Appendix 2B
Guidelines and Information Requirements for Proposals for New Graduate Programs

GUIDELINES

The purpose of these Guidelines and Information Requirements is to outline the information required to allow the MPHEC, an external reader, to assess that a proposed graduate program meets the following assessment criteria:

- Program content, structure and delivery modes reflect a coherent program design that allows for the program objectives and anticipated student outcomes to be achieved, while providing sufficient depth and breadth to meet the standards of quality associated with the credential
- Clearly defined and relevant program objectives and anticipated student and graduate outcomes
- Appropriate fit of name, level and content to ensure "truth in advertising" and to facilitate credential recognition
- Adequate resources (human, physical and financial) to implement and sustain the program
- Program need and viability
- An academic environment that supports scholarship such as original research, creativity and the advancement of professional knowledge, as relevant to the program
- Clearly defined collaborative agreements *[Criterion for programs offered by two or more institutions only, including articulated programs]*

For further information on the Commission's program assessment process, including detail on the above-noted criteria, please refer to the full policy document, *Policy on Quality Assurance: Academic Program Assessment Prior to Implementation*. Institutions are also encouraged to contact MPHEC staff should they have questions regarding their program proposal.

Please note that the final version of a program proposal for any new graduate-level program must have been assessed (including a site visit) by an expert external to the institution prior to submission to the Commission. It is also important to specify at the outset of a proposal for a new degree program, whether the program is designed as a research-based or professional-based graduate degree.

> **The MPHEC acknowledges that institutions may not be able to meet every information requirement. The absence of information must, however, be noted and explained.**

INFORMATION REQUIREMENTS

1.   Program Identification

1.1   Submitting institution(s)

1.2   Faculty (-ies)

1.3   School(s)

1.4   Department(s)

1.5   Program name

1.6   Program type (e.g., graduate certificate, master's, doctoral)

1.7   Credential(s) granted

1.8   Proposed starting date

1.9   Dates of Senate (or equivalent) and Board approval of the proposed program

2. Program Description

2.1   Description of the overall program structure including a term-by-term roll-out of the program, its range of options and its various components linked to the orientation of the program (i.e., research or professional); program duration should be stated as well as justified.

2.1.1   In the case of articulated and other collaborative programs, identify the institution at which the student is enrolled during each term; when students will be straddling more than one institution at one point in the program, or throughout, outline how students should be considered for enrolment count purposes. If two or more credentials can be earned through program completion, identify the exit point(s) for each credential.

2.2   List of courses to be included in the program, using the following summary table.

Course no.	Name	# of credits	Existent or New?	Required or Elective?	Prerequisite(s)
e.g., ENGL 700	Theory and Criticism	0.5 units	Exist.	Required	None
e.g., ENGL 793	Rhetoric	0.5 units	New	Required	None

2.3   A brief description (e.g., calendar entry) of **each course** is to be appended to the proposal and should include an indication of the types of learning activities (e.g., laboratories, group projects, seminar discussions, independent reading, student-led presentations/exhibits) and the assessment tools to be used within the course.

2.4   Description of the various program requirements, including:

2.4.1   Whether a thesis, research paper or dissertation is required, and if applicable, a description of the requirements for this component. The description is to include parameters for: the thesis/dissertation proposal, the thesis/dissertation itself, any public or closed-door defence or publication requirements, and members of the thesis/dissertation committee.

2.4.2   An indication of whether a major project is required, and if applicable, a description of the requirements for this component. The description is to include parameters for: a proposal where required, the project itself, any public or closed-door presentation, and members of the evaluating committee.

2.4.3   Comprehensive exams

2.4.4   Language requirements

2.4.5   Residency requirements (i.e., required number of terms studying on-site)

2.4.6   Service requirements (e.g., teaching in undergraduate programs, teaching assistantships/research assistantships, volunteer with the community)

2.4.7   Whether the program includes a work placement, and, if applicable, whether the work placement is compulsory or optional; a description of the expectations of the work placement is to be included (i.e., what will the students be doing?).

2.4.8   How practical, hands-on training is integrated into the program, particularly in the case of an applied or an articulated program.

