1.   PURPOSE:

1.1 To describe the processes for program and curriculum development in new and revised applied degree, diploma and certificate programs.

1.2 To provide a process for the systematic review and evaluation of applied degree, diploma and certificate programs.

2.   SCOPE:

All Holland College programs that award a Certificate, Diploma, Post-Graduate Certificate, Post-Graduate Diploma or an Applied Degree.

3.   RELATED PROCEDURES, DOCUMENTS & DEFINITIONS:

3.1 Board Policy 70-02 - Programs

3.2 Board Regulation 70-02-1 – Applied Degree, Diploma & Certificate Programs

3.3 Administrative Regulation 70-02-1 – Development & Approval of Applied Degree, Diploma & Certificate Programs

3.4 Administrative Regulation 70-02-2 - Guideline for Program Advisory Committee Meetings

3.5 Administrative Regulation 70-02-4 – Articulation Agreements

3.6 Administrative Regulation 70-02-5 - Program Accreditation

3.7 Quality Procedure D01 - Program/Course Monitoring, Evaluation & Review

3.8 Quality Procedure D08 – Continual Improvement

3.9 Quality Procedure A06 – Program Related Meetings

3.10 Quality Procedure A03 - Contract/Customized Training

3.11 Quality Procedure A15 - Development, Approval & Delivery of Continuing Education Courses

3.12 Quality Procedure A16 – Atlantic Police Academy In-Service Training

3.13 Quality Procedure B01 - Control of Program Information & College Marketing Materials

3.14 Quality Form 001 - Corrective Action Request

3.15 Quality Form 006 – Technology Enhanced Learning Readiness Checklist

3.16 Quality Form 149.pdf (149.docx) – Program Review Guide

3.17 Quality Form 096.pdf – Submission for Program Development

3.18 Quality Form 098.pdf – Program Marketing Information Submission

3.19 Quality Form 132.docx - Holland College Course Outline

3.20 Appendix A: Summary of the Approval & Submission Process for Program Changes

3.21 Flowchart of process for developing new programs

Definitions:

3.22 Holland College Program and Course Related Definitions in - AR-70-02-1. Additional definitions:

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.

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.

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.

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.

4. RESPONSIBILITIES:

4.1 Director of Programs, Curriculum & Instructional Development:

a) for ensuring the program and curriculum is developed in accordance with established College standards and assigning a curriculum consultant to program development projects. (See Administrative Regulation 70-02-1 for a full description of responsibilities.)

b) for monitoring the Program Review process.

4.2 Academic Council: for reviewing and making recommendation to MEC on all new program initiatives, proposals that impact on existing programs and all significant changes/modifications to existing programs.

4.3 Technology Enhanced Learning (TEL) Committee: For examining all aspects of any technology enhanced learning initiative to ensure quality and readiness and for making recommendations to Academic Council regarding Technology Enhanced Learning initiatives.

4.4 Management Executive Committee: for reviewing and recommending new applied degree/diploma/certificate program business plans to the Board. (See Board Regulation 70-02-1 for a full description of responsibilities.)

4.5 Holland College Board of Governors: for approving all new applied degree/diploma/certificate program business plans.

4.6 Executive Directors/Directors with Program Responsibilities:

a) for final approval of the new/revised program prior to the delivery of training (See Administrative Regulation 70-02-1 for a full description of responsibilities.);

b) for presenting new program initiatives, proposals that impact on existing programs and all significant changes/modifications to existing programs around the development of new programs to the Academic Council;

c) for monitoring the Program Review Process, reviewing the submitted Program Review Reports, and ensuring action plans are developed and carried out.

4.7 Program Manager:

a) for developing and submitting program development submissions and for establishing program advisory committees;

b) for the Program Review Process.

4.8 **Project Manager:** for overseeing the project, and ensuring preliminary and final design reviews are conducted. (See Administrative Regulation 70-02-1 for a full description of responsibilities.)

4.9 **Program Learning Manager/Instructor:** under the direction of the Project Manager the program's Learning Manager/Instructor will participate as required as a member of the Curriculum Development Team, in curriculum development activities, in evaluation and reviews and other stages of the program design and development as described in the Design, Development & Implementation Plan.

4.10 **Curriculum Consultant:** for providing guidance and support to program managers, project manager and learning managers/instructors as they develop programs and courses, review and document curriculum , conduct program reviews, and undertake other curriculum-related activities and projects.

4.11 **Vice President and Chief Learning Officer/Executive Director of Atlantic Police Academy:** for ensuring program reviews are conducted as required.

