

HOLLAND COLLEGE

ADMINISTRATIVE REGULATION

Category: PROGRAMS
Topic: DEVELOPMENT AND APPROVAL OF APPLIED DEGREE, DIPLOMA & CERTIFICATE PROGRAMS
Code: 70-02-1
Effective Date: September 29, 2016 **Revision:** EIGHT
Approved by: President of Holland College,
Brian McMillan _____

Related Documents:

Board Policy 70-02	(Programs and Courses)
Board Regulation 70-02-1	(Applied Degree, Diploma & Certificate Programs)
Board Regulation 70-02-2	(Corporate Image)
Administrative Regulation 70-02-5	(Program Accreditation)
Administrative Regulation 70-02-2	(Guideline for Program Advisory Committee Meetings)
Administrative Regulation 70-02-4	(Articulation Agreements)
Quality Procedure A01	Program & Curriculum Development
Quality Procedure A06	Program Related Meetings

Definitions:

Accelerated-Course:

- Refers to the delivery schedule of the course section.
- Accelerated course section is offered in a shorter time period than a section scheduled following the Academic Calendar.
- The shorter time period may occur during a semester, an intersession or during the fall, winter, spring scheduled offerings of Continuing Education/Part Time Studies.
- If an accelerated course is common, the course outline is identical to the other course sections.
- Delivery mode for accelerated course sections may vary as it would for any course (i.e. distance, face to face, blended).
- Accelerated course scheduling must follow approval processes.

Accelerated-Program:

- Refers to the delivery schedule of the program.
- Accelerated programs are offered in a shorter time period with a more compressed schedule than traditional programs following the Academic Calendar. (i.e. Program is offered in 2 semesters and 2 intersessions from September to July of the following year, 11 continuous months)
- Sometimes accelerated programs are post-credential programs. (i.e. Student must already have a credential. Consequently, admission requirements for an accelerated program may be different than the same program delivered over the “usual” period of time.)

Applied Degree Program

(source Applied Degree Program Regulations, Chapter H-6, Holland College Act)

Means a program

- (i) that includes course work and work-related experience in an occupational field,
- (ii) that has courses with content that is validated by contents experts and persons working in the related industry, and
- (iii) offers
 - (A) an applied degree, and
 - (B) well defined competencies in an occupational field,to a student who has successfully completed all of the requirements of the program.

Area of Specialization:

A specialized area of study within an occupational discipline. Programs may have ‘Areas of Specialization’ leading to different credential levels (certificate or diploma).

Asynchronous:

Education and learning communications that occur at different times and locations.

Blended Learning:

Students experience a blend or range of face to face and distance learning to access and engage in course learning activities and curriculum. Blended Learning can occur either synchronously or asynchronously.

Capstone courses:

A capstone course provides an opportunity for students to synthesize a number of course level outcomes to achieve broader program level

outcomes. They may occur at the end of an entire program, end of term, requiring the synthesis of a number of learning outcomes. It is an opportunity for students to connect theory and practice in preparation for entry into a career. Students apply strategic thinking and theories and principles learned in the classroom to specific situations.

Certificate:

A Certificate will be awarded to graduates of a College program that has been approved by the Board of Governors with a minimum of 30 credits and generally has a duration of one academic year or less.

Competency:

A sub-outcome or more detailed level of the knowledge, skills and attitudes students will be given the opportunity to master within a course. Competencies are a series of learning statements that make the outcome more explicit to the student or reader.

Course:

A titled, formal learning experience that has identified objectives, completion outcomes and an assessment description with minimum completion criteria identified.

Course Outline:

The completed template outlining the overall course parameters including the grade scheme, course code, course description, outcome hours, learning outcomes, competencies, detailed assessment methods and reference documents.

Course Description:

An explanation or general summary of the purpose, scope and outcomes of a course for various groups such as students or other institutions. It is a description that can be used for marketing purposes in areas such as the College calendar. Course descriptions are not written in an instructional format. Rather, they are brief, (usually no more than one small paragraph) well thought out descriptions of the learning vision.