2.4.9   Promotion/qualification standards (e.g., completion of comprehensive exams by end of sixth term, minimum average in specific courses/the overall program; thesis proposal approved by end of first year)

2.4.10   Any additional program requirements

2.5   Comparison of the proposed program with other comparable programs offered elsewhere in the Maritimes, Canada or the United States.

2.6   In the case of an **articulated** program, a description of how the university and partner institution's program components are **integrated**, thereby creating a coherent program of study (i.e., integration of course content that is directly related to the practice of an occupation in the field; courses usually delivered by a university where the content has been tailored to the clientele of the program; courses in other fields that contribute to the education of the student).

2.7   A description of the program name, including:

2.7.1   A rationale for the choice of program name and credential(s) to be granted, including comment on the process of selecting the name and credential(s).

2.7.2   A description of how the proposed program name and credential(s) compare to those of similar or equivalent programs within and/or outside the region.

2.7.3   Where applicable, justification for the introduction of a credential that is not granted by any other university within or outside the region

2.8   Admission requirements and standards, including where applicable, a description of the various admission routes (e.g., opportunity for admission to a Ph.D. program direct from a bachelor's; admission to a master's program after completion of a bachelor's degree in a relevant field; or specified minimum number of years of direct experience), and an indication of whether province of residence would constitute a criterion for admission or exclusion.

2.9   A description of the delivery mode(s) to be used (e.g., traditional classroom, technology-mediated, other distance education methods (please specify), experiential learning, and labs), and in what proportion. The proposal must:

2.9.1   Provide a rationale for the choice of delivery mode(s).

2.9.2   Provide a description of how the delivery mode(s) will contribute to and enhance learning and create a community, both among students and between students and faculty.

2.9.3   In the case of technology-mediated and/or other distance delivery modes, describe policies pertaining to: student and instructor interaction and feedback, including expectations in terms of timeliness and types of interactions; assuring the authentication of student identity and the integrity of student work, particularly for programs to be delivered entirely via distance.

3.   Program Objectives, Student Outcomes and Their Relevance

3.1   A description of program objectives, including an explanation of how the course and curriculum requirements will be integrated to contribute to the intended objectives of the program.

3.2   Identification of learning outcomes and their relevance to the proposed program, such as critical thinking skills, breadth and depth of knowledge, attitudes, beliefs, analytical/problem-solving skills, occupational/licensing/accreditation requirements, and communication skills. If applicable, provide evidence that the proposed learning outcomes are in line with the requirements of professional and accrediting bodies in their field of practice.

3.3   Provide a mapping of program and curriculum content to the outcomes consistent with generally accepted standards for the program being proposed, including level and discipline.

3.4   Identification of graduates' outcomes and their relevance to the proposed program, such as further education, employability, licensing, and accreditation. Evidence (e.g., letter of support from potential admitting institutions and/or employers) that the program, as designed, will achieve these outcomes is to be appended to the proposal.

3.5   Identification of other outcomes and their relevance to the proposed program, such as team building, leaderships, and social citizenship.

4. **Human Resource Implications**

4.1   A list of the faculty involved, including: rank (e.g., Adjunct, Assistant, Associate, Professor); status (e.g., part-time/full-time; tenured/ tenure-track/contract); the highest degree held by each professor, the name of the university that granted it and the year obtained; and the specific field in which each professor excels by virtue, for example, of his/her education, teaching experience, and/or juried research.

The following summary table must be completed for all faculty members (last seven years; please specify which years are included):

Name, Rank, Status	Highest Degree held, University that granted it, year obtained	Specialty	List of courses taught (with course #)	# of supervisions (Bachelor; Masters; PhD), underway vs completed	Source of Grants Received	Total ($) Amount of Grants	# of refereed publications
e.g., Jane Doe Assoc. Prof. Tenured	PhD University X 1990	Biology	Bio 792 Bio 750 Etc.	Undergrad (8; 7 complete) Masters (5; 3 complete) PhD (2; 0 complete)	University NSERC CIHR	$1.5 million	35

4.2   Include the CVs, prepared according to the guidelines under Appendix 5, for all faculty to be directly involved in the program. Written consent to share the CVs of faculty **must be** provided.