5. PROCEDURE:

GENERAL

5.1 The process for the approval of new applied degree/diploma /certificate programs and significant revisions of existing applied degree/diploma/certificate programs is described in Board Regulation 70-02-1 and Administrative Regulation 70-02-1.

5.2 The flow chart on page 20 outlines the key processes involved in the design and development of an applied degree/diploma/certificate program from initial approval through to the program being delivered for the first time.

Although activities are listed sequentially on the flowchart, they may be performed parallel according to need. The detail involved in design and development phases will vary according to the complexities of the program.

5.3 The Curriculum Services Department, under the direction of Director of Programs, Curriculum & Instructional Development, will be responsible for maintaining all standards in relation to development of diploma/certificate and applied degree programs. This may include, where applicable, occupational standards/specifications, course outlines, course outcomes, curriculum data retention and any other activities required to maintain consistency, with regard to program development, within the College. (BR-70-02-1)

5.4 The Program Manager with responsibility for the program area will assign an individual to the role of Project Manager and ensure that staff allocated to each activity will be suitably qualified and resourced.

5.5 A "Program Development and Implementation file" will be created for each project and all documents produced shall be placed therein by the Project Manager. At the conclusion of the project, the file will be retained by the Curriculum Services Department.

5.6 The project will be considered complete, and the "Development and Implementation file" closed, after the program has been fully developed, delivered once and graduate/employer feedback evaluated.

Sections in this procedure:

PLANNING (return ⇧)

5.7 A Design, Development, & Implementation Plan will be produced for each project. At a minimum the plan will:

a) provide an overview of the development required;

b) identify the staff to be involved and their responsibilities;

c) identify the resources required;

d)　include time frames for various development phases and for overall completion of the development;

e)　identify and describe, including when they will occur, the review, verification and validation processes that will be used;

f)　include time frames for implementation of the revision;

g)　for program revisions, identify how the implementation of the revision will impact on enrolled students and, if applicable, the next two graduating classes, including the credentials that will be issued;

h)　identify, where applicable, the impact on existing articulation agreements;

i)　identify, where applicable, the impact on accreditation.

5.8　The Curriculum Consultant will:

a)　review the plan to ensure it meets acceptable standards;

b)　if required, provide or ensure that Curriculum Development Training is provided to staff involved in the development of curriculum;

c)　ensure the program is developed according to the College's program and curriculum development standards;

d)　ensure Curriculum Review, Curriculum Gap Analysis and other formal internal evaluations are conducted as required.

5.9　The Project Manager will monitor the progress of the plan and will provide the relevant Program Manager and the Curriculum Consultant with periodic status reports.

5.10　The Program Manager will take 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).

DESIGN AND DEVELOPMENT INPUTS (return ⇧)

5.11　The design, development and revision of applied degree/diploma/certificate programs will:

a)　include input from committees representing industry/business, or

b)　utilize an existing valid national occupational analysis or standard, or

c)　include materials and curriculum developed/provided by a recognized body or accreditation entity.

5.12 The design and development of the program will also consider appropriate College standards regarding program design and development, applicable entrance and pre-requisite requirements, applicable academic, regulatory or other requirements that may be required.

5.13 If Technology Enhanced Learning will be incorporated into the program design,

a) a) the Project Manager will complete a QF006 (Technology Enhanced Learning Readiness Checklist) and submit it to the Technology Enhanced Learning Committee for review.

b) the TEL Committee will review the proposed initiative, determine if the initiative requires Academic Council approval, and if so, provide recommendations regarding the initiative to Academic Council.

5.14 These inputs will be reviewed for adequacy to determine if they meet requirements and to ensure they are not in conflict with each other.

DESIGN AND DEVELOPMENT OUTPUTS (return ⇧)

5.15 Design and development outputs will normally consist of a Budget, Course Outlines with outcomes and competencies, course syllabi, Delivery Plan, Instructional Material, and Assessment Criteria.

5.16 Prior to delivery of the training, the appropriate Executive Director/Director will, in consultation with the Curriculum Services Department, ensure the program is sufficiently developed, to permit delivery of the training to the students. During this process the design and development outputs will be verified against the inputs.

5.17 Within three to six months of a new program startup or after a program that has undergone a Level 4 revision (see Design Changes section of this procedure) restarts, the Curriculum Services Department, will conduct a formal internal evaluation.