Course Revision:

A revision to a course would include any change to an approved Course Outline Template (QF[132.docx](#)).

Core Courses:

- Refers to course content.
- Program courses that are required for a specific industry/occupational field and /or are essential knowledge and skills for the program and industry.

Co-requisite:

A condition or set of conditions such as a series of courses that a student is required to take simultaneously in order to enroll in another course.

Credit Course: (from Board Regulation 70-02-1)

A course that provides credit toward a diploma or certificate.

Diploma/Certificate Program: (from Board Regulation 70-02-1)

A series of occupational outcomes and competencies organized into courses. A program may include one or more areas of specialization and/or credentials. The content of the program, courses within the program, and any area of specialization have been validated by occupational content experts and/or persons working in the related industry. Programs and areas of specialization lead to a Certificate, Diploma, Post-Graduate Certificate, Post-Graduate Diploma and/or Applied Degree.

Diploma:

- A Diploma will be awarded to graduates of a College program that has been approved by the Board of Governors with a minimum of 60 credits and has a duration of two academic years.
- A Diploma will be awarded to graduates of an accelerated College program that has been approved by the Board of Governors with a minimum of 50 credits and generally has a duration of more than one academic year and less than two years.

Directed or Special Studies:

Directed or special studies:

- Allows students to build their own course, working with the instructor to determine the course outcomes, assessments and suitable learning activities or projects;
- A course that allows students to carry out an individual research project under the supervision and guidance of a faculty member;
- Individually supervised studies (directed studies courses) as part of a program leading to a certificate or diploma. Such courses are intended to provide students with an opportunity beyond the usual curriculum to investigate or work on specific topics and projects related to their program of studies; and/or
- An optional course not required for graduation in some instances.

Distance Education/Learning:

Students can choose the geographic location where they access and engage in course learning activities and curriculum. Distance education/learning can occur either synchronously or asynchronously.

Elective:

A course that students can take from approved alternative courses – internal to program, internal to other college programs and/or external to college. Approved elective choices will vary from program to program. An elective must not interfere with the times of the compulsory courses within program of study. Students may receive a credit transfer from another institution for their elective (credit transfer would meet guidelines established (i.e. minimum pass)).

Equivalencies (Internal Course)

Internal courses may be considered equivalent following a review by stakeholders including the subject matter expert and curriculum consultant where it has been confirmed that 70 percent of the *overall intended learning, as described on the course outlines (QF132), is the same and each course has equal credit value.

Note1: *If significant or critical learning is contained within the remaining 30 percent, an equivalency may not be established.

Note2: When two or more courses are deemed equivalent, all courses in the relationship are equal in value and are interchangeable.

Face to Face Learning:

Students share an onsite location to access and engage in course learning activities and curriculum. This is a synchronous delivery method.

General Interest Course: (from Board Regulation 70-02-1)

A non-credit course that provides opportunities for learning.

Industry Credit: (from Board Regulation 70-02-1)

Programming and courses recognized by industry, delivered separately from programs.

Introductory Course:

- Courses that are typically pre-requisites and prepare students for success in subsequent level courses.
- Continuing Education/Part time Studies usually schedule a number of introductory courses in fall, winter, and spring offerings.

Learning Outcome:

A statement of the knowledge, skills and attitudes that students will gain in a course. They begin with an action verb and describe something observable or measurable. Outcomes in Holland College courses are the main series of statements describing student learning.

Module:

A section or block of learning identified by a Learning Outcome and its related Competencies.

Minimum Grade:

This grade defines the minimum level of performance required by industry for an entry-level position. Specified minimum grades for all required competencies must be achieved by each learner prior to receiving graduation credentials. Care must be taken when the minimum grade/level of performance is established to ensure they are set for entry level into the field.

Occupational/Job Analysis:

The structural analysis of an occupation or a job in order to break down its complexity into manageable and logical components: competencies, tasks, duties, skills, and knowledge. These analyses are customarily facilitated exercises carried out with representatives of industry, actual employees in the field/occupation/job or subject matter experts (SMEs). Among the different types of occupational analysis are the DACUM and Task Analysis.