4.3   Additional information required to demonstrate, particularly in the case of research-based degree programs, faculty's ability to provide long-term supervisory capacity and supervisory committee membership.

4.4   A description of additional staff resources that will be drawn upon to support the program (e.g., adjunct faculty, guest lecturers, administrative support).

4.5   A description/evidence that an appropriate structure(s) (such as an Office of Graduate Studies) is in place to support the program.

4.6   Human resource deployment plan for the first five years that takes into account the proposed program as well as current offerings. The plan should outline the impact that the introduction of this new program will have on existing programs (e.g., larger class sizes in undergraduate programs, reduction in number and/or rotation of electives for existing graduate or undergraduate courses), and describe faculty workload and any course release for supervisory or administrative duties.

4.7   Additional information to demonstrate that a critical mass of faculty exists and that the current (or planned) faculty complement provides sufficient breadth of disciplinary expertise.

4.8   Describe and append, where applicable, policies with regard to the faculty that will support the program, including:

4.8.1   Academic/professional credentials required of present and future faculty teaching courses in the program;

4.8.2   Academic/professional credentials required of faculty acting as research/clinical/exhibition supervisors;

4.8.3   The regular review of faculty performance, including student evaluation of teaching and supervision;

4.8.4   The means for ensuring the currency of faculty knowledge in the field;

4.8.5   Faculty teaching, mentoring and supervision loads;

4.8.6   Faculty availability to students; and

4.8.7   Other professional development of faculty, including the promotion of curricular and instructional innovation as well as technological skills, where appropriate.

4.9   Description of technical assistance for students and faculty, where applicable.

5.   Physical Resource Implications

5.1   Describe the physical resources required to implement the proposed program for each year where the final year results in a steady state for the program (i.e., when the program is fully operational, usually by year three for master's level programs and year five for doctoral-level programs). In preparing your response, comment on the following areas:

   5.1.1   Facilities (e.g., classroom space, laboratories, work stations, student gathering locations)

   5.1.2   Equipment (e.g., hardware, software, instruments)

   5.1.3   Library (e.g., periodicals, texts, electronic publications, study space)

   5.1.4   Support and back-up services (e.g., computer back-up, technician back-up, technical assistance)

   5.1.5   Any other physical resource needs

   Note: Relevant reports (e.g., an analysis of library resources) are to be appended.

5.2   Describe current physical resources that will be used to meet the needs identified in each of the areas identified under bullet 5.1 above, for each year.

5.3   Describe how the additional physical resources needed for the program, and not provided through current resources, will be obtained in each of the areas identified under 5.1 above, for each year.

5.4   Impact of the use of resources for the proposed program on other existing programs, including the elimination or the reduction of the scope of programs to accommodate the new one.

5.5   Describe and append, where applicable, the institution's policies, guidelines and practices pertaining to technology-mediated and other distance delivery modes, where such modes are to be used to deliver the proposed program, to ensure:

- faculty have sufficient technical and pedagogical expertise
- prospective students are notified of the required level of preparation (technical knowledge, motivation, and independence)
- student protection measures (e.g. intellectual property, privacy)
- appropriate and timely student and instructor interaction and feedback
- reliable, sufficient, and scalable course-management systems
- appropriate hardware, software, and other technological resources and media
- well-maintained and current technology and equipment
- sufficient infrastructure to support existing services and expansion of online offerings
- sufficient opportunities to interact with faculty and other students
- safeguards are in place to assure the authentication of student identity and the integrity of student work, particularly for programs delivered entirely via distance
- mechanisms are in place to assure and deal with all copyright and intellectual property issues, such as digital rights management and the use of object learning repositories

6.   Financial Resource Implications

6.1   A detailed budget that outlines the costs/revenues in **each** of the first years of implementation where the final year demonstrates a steady state for the program (i.e., when the program is fully operational, usually

by year three for master's level programs and year five for doctoral-level programs). The budget is to include an accounting of:

- Full and incremental costs of the program in **each** of the first years of implementation, broken down by major cost areas (e.g. academic salaries, other salaries, equipment, library acquisitions, space, student financial support, and teaching/research assistantships) and taking into consideration the financial implications on current offerings.