DESIGN REVIEW (return ⇧)

5.18 As a minimum, Preliminary and Final Design reviews will take place at the points indicated on the flowchart. Where necessary, additional intermediate reviews may be required. All reviews will be indicated in the Design, Development & Implementation Plan.

5.19 As part of the Design review process, outputs will be compared with Design input requirements and any necessary action will be taken to address discrepancies. Participants of reviews shall represent the necessary expertise to perform the review in question.

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5.20 All reviews shall be documented in the form of minutes of meetings, which will clearly identify actions to be taken, personnel responsible and completion dates for actions.

DESIGN VERIFICATION AND VALIDATION (return ⇧)

5.21 The Curriculum Services Department will coordinate the verification and validation of the new or revised program development. Verification and validation activities will be included in the Design, Development & Implementation Plan.

5.22 All verification and validation activities shall be documented and will clearly describe the activity, when it was conducted, what part of the design was involved, what actions, if any, were taken, the personnel responsible and any follow-up that was required.

5.23 Verification

   a) The ISO 9001 standard describes verification as confirmation through the provision of objective evidence that specified requirements have been fulfilled. Verification should be planned to occur at various stages of the design and development process. It involves the process of examining the result of a given activity to determine if it conforms to the stated requirements for that activity.

   b) Verification in the design and development of educational programs may include the following:

      (i) comparing the program to established College standards with regard to program and curriculum development;

      (ii) comparing the program to an existing National Standard or accreditation standard;

      (iii) having the program, or portions of it, reviewed by industry experts;

      (iv) testing all or portions of the program by piloting with a group of students;

      (v) reviewing the curriculum developed to ensure it meets the requirements that were identified by the Program Advisory Committee;

      (vi) reviewing the curriculum developed to determine if the desired outcomes are being met. (This may be accomplished using various tools/checklists developed by the Curriculum Services Department.)

5.24 <u>Validation</u>

a) The ISO 9001 standard describes validation as confirmation, through the provision of objective evidence, that the requirements for a specific intended use of application have been fulfilled. The process of designing educational programs has two primary objectives: to meet the needs of the recipient of the education (the student) and to meet the requirements of the industry or business where the student will ultimately work. Therefore, the objective of validating an educational program is to determine if the program is meeting both of these primary objectives.

b) Validation is normally performed on the final product or service under defined operating conditions. Some validation, such as having an industry advisory group validate the course outcomes, competencies & performance standards that have been identified for some or all the courses that make up an area of specialization, may occur in the earlier stages of the design process. However, the primary validation will occur during and immediately after the initial program offering.

c) As a result validation may occur through a number of defined processes such as:

(i) formal internal evaluation by the Curriculum Services Department within three months of program startup or restart (see paragraph 5.16);

(ii) review by industry/business advisory committees or industry/business experts;

(iii) when the program is required to meet an existing National Standard or an accreditation review by an external body, this may form part of the validation requirements;

(iv) conducting student reviews such as through questionnaires, progress and success reviews, and other feedback mechanisms, on an on-going basis during the initial offering (this may be a combination of internal reviews by the program Learning Manager/Instructor, Program Manager and/or Curriculum Services Department);

(v) on-going evaluation, review and adjustment, when necessary, of curriculum by program Learning Managers/Instructors;

(vi) graduate and employer surveys or other feedback mechanisms.

DESIGN CHANGES (return ⇧)

5.25   When changes to curriculum design, such as any change to a QF132, the addition or deletion of a course(s) to an area of specialization or significant rewriting of the developed curriculum is indicated by staff or from the results of evaluations, the Curriculum Services Department, the originators of the program design, and/or the Program Advisory Committee will be consulted. Any changes to the design will be reviewed and approved as required by College Regulations before any material is reissued. Minor changes to curriculum design and delivery are generally part of the day to day program delivery process and are made as required by Learning Managers/Instructors.

5.26   Programs at Holland College consist of courses that are recorded on approved Quality Form 132s (Course Outline) that have been submitted to the Curriculum Services Department. Information is extracted from the approved course outlines and entered into Colleague. The entire QF132 is stored in SAM, by year and program. In this way, the QF132s become the official record of course content and they are retained and archived for this purpose.

5.27   All changes to course-level information will be documented on Quality Form 132 (Course Outline) in consultation with Curriculum Services. This information is used to electronically update the College website and the Marketing department.

