Enter Date

Enter Proponent(s)

Please add signature of Dean/Director and date signed here

|  |
| --- |
|  |
| Enter Program Title |
|  |
| New Degree Program Proposal – Stage 2 |

# Table of Contents

[Table of Contents 1](#_Toc536007215)

[PROGRAM OVERVIEW 2](#_Toc536007216)

[STAGE 2: NEW DEGREE PROGRAM PROPOSAL 3](#_Toc536007217)

[1. Program Outline 3](#_Toc536007218)

[2. Program Summary 4](#_Toc536007219)

[3. Degree Level Standard 6](#_Toc536007220)

[4. Credential Recognition and Nomenclature 9](#_Toc536007221)

[5. Curriculum/Program Development 10](#_Toc536007222)

[6. Learning Methodologies/Program Delivery 10](#_Toc536007223)

[7. Faculty 11](#_Toc536007224)

[8. Program Resources 12](#_Toc536007225)

[9. Program Consultation and External Review 13](#_Toc536007226)

[10. Other 14](#_Toc536007227)

[11. Implementation 14](#_Toc536007228)

[12. Program Matrix 15](#_Toc536007229)

[13. Proof of Internal Consultation 18](#_Toc536007230)

[STOP HERE 19](#_Toc536007231)

[**STAGE 2 Document CHECKLIST:** 20](#_Toc536007232)

New Degree Program Proposal

This template is required for all new degree program proposals and includes a Program Summary and Stage 2 Program Proposal Template.

If you find that any section asks you to repeat language from your Stage 1 proposal, feel free to duplicate that wording if appropriate.

# PROGRAM OVERVIEW

|  |  |
| --- | --- |
| **Name of Institution:** | Yukon College |
| **Campus location:** | Indicate location of proposed program |
| **Title of program:** |  |
| **Credential to be awarded to graduates:** | Select a credential |
| **Length of program:** | Select completion time in years and months |
| **Total number of credits:** | Select number of credits |
| **Delivery Method:** | Select delivery method |
| **Work Integrated Learning Opportunities:** | Select an option |
| **Target implementation date\*:** | Enter date |

*\*The program must receive final approval at least six months prior to the implementation date or implementation will be postponed.*

|  |  |
| --- | --- |
| **Institutional Contact:** | Enter Dean’s name |
| **School:** | Enter name of School |
| **Department/Division:** | Enter name of Department/Division |
| **Title:** |  |
| **Phone:** |  |
| **Email:** |  |

# **STAGE 2: NEW DEGREE PROGRAM PROPOSAL**

Stage 2 is required by CAQC and Academic Council for new programs. Please complete all sections.

See Institutional Research and Planning Department (IRP) if assistance if required in completing Stage 2.

# Program Outline

Fill in the fields below with the information from a proposed course outline. If your proposed Stage 2 proposal is approved, the proposed program outline below is also considered to be approved and proponents can port the components into the appropriate template.

## Program description

Provide a program description. Descriptions should be one or two paragraphs, and clearly and concisely outline the goals, intentions, and outcomes of the program.

## Program learning outcomes

## Duration of program

Indicate how many years will it take a full-time student to complete the program and number of credits within the program.

## Delivery methods

## admission requirements

## Graduation requirements

## accreditation or other recognition

## work integrated learning

## program costs

## employment

## transfer agreements

## unique program requirements

Include unique program requirements as application, such as specialized computer equipment, professional gear, etc.

## course descriptions

For any courses that will be developed in service of this program, provide draft course name and course descriptions here.

# Program Summary

## Program Summary

Provide a summary of the proposed program, including:

### Anticipated contribution of the program to the mandate and the strategic and academic plans of Yukon College. (Please refer to both Yukon College’s Strategic and Academic Plans)

Yukon College’s Academic Plan outlines strategic goals in five areas. The proposed program directly supports Yukon College’s stated goals in these areas:

|  |  |
| --- | --- |
| **Academic Plan Goals** | **Program Alignment** |
| **Student success** |  |
| **Indigenization** |  |
| **Reflecting northern context and northern needs within a globalized world** |  |
| **Access and opportunity for northerners** |  |
| **Northern economic development** |  |

### Program strengths;

### List related programs in the institution or other post-secondary institutions. Indicate rationale for duplication if any.

Provide a list of similar/comparable programs below, along with summary of what makes this proposed program unique or competitive against other programs, include those offered at Yukon College.

# Degree Level Standard

Describe how the program structure aligns with CAQC and CMEC Standards.

