowledge and skills to work in the field, relevant job ads, etc. [↑](#endnote-ref-9)
16. **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.

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-10)
17. **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-11)
18. **Tip 4.a.** E.g., In order to show that the credential will be recognizable, identify existing programs with similar names/credentials, explain how the program name reflects accepted terminology or current trends within the discipline, and/or provide letters from admitting universities. 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 section 1.5.3 of the Assessment Standards & Criteria) in order for “cooperative (co-op) education” to be listed in the program name or advertising. [↑](#endnote-ref-12)
19. Promotion refers to specific requirements or milestones that must be reached for advancement in the program. [↑](#footnote-ref-9)
20. **Tip 6.c.** 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-13)
21. Voluntarily taught courses in the program on a contract basis (or equivalent) that would be over and above their standard teaching load. [↑](#footnote-ref-10)
22. **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 experience teaching in K-12 schools in the area of focus of the proposed program (e.g., a person with extensive experience teaching high school mathematics who will teach courses within a proposed Certificate in High School Mathematics Education). [↑](#endnote-ref-14)
23. 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)
24. **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-15)
25. 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-12)
26. For cross-level courses, provide both undergraduate and graduate course numbers and titles, e.g., PSYC 4015/6005 Advanced Research Methods. [↑](#footnote-ref-13)
27. If non-credit, indicate “0” for credit value. [↑](#footnote-ref-14)
28. 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. [↑](#footnote-ref-15)
29. 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-16)
30. Special requirements may include a capstone, work-integrated learning, etc. [↑](#footnote-ref-17)
31. For cross-level courses, provide both undergraduate and graduate course numbers and titles, e.g., PSYC 4015/6005 Advanced Research Methods. [↑](#footnote-ref-18)
32. If non-credit, indicate 0 for credit value. [↑](#footnote-ref-19)
33. **Required courses** are courses that contribute directly to the program’s focus and credit total and are identified within the academic calendar as such. **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 capstone, work-integrated learning, etc. [↑](#footnote-ref-20)
34. **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-16)
35. Rank refers to job title (e.g. professor, assistant professor, senior lecturer, sessional instructor). [↑](#footnote-ref-21)
36. **Tip Appendix 5.** 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-17)
37. Label as needed “New Hire 1, New Hire 2,” etc. [↑](#footnote-ref-22)