PROGRAM DEVELOPMENT PROCESS

New College programs are developed consistent with the College’s Program Quality Assurance Policy (PQA Policy) and administered in accordance with the Minister’s Binding Policy Directive Framework for Programs of Instruction, as well as guidelines from the Ontario Colleges Quality Assurance Service (OCQAS).

The College ensures consistency among submissions and adherence to titling nomenclature, credentialing, mapping to vocational outcomes and essential employability skills, and meeting general education requirements by having a centralized point of contact for program development (the Quality Learning, Teaching and Innovation department).

This process document summarizes the steps of program development from the inception of an idea to the submission of the final program proposal to all approval bodies, and eventual launch of the program. [Diagram 1]. The program development process follows an annual cycle as determined by related college activities.

Definitions/Glossary

AOs – Academic Officers: AOs report to the Deans and support program areas through curriculum planning, budgeting, and scheduling processes.

APS – Approved Program Sequence: This is a unique identifier assigned to each approved program in the college system.

CIP – Classification of Instructional Programs: CIP is designed to classify ‘instructional programs’, which are determined to be unique based on: A combination of courses and experiences that is designed to accomplish a predetermined objective or set of allied objectives such as preparation for advanced study, qualification for an occupation or range of occupations or simply the increase of knowledge and understanding. (Chismore and Hill, A Classification of Educational Subject Matter, 1978, NCES, p. 165). The organizing principle behind CIP is ‘field of study’. At Statistics Canada, a field of study is defined as a "discipline or area of learning or training" (Statistics Canada, 2006 Census Dictionary, Catalogue no. 92-566-XIE).

CVS – Credential Validation Services. The mandate of the CVS, given by government includes:
• providing reasonable assurance that all programs of instruction, regardless of funding source, conform to the established Credentials Framework and are consistent with accepted college system nomenclature and/or program titling principles; and,
• maintaining the integrity of the credentials and protecting the interests of students and employers who require a reasonable guarantee of consistency and quality in Ontario’s programs of instruction.

GPOG – General Purpose Operating Grant: GPOG refers to the amount of funding issued by the Government of Ontario Ministry of Advanced Education and Skills Development for student enrolment (based on approved funding unit, weight and enrolment).
IR – Institutional Research: The function reports to the Registrar and conducts labour market, college comparator and KPI program/occupation research and analysis.

KPI – Key Performance Indicators: KPIs are province-wide accountability indicators that measure how well Ontario colleges meet the needs of students and the marketplace. KPIs are conducted annually by an independent body on behalf of the Ontario Ministry of Training, Colleges and Universities and the colleges' umbrella group, Colleges Ontario.


NOC – National Occupation Classification: The NOC is the nationally accepted reference on occupations in Canada. It organizes over 40,000 job titles into 500 occupational group descriptions. It is used to compile, analyze and communicate information about occupations, and to understand the jobs found throughout Canada's labour market. Human Resources and Skills Development Canada (HRSDC), in partnership with Statistics Canada (STC), update the NOC according to 5-year Census cycles.

PAC – Program Advisory Committee: This committee is program or cluster specific, and consists of representation from industry, professional associations, students and alumni. Resources persons from the program of study also complement the committee.

Program Information: includes program description, employment opportunities, admission requirements, fees and student expenses.

Program Curriculum: This includes the program of study, courses, course descriptions, pre- or co-requisites, equivalents.

Program Maps: These maps document where learning to achieve vocational learning outcomes, essential employability skills outcomes, and General Education requirements occurs in a program of study.

Program of Study: This is a listing of the program course codes (if available), course titles, course hours (by instructional setting), course credits, total semester hours, total program hours

SEMC – Strategic Enrolment Management Committee: The Strategic Enrolment Management Committee is comprised of a cross-divisional team of leaders that provides recruitment, retention, and strategic direction to the college community pertaining to matters of enrolment management including program renewal and planning, and new program development. The SEMC also provides insight into the Program Development Process to ensure alignment of College activities related to academic programs.

QLTI – Quality Learning, Teaching and Innovation: This Department provides leadership and support for program quality assurance, applied research, program development, helps build our online learning community and generally is involved in most of the new College initiatives. The core responsibilities include planning, developing and leading special, contract, online and new program development projects.
Goals
New program development initiatives, including the establishment of program learning outcomes are
guided by the academic strategies and existing policies. Program outcomes are developed and reviewed by
content experts through the lens of providing outstanding “high quality, relevant and responsive programs
to meet the needs of students, employers and our communities.” (Academic Strategic Plan 2017, 2013).