- Sources of revenue to cover the costs identified above for **each** of the first years of implementation, broken down by major funding source (e.g. tuition, (new) government funding, reallocation of resources, other contributions) and indicating the amounts expected from each source. The budget should identify which source(s) and amounts have been confirmed and which are tentative (Evidence of funding commitment is to be appended to the proposal).

6.2   A description of student financial support available, especially in the case of a doctoral program, including a description of available sources (including amounts) for financial student support.

6.3   If resources are not in place at the time of submission, a detailed, credible plan outlining how the funding will be acquired, along with letters of support from potential contributors, is to be submitted. This documentation may be labelled as proprietary which would limit circulation.

6.4   A description of the impact that the use of financial resources for the proposed program will have on other existing programs, including the elimination or reduction of the scope of programs to accommodate the new one. (For example, an accounting of funding for course release for existing faculty members to teach, supervise or provide administrative support for this new program.)

6.5   An indication of whether the program is full-cost-recovery.

7.   Program Development Process

7.1   Description of the institutional development process leading to the submission of the proposal.

7.2   Each external expert involved in the program development should be identified, and their written assessment on comments on the proposed program should be appended to the proposal. Examples of experts include employers, professional associations, program advisory committee(s), peer reviewers, and academic consultants.

7.3   Description of how comments from experts were addressed.

7.4   Evidence that a review of the proposed program was conducted by an expert, external to the institution and selected according to established standards (see Appendix 4A). The expert's Terms of Reference are expected to cover at a minimum the elements highlighted in the MPHEC's Generic Terms of Reference for **External Consultants** (see Appendix 4B). The consultant's report is to be appended to the proposal.

7.5   Description of how comments from the external consultant were addressed.

7.6   Description of any accreditation requirements.

7.7   Evidence of consultation with institutions offering similar or equivalent or comparable programs. At a minimum, details on the consultation process and evidence of communications sent to other institutions requesting input are to be submitted; preferably, written comments from these institutions will be appended to the proposal.

7.8   Description of the evaluation procedure and cycle that would follow the implementation of the program (including frequency and timeline; what methodologies will be used; the data that will be collected; the unit(s) responsible; etc.). For **articulated or other collaborative programs**, the evaluation procedure should address how the institution will take into account the components offered by **each** institution. An integrated and cooperative mechanism should be in place to evaluate **the entire program** (i.e., the program as a whole, including transition between institutions) and must be able to mesh each partner's

policies and procedures, frequency of reviews, standards and scope of program review. For articulated programs in particular, the policy should include a graduate follow-up process to measure the success of the program in meeting its objectives (to provide graduates with a more timely access to significant jobs or earnings and to ensure that they have acquired both occupation-specific and general post-secondary education competencies).

8.   Program Need and Viability

8.1   Description of the target clientele of the program

8.2   Evidence of student demand (e.g., survey results, pilot projects, requests from former students, related course/program enrolments)

8.3   Evidence of the existence of an appropriate support network of related programs (undergraduate and as relevant, graduate) at the submitting institution.

8.4   Description of anticipated enrolments for the first five years of the program, including: expected enrolments by year, enrolment limits or expected minimum/maximum enrolment

8.5   Description of the social (local, regional, national) need(s) met by graduates from such programs (e.g., evolution of the discipline, demand for graduates). This evidence should rely on external sources (e.g., leading scholars, government agencies, employers, professional organizations). For **articulated programs**, provide evidence of need for broader-based training that would include university-level competencies.

8.6   Evidence of consultation with employers and/or professional organizations as to the current and anticipated job market and the suitability of the program to meet employer needs. For **articulated programs**, include evidence of consultation with *an advisory industry group* (see section 2.4.1 of the *Policy*), comprising a variety of employers and practitioners from the relevant field(s), on the program design and market place requirements.

9.   Additional Information (General)

9.1   Any additional information to demonstrate that the academic environment in which the proposed program is to be offered supports scholarship, such as original research, creativity and the advancement of professional knowledge as relevant to the program.