Occupation Profile:

A list of knowledge, skills and attitudes selected from the associated program competency list that are needed for proficiency as an entry worker within a given occupation.

Prerequisite: (a) A condition or set of conditions such as a series of courses that a student is required to meet in order to seek admission into a course or program. Prerequisites identify past learning essential for future success.
(b) A course identified as required to pass or be given credit in preparation for another course or series of courses.

Program:

See Diploma/Certificate program.

Program Description:

A document that provides:

- A general picture of the skills, knowledge and abilities that a graduate of the program will possess.

- Information on the location, length and make up of a program.
- Information on what the program prepares the student for.

The components of a program description are:

- A narrative description of the training provided in a program.
- A list of broad program-based outcomes.
- Logistical information about the program.
- A list of courses within the program.
- Employment opportunities that the student will be prepared for.
- Articulated programs/laddering opportunities.

Program Map:

- A visual map that provides an overview of the admission requirements, program courses, pre and co-requisites, and semester schedule of a program or area of specialization after the Academic Model is applied.
- Maps are revised as required to reflect program/course revisions.

Program-Based Outcomes:

The (broad) program-based outcomes:

- Provide a general picture of what a graduate should look like.
- Identify the skills, knowledge and abilities that a graduate of a program will possess.
- Provide the foundation from which individual courses are created.

Program/Course Schedule:

- A listing of courses that includes course start and end dates, SAM open dates, campus, building and room locations, section capacity, days, times, instructors, course pre-requisites and co-requisites, delivery year and course section instructional method, (e.g. distance).
- Program/ Course schedules are submitted by program manager to Admissions Office, following timelines in Academic Calendar.

Program Revision:

A program revision may include:

- a change to any of the information submitted on the QF132;
- the addition or the deletion of competencies from an occupational analysis or occupational specification;
- the addition or deletion of a course to a program/ area of specialization;

- a change to the minimum grades or other academic requirements for an area of specialization course;
- a change to the length of the program;
- a change to any of the minimum requirements for graduation.

Synchronous:

Education and learning communications that occur at the same period of time, but not necessarily in the same location.

Technology Enhanced Learning:

Learning that is enhanced or supported by electronic technologies including, but not limited to, computerized/ Internet based systems, mobile devices, and audio/video communications.

Tutorial course:

No new material is introduced to students and the course has no credit value. A tutorial course might involve a review of complex material/problems (i.e. extra help) or it is a course that provides an opportunity for a student to complete additional work on previously introduced material to further develop their grasp of a concept, principle or work related function. Generally the student meets with the instructor on a regular basis weekly during the term.

Sections in this regulation:

[Definitions](#)

[General](#)

[Academic Council](#)

[Approval Process](#)

[Development & Approval Responsibilities](#)

[Program Revision](#)

[Appendix A](#): Process for the development of new programs at Holland College

[Appendix B](#): Terms of Reference for the Technology Enhanced Learning Committee

GENERAL

1. Holland College Programs and Curriculum Structure:

- 1.1** Programs at Holland College are defined as a series of occupational outcomes and competencies organized into courses.

A program may include one or more areas of specialization and/or credentials. The content of the program, courses within the program, and any area of specialization have been validated by occupational content experts and/or persons working in the related industry. Programs and areas of specialization lead to a Certificate, Diploma, Post-Graduate Certificate, Post-Graduate Diploma and/or Applied Degree.

- 1.2** A program may include one or more areas of specialization provided the following criteria have been met:
 - a)** Each area of specialization must include a minimum of 5 credit courses and at least 25% credit value of specific knowledge and competencies that are unique to it.
 - b)** The applicable Advisory Committee has approved and recommended the area of specialization.
- 1.3** A diploma program may include one or more associated certificate programs provided the following criteria have been met:
 - a)** The certificate program consists of a minimum of 30 credits and generally has a duration of one academic year or less.
 - b)** The applicable Advisory Committee has approved and recommended the certificate.
- 1.4** The certificate may be an exit point for students who are not successful in achieving the full program credential (diploma). A certificate program within a diploma program may include one or more courses that are not part of the diploma program.
- 1.5** An area of specialization or certificate within a program may be delivered as a stand-alone program offered in a different geographic location. (i.e. Albion, China)
- 1.6** Course outlines are submitted on a QF [132.docx](#) (Holland College Course Outline) to the Curriculum Services Department.
- 1.7** Course outlines are developed by program staff and approved by the Program Manager and Curriculum Consultant. Curriculum Consultants are available to help staff and faculty as they identify potential courses, develop outlines, write outcomes and competencies and identify assessment tools.
- 1.8** All approved course outlines are submitted to the Curriculum Services Technician. Course descriptions and other required information is entered into Colleague (the College's Student

