

## College Degree Program Submission Form

Legend: *ital.* provides additional context  
**Bold** indicates new criteria

### I. Basic Information

1. Name of institution submitting this outline:
2. Title of program:
3. Faculty / Department in which the program would be located:
4. Name of person(s) responsible for this program outline:
5. Credential that would be offered from this program:
  - *Colleges should offer either B.App.Arts, B.App.Sc. or B.Tech. credentials, in keeping with national nomenclature standards and for purposes of promoting clear stakeholder recognition of college-level degrees.*
  - *Where relevant, colleges may offer other baccalaureate credentials subject to the approval of the Council on Post-Secondary Education. In such instances, a college must clearly demonstrate why a B.App.Arts, B.App.Sc., or B.Tech. is not appropriate for the program envisioned.*
6. Date of program implementation: (not intended for completion under the present form)
7. President's / Rector's signature:
8. Date of signature:
9. Date received by Council on Post-Secondary Education:

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**II. Program Description**

1. What would be the total anticipated length required to complete this program (from start through to completion)?
  - ***This new criteria is intended to provide Council members with a clear understanding of the total duration of the program for an average student pursuing full-time studies, and has been included to help Council members appreciate differences in program length between the various college-level degree programs, since there is no differentiated title for three, four or even five year degree programs at the college level.***
2. Describe the program, including each area of concentration, as it would appear in a catalogue.
  - *Be as descriptive and non-technical as possible in describing the program.*
3. Where possible, list the courses (title, number, semester credit hours, and catalogue description) that would constitute the requirements and other components of the program. Indicate which courses are currently offered and which would be new.
4. Outline the educational objectives of the program.
  - *What does the program hope to achieve?*
5. Describe learning outcomes that would be expected from this program in terms of skills, knowledge, attitudes or other attributes which students would accrue as a result of their involvement in the program.
  - *In a broad sense, what do you hope the students will take away with them as a result of their participation in the program?*
  - ***Have any external indicators been developed for this program that would assist third parties in arriving at a determination of what an “ideal” graduate from this program would “look” like? – ie: DACUM Graduate Profiles, National Occupation Code Skill and Competency Profiles, Professional or Vocational Association Certification or Membership Criteria, etc. (what essential, technical and vocational skills and competencies should the student possess? What abilities and practical elements should the student be able to satisfy on a daily basis when in the field? What experience should the student have gained for overall employability?)***

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- *Would the program's expected learning outcomes be made publicly available and accessible for purposes of enabling inter-institutional and cross-border evaluation of the program's learning outcomes? (through curriculum mapping, learning outcome grids, etc.)*
  - *The two additions above have been added to promote the open and transparent sharing of program information for all college degree programs. These additions are intended to enable public, academic and professional understanding and evaluation of the program, to build program recognition among interested stakeholders, and to create possible opportunities for program graduates to enter further study and/or obtain professional certification– in keeping with the Council's responsibility for coordinating the post-secondary system so as to ensure excellence in education both in Manitoba and for other jurisdictions that rely on Council to be accountable for its program approvals. These additions reflect the distinctiveness of college degree programming in Manitoba and are only intended to build and foster appreciation for the program among a variety of stakeholders.*
6. If applicable, describe any selective admissions policy or specific criteria for students selecting this as a major field of study.
- *Would any pre-requisites be required for this program?*
7. Describe the extent to which this program would be central to the institutional mission and planning priorities of the institution.
8. If a similar program exists or is in the process of being developed elsewhere (**either in the province of Manitoba or in another jurisdiction**), describe the similarities or differences in the credential to be awarded, the area(s) of specialization, and the specific academic content of the program or course of study.
- *Reference those programs that are not only similar in terms of curricula, but also those which, although offered through different mechanisms, achieve the same outcomes.*
9. **Has the college considered the possibility of providing degree program students with exit points leading to the award of a diploma or certificate credential for learning completed within the degree program? What are the reason(s) why a degree program might not feature such exit points? If exit points are provided, would the program build upon the existing capacity of the institution and /or correspond to identifiable niche areas of study in which the institution already specializes?**