Overarching goals of the process are to ensure that:

- New programs in development align with Ontario’s Differentiation Policy Framework for Postsecondary
  Education (November 2013).
- New programs in development align with the College’s approved Strategic Mandate Agreement for
  2014-17.
- New programs in development align with Canadore College’s Skilled Solution 2017 – Strategic Plan for
  future-focused priorities.
- Program curriculum is compliant with Ministry and College Framework Policy for Programs of
  Instruction requirements including:
  - Vocational Learning Outcomes (VLOs);
  - General Education Requirements; and
  - Essential Employability Skills Outcomes (EESOs).
- Program curriculum is current and responds to employers’ needs.
- Programs are launched in a timely manner.

Guiding Principles
New programs are developed to support existing and emerging sectors of the economy and, where
relevant, by developing unique partnerships with public and private sectors. New programs are developed
in alignment with Canadore College’s Skilled Solution 2017 – Canadore College Strategic Plan and the
approved Strategic Mandate Agreement with the Ministry of Training, Colleges and Universities.

Regardless of the origin of the idea, industry endorsement for the program is sought. A program
development tracking tool has been implemented to track the program development stages thereby
ensuring consistency of process across all programs.

All program development initiatives are centralized in the QLTI department at Canadore College. The
Academic Director of QLTI maintains a program development database which is reviewed and updated
regularly. Centralizing the responsibility for curriculum development ensures adherence to the Framework
for Programs of Instruction and consistency in the College’s submissions to CVS and MTCU.

Program standards or descriptions found on the Colleges of Applied Arts and Technology (CAAT) website
are used for discussion with workplace consultation groups and are also used in conjunction with
occupational standards, where available. The program standard or description is used as a benchmark
which may be enhanced by locally determined outcomes based on input from the workplace consultation
group.
PACs are integral in the development of new programs and the revision of existing programs. As per the Program Advisory Committee Policy, PAC input is sought to ensure relevancy and connection to community and industry; this provides a valuable contribution to the development of learning outcomes for new programs.

Program learning outcomes are aligned with the expectations of the workplace at the program development stage by including industry liaison groups and PACs in the development process. These groups are also involved on an ongoing basis in the annual curriculum review process and during the cyclical program review.

Canadore College’s program development process engages industry stakeholders early in the process. Before new program proposals are presented to the College’s Board, they have been formally endorsed by PACs or industry consultation groups

**Steps**

See [Diagram 1](#) for the steps to Program Development. The diagram outlines who is responsible for each stage of the process, as well as relevant inputs into the stages as appropriate.
1. Program Idea Generation

2. Program idea is submitted to the Dean

3. Dean makes initial inquiries and forwards a summary to the VPA

4. Dean and VPA review the idea for presentation to SET

5. VPA presents the idea to SET for review of strategic alignment and the need for investment

6. QLTI initiates and IR completes an environmental scan

7. QLTI sends environmental scan to the Dean

8. Dean presents the environmental scan to SEMC for review of program potential

9. SEMC establishes tentative launch date

10. Dean and QLTI assign program development resources

11. Dean and QLTI initiate program proposal development

12. Finance Dept calculates program costing and Dean analyzes costing

13. Dean and VPA approve the continued development based on financial viability

14-1 Dean shares Program of Study with Harris Learning Library and identifies library resource requirements

14-2 Dean and QLTI continue developing the program proposal

• Develop course descriptions
• Develop program map

15. QLTI creates documents for approval (BoG, CVS, MTCU)

16. Dean presents BoG document to Academic Group for review

17. VPA presents BoG document to the Senior Executive Team for review and approval

18. VPA’s Office forwards approved BoG document to the Board Secretary

19. VPA and Dean present the program proposal to the Board for review and approval

20-1 QLTI sends proposal to CVS for validation

20-2 QLTI and Program Area create course outlines

21. QLTI sends proposal to MTCU for funding approval

22. QLTI advises stakeholders

• QLTI and VPA
• Dean and AO
• Group – Marketing
• Group – Registrar
• Group - Finance
• Harris Learning Library

23. Program promotion, recruitment and launch

APPROVED BY SET
March 31, 2015

Potential Sources
- College employees
- Program advisory committees
- Partners
- General Public

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Program Approval Process Schedule 2016-17

Deans work with Quality Learning, Teaching and Innovation staff to develop proposals for new programs. Once completed, program proposals are to be reviewed and approved by the following groups prior to being presented to the Board of Governors:

- Academic Group
- Senior Executive Team

The schedule of meeting dates listed below identifies the last meetings of the approval groups prior to each Board of Governors meeting.

Program Proposal Presentation Schedule (2016-2017) meeting dates

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<th>Academic Group</th>
<th>Executive Team</th>
<th>Final Document to VPA’s Office (by noon)</th>
<th>Due to Board Secretary (by noon)</th>
<th>Board Meeting</th>
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Roles

Senior Executive Team
Senior Executive Team will provide overall strategic direction for all new program development initiatives. The responsibilities of the Senior Executive Team include:

- Reviewing new program ideas/concepts to ensure there is alignment with the overall strategic direction of the institution
- Providing final approval for new programs to be presented to the Board of Governors.