9.2   Any other information the submitting institution believes would assist the MPHEC in completing its assessment of the proposed new graduate program.

10.   Additional Information Requirements for Collaborative Programs

10.1   Description of the main components that each institution brings to the program (e.g., disciplinary expertise, faculty resources, a variety of graduate-level courses, supervisory capacity, practical experience).

10.2   Priority within each institution's program structure and development

10.3   Describe and append the signed inter-institutional agreement(s) that are in place to assure the quality of the proposed program and that outline the division of responsibilities for all relevant aspects of the program, including its management and/or delivery and the means through which the standards of the program will be maintained, with clear channels of authority and accountability. In addition to any other information that may be provided, the proposal is to include a description of agreements pertaining to the following:

10.3.1   The units responsible, at each participating institution, for the academic leadership of the program, detailing the various levels and types of responsibilities. This can include, but is not

limited to, responsibility for overall management of the program and its component parts; quality assurance monitoring and program review; defining procedures and assessment criteria to ensure proper follow-up; and communications within and outside the institutions.

10.3.2 The units responsible, at each participating institution, for administrative functions for the program, detailing the various levels and types of responsibilities. This can include, but is not limited to: registration; enrolment reporting; student advising/services; and decisions relating to an individual's progress through the program (e.g. assessment and appeals).

10.3.3 Cost and revenue-sharing, both in terms of the short-term (implementation of the program) and the long term (maintenance and upgrades). This includes an agreement to the effect that each institution will be funded directly for the part of the program they deliver; when students are registered with and pay fees to the particular institution where they are taking the courses. When students are moving from one institution to the other, in any given term or year, other arrangements should be made and outlined.

10.3.4 Procedures/standards for student admissions and progression through, and graduation from, the program(s), and the harmonization of these components across the two (or more) institutions.

10.3.5 Information and reporting requirements for the transcripts and credential(s) to be granted at both (all) institutions.

10.3.6 Procedures for resolving any differences that might arise between the parties to this collaborative agreement.

10.3.7 Procedures for the protection of students should the arrangement be terminated.

10.4 For articulated programs, describe the **inter-institutional coordinating mechanism** (see section 2.4.1 of the *Policy*) and append its Terms of Reference as well as list of members.

APPENDICES

Please ensure that **each** of the following are appended, as applicable, when submitting a completed program proposal:

- ✓ Course descriptions for each course in the program
- ✓ Mapping of program and curriculum content to the outcomes
- ✓ Letters of support from potential admitting institutions
- ✓ Letters of support from potential employers (for articulated programs, from an advisory industry group)
- ✓ Written consent to share faculty CVs (for each faculty member)
- ✓ Faculty CVs
- ✓ Policies with regard to faculty participation in the program (item 4.8 of the Information Requirements)
- ✓ Policies, guidelines and practices pertaining to technology-mediated and other distance delivery modes (if applicable)
- ✓ Library resources report
- ✓ Detailed budget
- ✓ Letters from external sources of funding commitment/intent to fund
- ✓ Written correspondence/reports from external experts consulted during program development
- ✓ Written correspondence (as evidence of consultation) from post-secondary institutions within and outside the region that offer similar, equivalent, or comparable programs
- ✓ Report(s) from external consultant(s)
- ✓ Evidence of student demand (e.g., survey results; analysis of a pilot project)
- ✓ Signed inter-institutional agreements (for articulated and other collaborative programs)
- ✓ Terms of Reference, and list of members, for the inter-institutional coordinating mechanism (for articulated programs)
- ✓ Letter of AACHHR support (for health-related programs)

CHECKLIST

☐ All of the information requirements have been addressed

☐ All relevant appendices are attached

☐ Indication of whether the program is research or professional-based

☐ Table of courses to be included in the program is complete

☐ Table of faculty is complete

☐ Human resources deployment plan is provided

☐ The proposal demonstrates that there is an appropriate academic environment to support the proposed program

☐ An explanation of how comments from experts/assessors/consultants etc. were addressed is included in the proposal

☐ Any additional information to help the MPHEC assess the quality of the proposed program

☐ Signature (or appended letter) confirming the collaborative submission, and principal applicant, where applicable