5.28   All changes to program-level information, such as program name, area of specialization, and program duration must be documented on a Quality Form 098 (Program Marketing Information Submission) in consultation with Curriculum Services. All changes to courses that impact on marketing information (includes information on the College website, College calendar and other marketing materials) for the program must be documented and submitted on a QF098. The QF098 is submitted by the Program Manager using the built-in email button and distribution list. In order for new program information or changes to existing program information to be included in the next College calendar the QF098 must be submitted prior to April 15. To see a summary of the Approval & Submission Process for Program Changes refer to Appendix A at the end of this procedure.

DEFINING THE LEVEL OF REVISION   (return ⇧)

5.29   Defining the Level of Revision: Course and/or program revision levels are determined based on their impact on the academic catalog or degree audit for the following academic year. Refer below for explanation of the four levels of revision.

a) A Level 1 revision consists of adjustments to the following information on a QF 132 (course outline): spelling, punctuation and grammar; assessment categories; accreditation or supporting documents, course description, and learning outcomes and/or competencies. The course code will remain the same, a new version number and the revision date will be recorded on the QF132. Level 1 revisions can be implemented, with appropriate approvals, prior to the start of the course. When a course fulfills the graduation requirements of more than one program or when multiple sections of a course are taught by more than one instructor, the curriculum consultant(s) and all affected faculty (or an appointed spokesperson) must be consulted and the needs of the affected programs must be considered.

b) A Level 2 revision consists of changes to a course impacting the academic catalog or degree audit of a program. For programs with a first year intake of students from August to December such revisions must be submitted to and processed by Curriculum Services by the last day of January of the current academic year to become effective the following academic year. For programs with a first year intake of students from January to July such revisions must be submitted to and processed by Curriculum Services by the last day of May of the current academic year to become effective the following academic year. Except for subject re-coding, the course code will remain the same. A new version will be created in Colleague and the QF132 will reflect a new version and revision date. Level 2 revisions may include:

- Change of course title
- Change of course length or value (outcome hours or credits)
- Change in grade scheme (i.e. percentage or pass/fail)
- Change of minimum grade
- Re-coding a course

In cases where a course fulfills the graduation requirements of more than one program or is being taught by more than one instructor, the curriculum consultant(s) and all affected faculty (or an appointed spokesperson) must be consulted and the needs of the affected programs must be considered.

c) A Level 3 revision consists of changes to a program or area of specialization impacting the academic catalog or degree

audit. For programs with a first year intake of students from August to December such revisions must be submitted to and processed by Curriculum Services by the last day of January of the current academic year to become effective the following academic year. For programs with a first year intake of students from January to July, such revisions must be submitted to and processed by Curriculum Services by the last day of May of the current academic year to become effective the following academic year. The course code will be changed. A new QF132 is written and a new code is created in colleague.

Level 3 revisions may include:

- Change in graduation requirements of a program (i.e. adding or removing courses required for graduation from a program or area of specialization).

- Change of more than 50% of intending learning of the course.

- Collapsing two or more courses into one course.

- Splitting one course into two courses

- Change in pre- or co-requisites of a course (addition, deletion or editing to existing)

In cases where a course fulfills the graduation requirements of more than one program or that is taught by more than one instructor, the curriculum consultant(s) and all affected faculty (or an appointed spokesperson) must be consulted and the needs of the affected programs must be considered. Level 3 changes must be approved by the Program Manager.

d) A **Level 4** revision is the addition to, or deletion from, a program or area of specialization, of one or more course(s) that also includes one or more of the following:

- significant funding and/or new resources are required to implement recommended changes;

- a significant shift is recommended from the current occupational training resulting in a change in the direction/focus of the program/course. An example of this might be the expansion of a one-year certificate program to a two-year diploma program;

- other major program changes as determined by the President.

- New program development

For programs with a first year intake of students from August to December such revisions must be submitted to and processed by Curriculum Services by the last day of January of the current academic year to become effective the following academic year. For programs with a first year intake of students from January to July such revisions must be submitted to and processed by Curriculum Services by the last day of May of the current academic year to become effective the following academic year.

Note: All Level 4 revisions require a QF096 (Submission for Program Development) be completed by the Program Manager and approved by Academic Council, MEC and the Board of Governors prior to the beginning of the revision project.

5.30 Within two weeks of a recommendation for a Level 4 program revision, the Program Manager responsible for the program will appoint a Project Manager to consult with Curriculum Services and oversee the curriculum development required. The Project Manager will:

a) within one month of being appointed, and in consultation with the relevant Program Manager and the program staff, submit a Design, Development & Implementation Plan to the relevant Program Manager and the Curriculum Services Department for approval;

b) consult with a Curriculum Consultant from the Curriculum Services Department to ensure the plan meets relevant College guidelines and standards.