Information System). The course outlines (QF132s) are saved in SAM (the College's Learning Management System).

1.9 The approved course outlines saved in SAM become the official record of course content and they are retained and archived for this purpose by catalogue year.

1.10 Due to the need to archive the catalogue year in Colleague, any change to the information previously submitted on the QF132 constitutes a course revision and therefore requires the creation of a new course.

ACADEMIC COUNCIL

- 2.** The Vice President & Chief Learning Officer will chair the Academic Council. The Academic Council reports to the Management Executive Committee (MEC) and has the following responsibilities:
 - a)** To make recommendations to MEC for the development and revision of College-wide academic procedures and policies.
 - b)** To ensure academic integrity, and relevancy, of certificate, diploma, and applied degree post-secondary programs by establishing a process that will resolve academic issues arising from the initiation of new programs, major modifications to existing programs and the discontinuation of programs.
 - c)** To review all new program initiatives and proposals that impact on existing programs.
 - d)** To review all significant changes/modifications to existing programs.
- 3.** The Technology Enhanced Learning (TEL) Committee will be a subcommittee of Academic Council responsible for providing AC with recommendations regarding Technology Enhanced Learning initiatives. See [Appendix B](#) of this regulation for the TEL Committee Terms of Reference.

APPROVAL PROCESS

- 4.** The approval process for Diploma/Certificate programs is described in Board Regulation 70-02-1 and summarized in [Appendix A](#) of this regulation.
- 5.** The approval process for Applied Degree programs is described in Board Regulation 70-02-1, the Holland College Act: Applied Degree Program Regulations and summarized in [Appendix A](#) of this regulation.

6. At each step in the approval process the approving body may either approve the submission/plan, or:
 - a) make recommendations for changes,
 - b) request that the submission/plan be revised and resubmitted, or
 - c) recommend the proposal be terminated.
7. All proposals for new program development and for major changes to existing programs will be documented on a QF096 and submitted to the appropriate Executive Director/Director and the Curriculum Services Department for review. With the approval of the Executive Director/Director responsible for the program, the proposal {QF096.pdf} will be presented to Academic Council.

DEVELOPMENT & APPROVAL RESPONSIBILITIES

8. The Director of Programs, Curriculum & Instructional Development is responsible:
 - a) for ensuring that Executive Directors, Directors, Program Managers, Curriculum Services staff and all staff involved in program development adhere to College policy, regulations and procedures relating to program development;
 - b) assigning a Curriculum Consultant to each program development project to provide assistance and guidance to the Curriculum Development Team;
 - c) the overall operations of the Curriculum Services Department.
9. The appropriate Executive Director/Director is responsible for:
 - a) overseeing all program development initiatives under their jurisdiction;
 - b) approving Program Development Submissions (Quality Form 096) prior to submitting to Academic Council;
 - c) submitting Program Development Submissions (Quality Form 096) that have been recommended by Academic Council to the MEC for approval;
 - d) prior to any marketing activities occurring, submitting a detailed budget to the Chief Financial Officer;
 - e) making recommendations to the Program Manager on the revision of Program Development Submissions (Quality Form

096) when requested by the Academic Council, MEC or the Board;

- f)** when the program is an applied degree program, ensuring the submission to the Minister of Education meets the requirements of the government regulations;
- g)** ensuring a Program Advisory Committee is established for new programs;
- h)** final approval of the new/revised program prior to the delivery of training.