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- *It is expected that colleges will consider the possibility of developing degree programs that feature diploma or certificate exit points wherever appropriate. The Council appreciates that college programs each have their own learning and employment outcomes however, and that exit points may not be taken into the college's consideration in cases where the degree program is stand-alone, or where employment opportunities are not available at the certificate or diploma level. The adjoining questions are intended to enable Council to evaluate the reason(s) why exit points are not necessary for this particular program, as well as whether certificate and/or diploma exit points (if any) build on existing capacity at the institution, or are being included as new programs.*

10. If offered on a stand-alone basis apart from any existing certificate or diploma programs (in the same field of study) both at the institution itself and at other institutions in Manitoba, would there be any projected impacts upon these existing certificate and diploma programs as a result of implementing the degree program?

- *All college degree programs should be designed / implemented so as to minimize any short and / or long term impacts upon existing certificate and diploma programs (especially at other institutions) if these certificate and diploma programs are not “assumed” (as exit points) or “subsumed” (as distinctive study paths) within the curricular framework of the degree program (see s. IV. (5). below for further criteria in this respect re: enrolments).*

**III. Market Need and Market Demand for Program**

1. What unmet need would be fulfilled by a college degree credential (that is not already being fulfilled by another credential offered by a post-secondary institution in the Province of Manitoba)?

- *Institution should account for why a diploma or certificate credential, or a joint / articulation arrangement cannot fulfill the needs intended under this program or should demonstrate thorough cause as to why it might be more advantageous to fulfill the needs using a degree program as opposed to a diploma, certificate, or joint / articulation arrangement.. (Please Note: this added context is similar to that listed under s. IV. (2), but is specifically intended to address labour market need).*

2. Where possible, based on the present time, state the specific local or provincial needs for graduates of the program for the next 3 to 5 years. This should include projections of both ongoing and future demand in regions throughout Manitoba; as well as evidence and supporting data of market need for the program.

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- ***Institution should provide detailed labour market analysis (ie: recent employer and professional association surveys, interviews with graduates in same or similar programs, and any other appropriate research findings) for professions / vocations to which the degree credential can be applied.***
  - ***Institution should also provide attestation of industry / business recognition for the degree credential or for students possessing the skills, competencies and learning outcomes envisioned within the college degree credential (ie: statement issued from a local sector council or a local, regional or national regulatory or professional organization which recognizes the degree program or the additional learning outcomes that are intended to emerge from the degree program).***
  - ***The above criteria assists students in making appropriate decisions concerning their study path and is also important for ensuring that degree credentials are needed by industry and business employers. An attestation or statement of this need (as obtained from a local or national organization) would assure both Council and the post-secondary system's stakeholders that the degree credential reflects broad employer (industry and business) support and recognition.***
3. What would be the probable employment destinations of program graduates?
- *The Council recognizes that specific references to job opportunities for program graduates are more appropriate for some programs than others.*
  - *Would graduates be able to find work in Manitoba, or are we training graduates for other labour markets?*
4. Where appropriate, would industry, business and/or any other pertinent groups play a role in the development of this program and/or commit resources to its future?
- ***Private sector involvement helps ensure that programs are reflective of real market needs. (see s. X. (5) below for further criteria re: industry, business, pertinent group involvement in continuing program development and design).***
5. How would the program correspond with the province's economic, social and cultural priorities?

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- *How relevant would the program be to the needs and goals of Manitoba?*
6. What potential might this program offer in terms of job creation and research and development?
- *What might be some of the program's potential "spin off" benefits?*

**IV. Student Demand for the Program**

1. What students would the program serve?
- *For example, **new entrants, postgraduate students (ie: those who already hold either a college or university credential), professional upgrading, etc.***
2. What is the evidence that provincial students are not being adequately served within existing program offerings in Manitoba?
- *Are there no other programs that students can take to achieve similar outcomes?*
  - ***Institution should account for why a diploma or certificate credential, or a joint / articulation arrangement cannot achieve the outcomes intended under this program or should demonstrate thorough cause as to why it might be more advantageous to achieve the outcomes using a degree program as opposed to a diploma, certificate, or joint / articulation arrangement. (Please Note: this added context is similar to that listed under s. III. (1), but is specifically intended to address learning outcomes).***
3. Provide evidence of student interest and demand for the program.
4. What would be the projected enrolments for the program?
5. Which programs currently offered by the institution would be projected to lose enrolment to this program?
6. Would there be any proposed growth limits and minimum enrolments?