The institution must demonstrate that the proposed program meets or exceeds the proposed degree level standard. The focus of the degree level standards is on the expectations of graduates at each degree. The standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six dimensions. Section 3.7 (Indigenization of the Program) is an additional dimension to address outside of CMEC standards but is one that Yukon College has placed significant value and emphasis on. Please contact First Nations Initiatives (FNI) should you require additional assistance in completing section 3.7.

Please refer to [CMEC’s (Council of Ministers of Education, Canada) Degree Level Standard Guidelines](http://www.cmec.ca/Publications/Lists/Publications/Attachments/95/QA-Statement-2007.en.pdf)

## Depth and Breadth of Knowledge

|  |  |
| --- | --- |
| Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies, and applications of the discipline and/or field of practice |  |
| Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines |  |
| The ability to gather, review, evaluate, and interpret information, including new information relevant to the discipline, and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline |  |
| The capacity to engage in independent research or practice in a supervised context |  |
| Critical thinking and analytical skills inside and outside the discipline |  |
| The ability to apply learning from one or more areas outside the discipline |  |

## Knowledge of Methodologies

|  |  |
| --- | --- |
| An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to (i) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques, (ii) devise and sustain arguments or solve problems using these methods, and (iii) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and on their relevance to the evolution of the discipline |  |
| The ability to review, present, and critically evaluate qualitative and quantitative information to (i) develop lines of argument; (ii) make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study; (iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and (iv), where appropriate, use this knowledge in the creative process |  |

## Application of Knowledge

|  |  |
| --- | --- |
| The ability to use a range of established techniques to (i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information; (ii) propose solutions; (iii) frame appropriate questions for the purpose of solving a problem; (iv) solve a problem or create a new work |  |
| The ability to make critical use of scholarly reviews and primary sources |  |

## Communication Skills

|  |  |
| --- | --- |
| The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline |  |

## Awareness of Limits of Knowledge

|  |  |
| --- | --- |
| An understanding of the limits to their own knowledge and ability; an appreciation of the uncertainty and ambiguity of and limits to knowledge, and an appreciation of how this might influence analyses and interpretations |  |

## Professional Capacity/Autonomy

|  |  |
| --- | --- |
| Qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring (i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts, (ii) working effectively with others, and (iii) behaviour consistent with academic integrity |  |

## Indigenization of the program

|  |  |
| --- | --- |
| Describe what efforts have been undertaken to consult on and address the indigenization of the program |  |

# Credential Recognition and Nomenclature

## program curriculum map

In a table, provide a proposed curriculum map that demonstrates where and how the programlearning outcomes are embedded in the various courses within the program.

## Consultation and Recognition from Industry / Employers

Where applicable, describe the consultations undertaken to ensure the credential and learning outcomes will be recognized by and meet the standards of industry/employers and regulatory bodies, licensing or credentialing bodies.

**Appendix A:** In an appendix, provide the regulatory, licensing or credentialing body’s current requirements or standards and copies of letters from licensing or regulatory bodies indicating that the credential and learning outcomes will be recognized. *(Please save appendices in a separate document.)*

## Requirements – Regulatory, licensing or credentialing bodies

In some instances, regulatory, licensing or credentialing bodies do not recognize or accredit programs but require individuals to meet the certification requirements (e.g. certification exams.) If applicable, describe the role of the regulatory, licensing or credentialing body and the steps taken to ensure students will be eligible to meet their requirements.

**Appendix B:** If applicable, provide the regulatory, licensing or credentialing body’s current requirements or standards in an appendix.

# Curriculum/Program Development

## Existing and New Courses

List which courses already exist at the institution and which new courses will be implemented as a result of the program. Please note that if the proposed program requires courses that are offered by another division, it is necessary to have signoff from that division. This signoff is required in the Consultation section.

**Appendix C:** In an appendix, provide full course outlines for existing core courses.

## Work Experience/Field Placement

Where work experience or field placements are a component of the program, describe the institution’s plan to develop placement opportunities for students and the level of support the institution will extend to students seeking placements.

## Work Experience/Field Placement - Outcomes

Where applicable, describe the anticipated outcomes of the work experience or field placement associated with the program, how the experience offered will provide the opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.

## Cohort

The cohort model is when students progress through a program as a group, taking at minimum the same core courses and the same sections thereof. This greatly supports peer learning, leadership, and mentoring. Will the program be a cohort model? If so, please describe the considerations that led to this decision and the perceived anticipated student benefits.

# Learning Methodologies/Program Delivery

## Learning Methodologies

Explain the learning methodology/methodologies to be used. Indicate which of the following methodologies will be incorporated into the learning environment of the new degree program, and how they will be used:

* Experiential learning (e.g. co-op, on the land, clinical, work term, or work experience);
* Distance education;
* Independent study, computer assisted instruction, etc.;
* Lectures, labs, tutorials; and,
* Other.