10. The appropriate Program Manager is responsible for:

- a)** completing a Program Development Submissions (Quality Form 096) including a detailed budget for the proposed new applied degree/diploma/certificate program;
- b)** submitting Program Development Submissions (Quality Form 096) to the applicable Executive Director/Director and the Curriculum Services department for review;
- c)** revising Program Development Submissions (Quality Form 096) when requested by the Academic Council, MEC or the Board;
- d)** establishing Program Advisory Committees for new programs;
- e)** when required, completing a Program Development Submissions (Quality Form 096) to cover major changes (revision) to an existing program;
- f)** assuming the role of project manager or assigning a project manager to each program development project;
- g)** taking any necessary action required to address the impact on existing articulation agreements or the development of new articulation agreements (See AR-70-02-4: Articulation Agreements);
- h)** taking any necessary action required to address the impact on existing accreditation agreements or the development of new accreditation agreements (See AR-70-02-5: Accreditation Agreements);
- i)** approving & submitting the Quality Form 098 (Request to Change Program Information);

- j)** retaining all “Design, Development & Implementation Plan” files until at least two years after a program has been officially cancelled;
- k)** conducting program reviews (Quality Procedure A01) and formal internal evaluations when required.

11. The Curriculum Services Department is responsible for:

- a)** providing assistance to the Executive Director/Director in the development of Submission for Program Development (Quality Form 096);
- b)** developing program maps;
- c)** ensuring that all program development submissions meet College standards;
- d)** providing curriculum development training to staff involved in the development of curriculum for the new/revised program;
- e)** ensuring the program is developed according to the College’s program and curriculum development standards;
- f)** working with the Project Manager to ensure the program development meets requirements;
- g)** ensuring all courses are developed to meet the College standards.

12. The Project Manager (note: the Program Manager may assume this role) will be assigned to the project until completion and is responsible for:

- a)** coordinating the development/revision of the program;
- b)** facilitating the development of a Design, Development & Implementation Plan for the new/revised program;
- c)** for program revisions, ensuring that the curriculum development required for the revision and the implementation of the revision follows this regulation;
- d)** convening, when required, in consultation with the relevant Program Manager, a Curriculum Development Team and appointing a Team Facilitator (the Project Manager may assume the role of Team Facilitator or be a member of this team);
- e)** ensuring design and development reviews are conducted as required by Quality Procedure A01;

- f) when the program is an applied degree program, ensuring the development meets all the requirements required for the approved applied degree program;
 - g) prior to any marketing activities for the new program, completing and submitting a completed Quality Form 098 (Request to Change Program Information) to the Program Manager;
 - h) maintaining the Design and Development file for the new/revised program and at the conclusion of the project ensuring this file in its entirety, is turned over to the Program Manager.
13. The Curriculum Development Team will consist of the Project Manager, a Curriculum Consultant, a Secretary, instructor(s) and/or subject matter experts from the College or industry. The Team is responsible for developing course outlines, outcomes and competencies and submitting them for approval and implementation on a QF132.
 14. The Design, Development & Implementation Plan will include a Curriculum Development Plan and for program revisions, an implementation plan (see Quality Procedure A01 – Section on Design Changes for details).

PROGRAM REVISION

15. It is a goal of the College to provide students with training and credentials that are current and relevant.
16. Board Regulation 70-02-1 states that applied degree, diploma & certificate programs may be revised upon recommendation of the Program Advisory Committee or College Management. The following statements provide further direction to the process of how program revisions are initiated:
 - 16.1 Revisions to programs generally occur because of a recognized need to revise the program design because of changes in the market place, new or emerging technologies, or other changes in industry requirements.
 - 16.2 Recommendations for revisions may be made by instructional staff, College Management, members of the Program Advisory Committee or as the result of a program review.
 - 16.3 Program Advisory Committees will, at each annual meeting, consider the need to review the current program design.
 - 16.4 Minor revisions to an area of specialization, required courses, course outlines, or other program design documentation may be

made by the Program Advisory Committee during regular meetings.