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- *Is it anticipated that enrolment caps would need to be set upon program implementation or in the future because of resource, student demand or market need shortages?*
- 7. Based on the present time, please project the number of graduates for the first 3 to 5 years of the program and, where appropriate, the anticipated number of program majors (full-time and part-time) for each of the first five years of the program.
- 8. What steps would be taken to ensure participation and success in the program by under-represented groups, such as women, disabled persons, minorities and aboriginal students?
- 9. Would the program be available to part- time **and / or distance** learners?

**V. Faculty Requirements**

1. Provide a list of current faculty **or staff** by rank and areas of expertise who would teach in the program.
  - ***Are the qualifications of these faculty or staff in keeping with normal standards required for faculty and staff in comparable college degree programs at a local, national and international level?***
2. Would the program involve the hiring of new faculty or staff? If yes, indicate which / **how many** additional faculty or staff would need to be hired and describe their required qualifications.
  - ***Could the institution readily employ the new faculty or staff (described above) for purposes of offering this program?***
  - ***Are the stated qualifications in keeping with normal standards required for faculty and staff in comparable degree programs at a local, national and international level?***
  - ***The contextual points added above under s. V. (1) and (2) are included for institutional consideration only, and no response is necessary beyond the information being requested in the question itself.***
3. Would the implementation of the new program result in a reallocation of existing faculty or staff? If yes, please provide some further detail on any change(s) related to this reallocation.

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- *Would any existing faculty or staff be required to upgrade their qualifications or credentials in order to provide instruction or teach within the degree program? Would these faculty or staff be reallocated if they do not currently possess the qualifications or credentials required to teach within the new degree program? What plans, if any, would be in place to assist faculty or staff with their career transition (in terms of qualifications / credential upgrades and how would these upgrades be funded)?*

**VI. Cooperative Arrangements**

1. Describe the cooperative arrangements with other institutions and organizations that may be used to offer this program. **Has the college undertaken any consultations with other institutions of higher learning in Manitoba with a view to establishing articulation, credit transfer, or recognition for the proposed college degree program?**
  - *Specify the nature of such agreements **and/or consultations** and attach any formal statements of agreement that have been developed.*
2. Would the credits of the proposed program be fully transferable (in terms of both the credit as well as the grade) to other institutions in Manitoba?
  - *Every effort should be made to ensure that all credits for the proposed program are fully transferable (in other words, allocated credits).*
3. **Would graduates from this program be eligible for entry to higher education opportunities and/or professional studies after completing the program? If possible, please describe which institutions and in what field(s) of study graduates might be eligible for entry to higher education opportunities and/or professional study?**
  - *It is expected that colleges will make every effort to provide opportunities for graduates from college degree programs to pursue continuing education either at a professional (e.g. Education, Medicine, Engineering) or higher education (Master's or Ph.D.) level. The above criteria has been included by way of enabling the Council, as well as relevant stakeholders, to evaluate the eligibility of students in this respect and to promote greater articulation and transfer agreements / arrangements between institutions prior to program approval.*