IMPLEMENTING THE REVISION   (return ⇧)

5.31 A **Level 1** revision to an approved QF132 can be implemented, with appropriate approvals, at any time during the year.

5.32 The plan for the implementation of a **Level 4** revision is to be included as part of the Design, Development & Implementation Plan.

5.33 There are a number of factors that have to be taken into consideration when implementing curriculum changes:

a) Curriculum information for College programs, such as the title, length and grade scheme for each course, is stored in Colleague, the College's student information system. This information is submitted on approved Quality Form 132s and thus become the College's official record of courses for each program. Approved QF132s are stored, by academic year and program, in SAM, the College's learning management system and are accessible by students and staff.

b) Each year a "Catalogue Year" for program information is created within Colleague. This catalogue holds all the program and curriculum information (information from the QF132 and other data) for that catalogue year.

c) When a student applies to the College and is accepted into a program, they are assigned to a "catalogue". The student generally graduates with that catalogue (unless a special circumstance such as a leave of absence occurs). This then becomes the official record of what courses the student completed while they attended the College.

d) Changes to a course within a catalogue—other than a Level 1 revision—after a student is registered, while not impossible to make, will require significant resources to implement. (A change to a single course will require the reassigning of all registered students, the re-entry of all marks, the removal of marks from the deactivated course and other instructor entered data for each student.)

e) An Academic Calendar Year runs from August 1 to July 31 (example: the 2015 academic year starts August 1, 2015 and ends July 31, 2016). (Example: A program that has a start date anytime between Aug 1, 2015 and July 31, 2016 is considered to have started in the 2015 academic year. Therefore, a student who starts a program during this time is also considered to be registered in the 2015 Catalogue Year for that program; even if they start their program in March 2016.)

5.34 In order to protect the creditability of graduation credentials, maintain the integrity of the system and to provide records that accurately describe the courses that were provided in a program for a given year, curriculum information needs to become "read-only" to prevent changes after a specific date. Levels 2, 3 and 4 changes to curriculum will be permitted under the following guidelines:

a) Changes to curriculum information must be within the time frames established.

b) A student is registered in the same catalogue year for the duration of their program; therefore, the information contained in that catalogue should not change after they have been assigned to it.

c) Deadlines for submission of approved Level 2, 3 and 4 revisions to QF132s will be implemented as follows:

(i) Programs with a first year intake of students from August to December will be **January 31**. (Example: Program A

has a first year intake September 8, 2015 – changes must be submitted on a QF132 prior to January 31, 2015 for the 2015 Catalogue Year.)

(ii) Programs with a first year intake of students from January to July will be **May 31st** of the previous year. (Example: Program B has a first year intake January 4, 2016 – changes must be submitted on a QF132 by May 31, 2015 for the 2016 Catalogue Year.)

5.35 Requests to consider submissions that fall outside of the above guidelines may be submitted as a concession request using QF005 to the Quality Coordinator ([Quality Procedure D07](#)). The Quality Coordinator will consult with the relevant Executive Director/Director for the program, the Curriculum Consultant responsible for the program, and those responsible for the College's curriculum data systems prior to making a decision on the concession request.

NEW OR MODIFIED OFFERING OF AN EXISTING DIPLOMA OR CERTIFICATE PROGRAM   (return ⇧)

5.36 When an existing diploma or certificate program is to be offered under different circumstances than the present offering, (such as a different location, different hours, different delivery mode -ie. Blended Delivery) a "Design, Development & Implementation Plan" will be produced. The plan will, in addition to what is described in paragraph 5.7, include the following:

a) define the deviation from the present way the program is designed and delivered;

b) examine the deviation and identify the effect on the design and delivery of the program;

c) describe how the deviations will be covered to ensure the overall quality and level of education provided remains the same as the present.

5.37 The Program Manager with responsibility for the program area will assign a Project Manager who will be responsible for the "Design, Development & Implementation Plan" and for ensuring the applicable requirements of this procedure are met.

5.38 The Curriculum Services Department will be involved to the extent required to:

a) ensure the new/modified offering meets existing College Standards for program design, development and delivery;

b) ensure the appropriate reviews, verification, and validation as describe in this procedure occur.

5.39 Prior to delivery of the training, the appropriate Executive Director/Director will, in consultation with the Curriculum Services Department, ensure the new/modified program is sufficiently developed, to permit delivery of the training to the students.