- 16.5** A sub-committee of current members may be formed to participate in a revision process. To ensure adequate expertise in all areas of the occupation, additional members may be added to the sub-committee for the revision process.
- 16.6** Program Advisory Committees may also approve minor revisions through mail requests, email, phone conference calls, phone surveys, etc. All information relating to the revision must be adequately recorded and must identify those involved.
- 16.7** Program Advisory Committees may recommend that a full design review be initiated. All full design reviews will:
 - a)** be conducted under the guidance of a curriculum consultant;
 - b)** require the approval of the relevant Executive Director/Director and;
 - c)** be approved by MEC for inclusion in the budget.
- 17.** When revisions to a program or area of specialization occur, the Program Advisory Committee making the changes, shall, at that time, identify the required courses and make recommendations on the outcomes, competencies and minimum grades or other applicable minimum completion requirements.
- 18.** Revisions to programs and curriculum shall follow Quality Procedure A01 (Program & Curriculum Development).

19. APPENDIX A:

PROCESS FOR THE DEVELOPMENT OF NEW PROGRAMS AT HOLLAND COLLEGE Appendix A: Administrative Regulation 70-02-1		
1.0	Develop concept for new area of study/training.	
2.0	Will this be a:	
	2.1	New program offering that will grant one of the following Board-Approved credentials: a certificate, diploma, advanced diploma, or applied degree? Go to 3.0
	2.2	A credit course that may be applied to a certificate, diploma, advance diploma, or applied degree program? Go to 3.0
	2.3	Contract training that may lead to a certificate, diploma, advanced diploma, or applied degree, or credits that may be applied to a certificate, diploma, advance diploma, or applied degree program? Go to 3.0
	2.4	A general interest course? If so, exit this process and refer to one of the applicable procedures (A03, A15 or A16).
	NOTE:	If it is anticipated that the new development will be associated with a certificate, diploma, advance diploma, or applied degree program, it is strongly recommended that this process be followed to avoid any future problems with internal or external approval.
3.0	Conduct program development preliminary evaluation and prepare a QF096 (Submission for Program Development)	
4.0	Submit QF096 to Academic Council	
5.0	Academic Council reviews submission and either:	
	5.1	Grants immediate approval to proceed to 6.0; Or
	5.2	Determines that insufficient information has been provided and requests that QF096 be revised and resubmitted; Or
	5.3	Determines that in addition to the information provided on the QF096 that other information and/or submissions are required. The Council will make recommendations and decide on a course of action that may include, but is not restricted to, requesting further supporting submissions from external sources or requesting further study be conducted; Or
	5.4	Rejects the submission and provides reasons for the rejection. The Council may also provide recommendations towards re-evaluating the submission.
6.0	QF096 is submitted to MEC for approval to proceed with development.	
	6.1	MEC grants approval to proceed with development.

	6.2	MEC requests more information and resubmission of revised QF096.
	6.3	MEC rejects submission and terminates the project.
7.0	QF096 is submitted to Board of Governors for approval.	
	7.1	Board grants approval to proceed with development.
	7.2	Board requests more information and resubmission of revised QF096.
	7.3	Board rejects submission and terminates the project.
8.0	If new program will be granting an applied degree, go to 9.0. All other credentials, go to 11.0.	
9.0	Prepare and submit a letter of intent respecting the proposed applied degree to the Minister of Education.	
	9.1	If the Minister grants approval to submit a proposal, proceed to 10.0.
	9.2	If approval for the new applied degree is not received the project will be returned to MEC for a determination on the future of the project.
10.0	Assign a Project Manager to prepare and submit a proposal for the applied degree program to the Minister of Education.	
	10.1	Applied Degree proposal is submitted to the Minister.
	10.2	The Minister appoints an Ad Hoc Applied Degree Program Committee to review the proposal.
	10.3	The Committee reviews the proposal and makes recommendations to the Minister.
	10.4	The Minister approves the applied degree program. Go to 11.0.
	10.5	The Minister refuses to approve the proposed applied degree program. Return proposal to MEC for a determination on the future of the project.
11.0	Project Manager is assigned to the development of the program.	
12.0	Project Manager develops a project plan for the development and implementation of the new program. A project team is also identified and assigned to the project. Other College departments such as marketing, admissions, and computer services are involved/advised as applicable. Project Manager will, when necessary, complete and submit a QF006 (Technology Enhanced Learning Readiness Checklist) to the Technology Enhanced Learning Committee. See Board Regulation 70-02-1, Administrative Regulation 70-02-1 and Quality Procedure A01 for details.	
13.0	Project plan is submitted to Curriculum Services for review. Curriculum Services may:	
	13.1	Approve the plan and establish an information up-date schedule; Or
	13.2	Make recommendations and request resubmission.