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- *The Council recognizes the technical-vocational orientation of college degree programs and will therefore grant equal consideration to college degree programs that do not lead to professional or graduate study— where such programs are demonstrably justifiable based the needs of the Manitoba labour market and/or the specific nature of the envisioned degree programming.*
4. If program graduates would not be eligible for entry to higher education opportunities and/or professional studies after completing the program, would the institution take all necessary measures to ensure that all relevant stakeholders are duly informed of this? Please describe all measures that would be taken in this respect.
- *The Province's interest in transparency of programming for students in Manitoba, warrants that all institutions pursue necessary precautions in the above respect. Reasonable measures might include the following: disclaimers advertised in the College calendar, website, program brochures / profiles, media advertisements and all other published materials pertaining to this program (that would clearly indicate [in a manner visible to all readers], that program graduates would not be eligible to undertake further study) and /or that all staff at the College with responsibility for public relations, recruitment and academic advising, would be responsible for informing all applicants and prospective students that graduates from this program would not be eligible for entry to higher education opportunities or professional study after having completed the program.*
5. Does the program have an internship or practicum component? What attempts have been made to ensure that this program has both theoretical and applied modules?
6. If the program has an internship or practicum component, is this compulsory? If the program has an internship or practicum component that is compulsory, are placements guaranteed by the institution? If placements are not guaranteed by the institution, would the institution take all necessary measures to ensure that students are able to satisfy the practicum requirements? What is the projected availability and demand for the program's placements at any given time?
- *This criteria has been introduced in order to assist Council members in arriving at a clear understanding of the overall structure of the program, including any internship or practicum components that may be included. Institutions would be expected to provide quantitative analysis of the total supply and demand for placements for the program.*
7. What provisions would be made in the program to enable students to receive credit for relevant learning previously achieved

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**both inside and** outside of the Manitoba post-secondary education system?

- *Will the program include a mechanism for prior learning assessment?*
- ***It is desirable that all college degree programs in Manitoba will permit graduates holding existing credentials in the same (and complementary) field(s) of study, the opportunity to upgrade their skills and qualifications to achieve parity with any industry and/or business standards that may be amended in consequence of approving a college degree program within a particular field of study or vocation / profession. This added context is particularly relevant in instances where the existing entry to practice credential (or qualification level) may be amended in consequence of implementing a college degree program.***

**VII. Learning Technologies**

1. What use will be made in the program of modern learning technologies?

- *Will attempts be made to introduce students in the program to new modes of learning, for example, through the Internet, independent study, distance education, and so forth?*

**VIII. Resource Requirements**

1. Describe the adequacy of existing library resources to support the proposed program. Please indicate how the institution will overcome any deficiencies.

- *This description should include both quantitative and qualitative evaluations of library holdings.*

2. Are existing computer facilities adequate to support the new program?

3. How will the proposed program impact on the use of existing infrastructure and equipment?

- *Can the institution easily absorb the establishment of the new program?*

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4. Describe any additional facilities, facility modifications, and equipment that may be required for the proposed program.
  - *Will the program require the construction of new buildings or the purchase of new equipment? Be specific.*

**IX. Financial Considerations**

1. What are the total financial resources required to offer this program? Include estimated initial and ongoing funding requirements.
  - *Provide a detailed budget breakdown of all costs associated with the program, both indirect and direct costs.*
  - ***Will the total financial resources required to offer this program render the program current, competitive and sustainable– in keeping with the need for validation of the program by any external accrediting bodies and / or according to emerging labour market standards / needs? – this additional context has been included for institutional consideration only, and no response is necessary beyond the information being requested in the question itself.***
2. Of the financial resources required to offer this program, how much will come from a reallocation of existing funds and how much from new funds?
3. Discuss the internal reallocations of financial resources which will occur to support this program.
  - *Be explicit in terms of any faculty, staff, or equipment reallocations.*
4. **What would be the expected tuition fees associated with this program?**
5. What percentage of program costs would be accrued through tuition fees?
6. Discuss the impact of the program's estimated enrolment on the institution's overall tuition revenues.
7. How would the proposed program be funded if enrolment projections are not met?

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**X. Program Consultations and Evaluation**

1. What consultations have occurred with professional associations, employers, graduates of similar programs, and other educational institutions (both secondary and post-secondary) regarding this program? Have these consultations established recognition for this program among all relevant and affected stakeholders?
  - *Attach all comments received, including those not in support of the program.*
  - *The attestations or statements provided under s. III. (2) can be used in part to satisfy the above criteria pertaining to program recognition among professional associations and employers, again with emphasis on either recognition for the degree credential itself, or for learning outcomes that are intended to emerge from the degree program.*
  