Vice President Academic
The VPA provides overall leadership for new program development process. The responsibilities of the VPA include:

- Considering initial ideas/concepts with Dean
- Presenting ideas/concepts to Sr. Exec Team
- Endorsing new program development submissions to all approval bodies

Academic Group
The Academic Group provides oversight to the process, and recommendations to program areas and the VPA.

Dean
The Dean is responsible to ensure the execution of all program development steps are conducted for all program development initiatives within their portfolios. The responsibilities of the Dean include:
• Liaising with other stakeholder groups to establish timeline
• Ensuring involvement of external stakeholder groups (ad hoc, PAC, industry, employers, professional associations, etc.)
• Engaging the Harris Learning Library in the development process to ensure that programs are adequately resourced.
• Communicating progress through all phases of program development with QLTI
• Ensuring milestone activities are achieve throughout the development process
• Updating the Academic Group where necessary regarding changes to program development milestones as they occur
• Providing/Allocating content expert resources to work with QLTI
• Collaborating with Finance to determine program costing
• Presenting proposed program proposal to Academic Group and Board of Governors (BoG)
• Ensuring that timelines are met

QLTI
The QLTI Department plays a key role in the Program Development process. The responsibilities of QLTI include:

• Maintaining and updating the new program development tracking form
• Sharing regular updates to the new program development tracking form with Academic Group and SEMC
• Meeting with the Deans regularly to review new program development initiatives
• Initiating the preliminary decision-making report (identifying TCU program code and family code, conducting analysis of current TCU APS table, calculating GPOG, identifying NOC code(s), CIP code, etc.)
• Coordinating with IR to complete the environmental scan of labour market information, comparator college and KPI data
• Working with the Dean and assigned resources or established working group (internal program area, PAC members, industry group, etc.) to plan and develop new program
• Coordinating with AOs and Finance to provide necessary information/data for program costing
• Ensuring new program compliance with requirements of the approving bodies and working within Ministry policies to ensure curriculum is current and meets Ministry and College policy requirements
• Preparing all proposal documents in proper format for each of the respective approving bodies
• Ensuring that timelines are met.
• Communicating development progress with the Dean.
Program Faculty (Program Development Resources)
Program Faculty bring their expertise, experience and contacts with employers and other stakeholders to the new Program Development process. The responsibilities of the Program Faculty include:

- Participating in discussions related to the new program being developed to review environmental scans, MAESD program information and determine likely credential being sought
- Working with college representative working group.
- Liaising and engaging industry to participate in ad hoc program advisory group or industry advisory group.
- Assisting QLTI in the development of program vocational outcomes, content and program structure.
- Ensuring new program compliance with requirements of the approving bodies and industry-specific requirements.
- Making changes to the program proposals (outcomes, content, etc.) upon feedback from approval bodies.
- Communicating development progress with the Dean.

SEMC
The Strategic Enrolment Management Committee plays an advisory role in the program development process. SEMC responsibilities include:

- Establishing a tentative launch date for programs
- Advising program areas of the potential for new programs of study

Office of the Registrar/Institutional Research
Members of this department play an important role in ensuring that the preliminary decision making information (including environmental scan and labour market analysis) is accurate and a timely reflection of the occupational outlook. The IR Department responsibilities include:

- Compiling:
  - trending college (OCAS) application and enrolment data
  - college comparator information
  - related labour market data research for analysis
  - occupational outlook evidence (national, provincial and local)
  - MAESD graduation employment profile data
  - College KPI information
  - research related to accrediting or regulatory bodies or professional associations
- Completing relevant sections of the Preliminary Decision Making Report (much of which is use in the BoG proposal).

Finance
Members of this department play a role in ensuring that the program costing is accurate and proposed program is sustainable. The Manager of Finance responsibilities include:

- Completing the program costing spreadsheet over a 5-year projection, based on input from the AO and Dean.
- Forwarding the final program costing sheet to QLTI for inclusion in the program proposals.
Resources Available

- Quality, Learning, Teaching and Innovation Department staff
  - Vocational Learning Outcomes/Program Standards from MTCU
  - Assistance with mapping of curriculum to VLOs
- Framework for Programs of Instruction
  - Includes the specific requirements for all credentials

- MAESD Published Program Standards:
  [Link](http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/index.html)
- General Education Policy
  - An extensive repository of curriculum resources developed by faculty for faculty
- Course Outline Policy and Procedure
- Workplace Consultation/Industry Group or PAC meetings & notes
- ABCD of Learning Outcomes

- Canadore College approved SMA

- Facilitating Learning in Higher Education program courses/modules