## Technology

### What will the program require for technology and learning needs?

Detail what the program will require, outlining what is already in place and what will would be required to deliver the program as proposed. You will also reflect technology and learning requirement costs in the five-year resource plan in Section 8.1.

## Learning Space Requirements

What learning space requirements does the proposed program have?

# Faculty

## enrolment projections

### Enrollment Projections

Provide enrolment projections for the length of the program (e.g. four-year projection of cumulative enrolment) that accounts for projected attrition and indicates the number of staff (faculty, technical, teachings assistants, etc.) assigned to the program. The projected enrolments must follow the enrolment model developed by Institutional Research and Planning.

## Faculty Positions

Please indicate the number of faculty, instructors (present and future) and other staff required to mount this program and the qualifications required. Indicate if any of these positions will be new to the institution. In cases where new faculty will be hired, provide projected faculty numbers, when said faculty would be needed, and what type of faculty specialization would be required.

Note: Consult CAQC’s requirements for faculty in degree programs, both for number of faculty and for faculty qualifications. See CAQC Handbook, 4.3.4.

* 1. **Faculty Curricula Vitae**

**Appendix D:** In an appendix, provide the curriculum vitae of faculty members and instructors, specific to the program that demonstrates that they possess an appropriate balance of the following requirements.

* Academic credentials appropriate to the degree level being offered. Faculty teaching baccalaureate degrees with an applied or professional focus have an appropriate balance of professional qualifications, academic credentials and experience;
* Any required academic and/or desired professional credentials;
* A demonstration of current involvement in research and professional activity that represents an appropriate balance of research and intellectual leadership in the discipline and the field of specialization.

# Program Resources

## five-year Resource Plan

A Five-Year Resource Plan must be developed in consultation with Finance, including your division’s Budget Officer, to determine costing.

Describe the resources that will be required to mount this program including:

* Library resources (on-site library resources relevant to the degree program area for faculty and students and other library access such as web-based or inter-library arrangement.)
* Computers and computer access; classrooms, laboratories, and equipment;
* Existing and shared resources at the institution or at other institutions that will be used to offer the program;
* Marketing and Recruitment Plan implementation (see Section 11); and,
* Additional resources that will be required to offer this program.

**Appendix E**: In an appendix, provide the final Five-Year Resource Plan (in Excel) that was reviewed by the Budget Officer.

** Appendix F:** In an appendix, provide a completed copy of the consultation process/form used for requesting library resources.

* 1. **POTENTIAL REVENUE SOURCES**

Identify all potential revenue sources that could contribute to funding this program (e.g., industry partners, First Nation Governments and partners, ancillary fees, cost recovery tuition, other, etc.).

## Student financial assistance/access/availability

# Program Consultation and External Review

## Consultation

Provide a list and brief explanation of the nature of the consultations, both internal and external, that have occurred in the development of the degree program. You do not need to repeat information provided in Section 4.

## External Review by independent academic expert

**Appendix G:** If a review of the proposed program by an independent academic expert is undertaken before submission of the degree proposal, please provide a copy of the review report in an appendix.

## Written Comments

** Appendix H:** If any written comments from one or more the following listed individuals or groups exist, attach all written comments, both positive and negative, in any appendix:

* Experts in the proposed field of study;
* External academic consultants;
* Relevant employers;
* Relevant professional associations;
* Program advisory committees;
* PACFNI (President’s Advisory Council on First Nations Initiatives); and,
* Other institutions (this will include comments provided through the peer review process).

## Other Input

If there are other individuals or groups that have been involved (both internal and external to the institution), describe their roles in the collection and evaluation of information leading to the development and submission of this proposal.

** Appendix I:** In an appendix, complete the Proof of Internal Consultation Form (Section 13.1) with comments and signatures from all the departments listed.

# Other

Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal.

**Appendix J**: In an appendix, provide a copy of the approved Stage 1 Program Proposal.

# Implementation

** Appendix K:** In an appendix, provide both the marketing and recruitment plans for this program.

# Program Matrix

Add and delete rows and/or terms as appropriate.