2. **Has this program been submitted for review to at least two institutions of higher learning? (institutions must be formally accredited by a recognized accrediting authority and/or authorized to grant degrees by the appropriate legislative authority, and must satisfy a combination of the following criteria: at least one institution should be a public post-secondary institution, and at least one institution should be a public post-secondary institution with programming similar to the proposed degree program)?** Please provide evidence of academic quality by submitting reports from **these** institutions, as well as from the relevant professional association(s), if appropriate.
  - *Attach all documents received.*
  - *This new standard for peer review of college degree programs is intended to ensure that Council is provided with necessary and relevant information when evaluating comparable degree programs. In terms of institutions that might be approached for these reviews, universities might be the most desirable in order to promote credit transfer and mobility for program graduates, but degree-granting colleges and university-colleges are also acceptable. Where possible, institutions submitting peer reviews should be located in Canada.*
  
3. Describe the procedures for institutional evaluation of the program during and subsequent to implementation.

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- *What is the mechanism for ongoing review of the program, in terms of desired outcomes, continued market need, academic quality, and so forth?*

**Some additional considerations that would be desirable for purpose of facilitating Council decision-making re: college degree programs:**

- *Is the program and its curriculum subject to periodic / continuing review or evaluation by an internal oversight committee comprised of faculty, administrators and students (or graduates) that is marked by the characteristic of collaboration? If so, please describe the membership of this committee (in terms of numbers, composition), how often the committee would meet, how often evaluation or review would take place? What authorities would the committee be provided with for the purpose of conducting their review? What would be the scope of their review or evaluation?*
  - *Would any quality indicators or key performance indicators be developed by the internal committee for purposes of conducting internal evaluation or assessment of the program? If so, what would they be?*
  - *Would there be a mechanism planned through which to evaluate and/or assess student satisfaction levels and/or post-graduate employment rates for the program?*
  - *What measures / mechanisms would be implemented by the institution to ensure that the findings or recommendations of internal reviews or evaluations and / or surveys are integrated, adopted and implemented within the program?*
  - *Would the results of reviews or evaluations and / or surveys be rendered publicly available and accessible for purposes of enabling, consumer, inter-institutional and /or cross-border evaluation of the program?*
- 4. Describe any procedures for external evaluation of the program during and subsequent to implementation.**
- *What is the mechanism for ongoing review of the program, in terms of desired outcomes, continued market need, academic quality, and so forth?*
  - *Would this program be subject to periodic or continuing review by an external accrediting and/or professional regulatory body? Please provide a list. What is the membership of the organization(s) listed, how often would*

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*they meet for purposes of evaluating or reviewing the program, how often evaluation or review would take place? What authorities would the organization(s) be provided with for the purpose of conducting their review? What would be the scope of their review or evaluation?*

- *Are there any quality indicators or key performance indicators that been developed by the external bodies listed, that could be used for purposes of conducting an evaluation or assessment of the program? If so, what are they?*
- *What measures / mechanisms would be implemented by the institution to ensure that the findings and/or recommendations of an external review would be integrated, adopted and implemented within the program and its curriculum?*
- *Would the results of the external reviews or evaluations be rendered publicly available and accessible for purposes of enabling consumer, inter-institutional and /or cross-border evaluation of the program?*

5. Describe any procedures for professional evaluation of the program during and subsequent to implementation.

- *What is the mechanism for ongoing review of the program, in terms of desired outcomes, continued market need, academic quality, and so forth?*
- *Would this program be subject to periodic or continuing review by a program advisory council comprised of representatives from industry, business or any other pertinent groups that might play a role in enhancing the program's curriculum / components, thereby ensuring that the program and its learning outcomes remain relevant to labour market need?*
- *Would any other mechanisms be implemented in order to reflect new market trends and standards in the program according to industry / business need?*
- *What measures / mechanisms would be implemented to ensure that the findings and/or recommendations of the program advisory council or of industry, business and other pertinent groups (in general) would be integrated, adopted and implemented within the program and its curriculum?*

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- *Would the results of formal reviews or evaluations of the program by professional stakeholder groups and representatives be rendered publicly available and accessible for purposes of enabling consumer, inter-institutional and /or cross-border evaluation of the program?*