	13.3	A copy of the approved project plan is forwarded to the Quality Coordinator.
14.0	Program development: (as applicable to the program being developed and not necessarily in the order below; may be done concurrently)	
	-	Establish program advisory committee
	-	Identify/confirm outcomes & competencies, program/course requirements, pre-requisites, pass requirements.
	-	Develop course list, course outlines course syllabi, instructional materials/curriculum, assessments, program/course schedules,
	-	Identify resources, student textbooks, lab supplies,
	-	Conduct design/development reviews and validations required by Quality Procedure A01.
	-	If program is to be submitted for accreditation, include preparation for submission in development.
15.0	Develop/finalize program marketing information and implement marketing strategy. Prepare and submit QF098.	
16.0	Order supplies, resources, texts, student purchases, etc.; ensure classrooms, labs, shops, etc are ready.	
17.0	Final review by Academic Council prior to launching the pilot.	
18.0	Pilot program.	
19.0	Evaluate pilot.	
	19.1	Review by Curriculum Services within 3 months of launch.
	19.2	Conduct student evaluations of program as per Quality Procedure D01.
	19.3	Conduct external evaluation (validation) – A01 paragraph 5.24
20.0	Project manager prepares a summary report of reviews conducted and forwards to Quality Coordinator.	
20.0	<p>Quality Management System internal quality audits may occur at any point in the process. See Quality Procedure D10 (Internal Quality Audits) for details.</p> <p>Note: this process is potentially also subject to an external audit by the College's external ISO auditor.</p>	
21.0	The following processes occur on an ongoing basis:	
	-	graduate survey conducted one year after students graduate;
	-	Program Advisory Committee meets annually; (see Board Regulation 70-02-1 Appendix A: Terms Of Reference For Program Advisory Committees for more details on the role of advisory committees)
	-	student evaluations of the program and program instructors occur annually.

20. APPENDIX B:

Holland College Technology Enhanced Learning

Committee Terms of Reference

Approved by Academic Council, May 24, 2016

Scope Statement:

Working as a subcommittee of Academic Council, the Technology Enhanced Learning Committee will create, distribute, and employ a comprehensive quality framework encompassing the developmental requirements when launching technology enhanced learning (TEL) at Holland College. This framework will ensure quality and consistency for TEL and act as a resource for faculty and staff when conceptualizing and moving forward with such an initiative. The Committee will receive, review, and research initiatives in order provide Academic Council with recommendations regarding opportunities for and readiness of technology enhanced learning.

The Committee acknowledges:

- Examining all aspects of any technology enhanced learning initiative is necessary to ensure quality and readiness.
- The strategic direction of technology enhanced learning must align with the educational philosophy of competency-based education.
- Various forms of technology enhanced learning currently exist at Holland College. These can be found within face-to-face, blended, and distance learning modalities. There remains an ongoing need to define best practices and protocols.
- All learning may not require or be conducive to technology enhanced delivery.

Terms of Reference

The Committee:

- Exists as a subcommittee of Academic Council.
- Will include faculty, managers, and senior leaders at Holland College.
- Will strive to model the use of a TEL environment.
- Will offer and encourage opportunities for faculty and staff involvement.
- Is responsible to seek and listen to learner feedback.
- Will be open and transparent in this process.

Committee Membership

Howard Beattie	Gerald Caissy	Brenda Compton
Kim Gillis	Debbie King (Administrative Support)	Doris MacDonald
Richard MacDonald	Tim McRoberts (Chair)	Rodney Moore
Megan Mullally	Sandy Sweet	Cory Thomas