**Year 1:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall Term** | | | **Winter Term** | | |
| Name and Number | Credits | Hours | Name and Number | Credits | Hours |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term Total:** |  |  | **Term Total:** |  |  |
| **Spring Term** | | | **Summer Term** | | |
| Name and Number | Credits | Hours | Name and Number | Credits | Hours |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term Total:** |  |  | **Term Total:** |  |  |
|  | | | **Year 1 Total:** |  |  |

**Year 2:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall Term** | | | **Winter Term** | | |
| Name and Number | Credits | Hours | Name and Number | Credits | Hours |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term Total:** |  |  | **Term Total:** |  |  |
| **Spring Term** | | | **Summer Term** | | |
| Name and Number | Credits | Hours | Name and Number | Credits | Hours |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term Total:** |  |  | **Term Total:** |  |  |
|  | | | **Year 2 Total:** |  |  |

**Year 3:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall Term** | | | | | **Winter Term** | | | |
| Name and Number | Credits | | Hours | | Name and Number | | Credits | Hours |
|  |  | |  | |  | |  |  |
|  |  | |  | |  | |  |  |
|  |  | |  | |  | |  |  |
|  |  | |  | |  | |  |  |
|  |  | |  | |  | |  |  |
| **Term Total:** |  | |  | | **Term Total:** | |  |  |
| **Spring Term** | | | | | **Summer Term** | | | |
| Name and Number | | Credits | | Hours | Name and Number | Credits | | Hours |
|  | |  | |  |  |  | |  |
|  | |  | |  |  |  | |  |
|  | |  | |  |  |  | |  |
| **Term Total:** | |  | |  | **Term Total:** |  | |  |
|  | | | | | **Year 3 Total:** |  | |  |

**Year 4:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall Term** | | | **Winter Term** | | |
| Name and Number | Credits | Hours | Name and Number | Credits | Hours |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term Total:** |  |  | **Term Total:** |  |  |
| **Spring Term** | | | **Summer Term** | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Term Total:** |  |  | **Term Total:** |  |  |
|  | | | **Year 4 Total:** |  |  |
| **Program Total:** |  |  |

# Proof of Internal Consultation

## Consultation Feedback and Signatures

This proposal is a document to assist the relevant school, division, and Yukon College as a whole in planning for new programs. It is important to determine the impact of any new program on other areas of Yukon College and thus, consultation is a required element of all proposals. **Proof of Consultation requires comments and signatures that may take time to gather so allow sufficient time for this. This form must accompany a completed program proposal.**

In this context, Consultation is defined as detailed face to face conversations or email discussions regarding the proposed program, highlighting in particular what impacts the proposed program may have on the department, division, or area of the consultee.

**Mandatory Consultations Comments by Consultee &/or Dean (required) Sign Off & Date**

|  |  |  |
| --- | --- | --- |
| **1) Admissions** |  |  |
| **2) Student Services/Office of the Registrar:**  *With special attention to Appendix K* |  |  |
| **3) Information Technology department** |  |  |
| **4) Learning Commons** |  |  |
| **5) Finance** |  |  |
| **6) Space Committee** |  |  |
| **7) Facilities** |  |  |
| **8) First Nations Initiatives** |  |  |
| **9) College and External Relations**  *With special attention to Appendix K* |  |  |
| **10) Cross-divisional courses**  *If the proposed degree involves cross-divisional courses, that dean must be consulted and provide signoff here* |  |  |

## Proponent Responses to Feedback from Consultation

Provide responses to the feedback from the consultations referenced in 14.1. If the proposed program proposal is not being adjusted to the degree suggested/recommend by the consultee, provide a clear rationale.

# STOP HERE

|  |
| --- |
| **STAGE 2 Document CHECKLIST:** |
| Have you completed the following sections?   1. Program Outline 2. Program Summary 3. Degree Level Standard 4. Credential Recognition and Nomenclature 5. Curriculum/Program Development 6. Learning Methodologies/Program Delivery 7. Faculty 8. Program Resources 9. Program Consultation and External Review 10. Other 11. Implementation 12. Program Matrix 13. Proof of Internal Consultation   Have you completed the following appendices, as appropriate?  *Please save appendices in a separate document*   * Appendix A: Credential Recognition *(if applicable)* * Appendix B: Regulatory Requirements *(if applicable)* * Appendix C: Course Outlines for Existing Core Courses * Appendix D: Faculty Curricula Vitae * Appendix E: Five-Year Resource Plan *(signature required)* * Appendix F: Library Resource Request Consultation Form * Appendix G: Independent Academic Expert External Review *(if applicable)* * Appendix H: Written Comments *(begin consultations with peer institutions early)* * Appendix I: Proof of Consultation *(signatures required*) * Appendix J: Copy of approved Stage 1 Program Proposal *(signature required)* * Appendix K: Marketing and Recruitment Plans |

**Stage 2 New Degree Program Proposal Template** must be submitted by the Dean to the Vice President Academic & Student Services (VPA&SS) for review. After review by the VPA&SS it must be submitted by the Dean to the Senior Executive Committee (SEC) for review, and then must receive endorsement by Academic Council (AC). Finally, the Proposal must receive final approval by the Board of Governors (BOG).