AREA OF SPECIALIZATION WITHIN AN EXISTING DIPLOMA OR CERTIFICATE PROGRAM

5.40 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) Each area of specialization in a diploma program must consist of a minimum of 60 credits and have a duration of two academic years.

c) Each area of specialization in a certificate program must consist of a minimum of 30 credits and generally have a duration of one academic year or less.

d) The applicable Advisory Committee has approved and recommended the area of specialization.

5.41 Development and approval of an area of specialization will follow the same steps as for a new program.

CERTIFICATE PROGRAM WITHIN AN EXISTING DIPLOMA PROGRAM

5.42 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.

5.43 A certificate program within a diploma program may include one or more courses that are not part of the diploma program.

5.44 Development and approval of a certificate program within a diploma program will be dependent on the number of new unique courses to the certificate program and whether it involves significant funding and/or new resources to implement. A QF096 will be completed with the necessary details for approval.

INDUSTRY REVIEWS (return ⇧)

5.45 Annual Program Advisory Committee (Quality Procedure A06) meetings will review evaluation summaries and other relevant data. The committee will review Occupation Specifications, the list of

courses, course outlines, or other program design documents as applicable, any changes that have occurred in the occupation, and make recommendations regarding revisions.

5.46   Recommendations will be documented by the Program Manager and forwarded to the appropriate Executive Director/Director and the Curriculum Services Department. Depending on the extent of the changes recommended, changes may be able to be implemented within a short time period or a more long term strategy will have to be considered. (For more information and guidance on Program Revisions, refer to the Design Changes section of this procedure.)

PROGRAM REVIEWS   (return ⇧)

5.47   Program Reviews (QF149) at Holland College offer two distinct functions. First, program reviews provide a current description of many aspects of a program that impact the overall success for students; and second, help to support a long-term vision for program development and evolution. Program reviews are an excellent mechanism to both celebrate program success and quality as well as identify areas for growth.

5.48   The Director of Learner Support (Dir-LS), in consultation with the Vice President Chief Learning Officer (VP-CLO) or in the case of the Atlantic Police Academy (APA), the Executive Director of APA (ED-APA), will develop a schedule of program reviews. Each program should be reviewed at least once every five years. The schedule of reviews will be submitted by the Director of Programs and the ED-APA by April 30 of each year, to the Management Executive Committee for approval. The Dir-LS will provide MEC and the Quality Coordinator with periodic updates on the progress of reviews.

5.49   The program review process is the responsibility of the Program Manager with support from the curriculum consultant assigned to the program. While the process is led by the Program Manager, they may include, at their discretion, other departmental staff to form a Program Review committee. Staff from other areas of the College may also be asked to participate in various aspects of the review. As part of the review process the Program Manager will utilize as necessary:

a)   Program Planning & Review Meeting minutes and action plans (QF024)

b)   Program Advisory Committee meeting minutes recommendations

c)   Holland College Critical Performance Indicators

d)   Program curriculum documentation

e) Student and graduate surveys

f) Labour market surveys

g) Reports from Strategic Enrolment Management Committee

h) Accrediting, articulation, licensing and certification documentation

i) External consultants or industry experts

j) Other applicable reports and documentation that may be available

5.50 Program Managers will, in consultation with the applicable curriculum consultant, establish an annual program review schedule for the programs under their responsibility that have been identified for a review in that year. When circumstances prevent a review from being held within the approved schedule a concession may be requested by completing a QF005 and forwarding to the Quality Coordinator (see Quality Procedure D07).

5.51 Programs that undergo extensive accreditation preparation and on-site reviews by the accreditation body may have the accreditation review process replace some or all of the program review. The Program Manager will provide the curriculum consultant assigned to the program with a copy of the accreditation review process. The curriculum consultant will review the document and determine if the process meets the requirements of the program review process.

5.52 A program review may also be initiated for one of the following reasons:

a) A program planning & review meeting (see Quality Procedure A06) has identified a need for a review.

b) At the determination of staff, management and/or the program advisory committee.

c) The following year is an accreditation year.

5.53 The Program Manager will use Quality Form 149 (Program Review Guide) as a guide for conducting the program review and as a template for preparing the final Program Review report.

5.54 A program review may be a full review consisting of all sections described in the program review guide (QF149) or the review may be a partial review concentrating on selected sections of the guide. When a partial review is conducted a brief explanation of the reason for a partial review will be included in the report.

5.55 The Program Manager will prepare a program review report and in consultation with the Executive Director/Director, develop a plan of action for implementation of recommendations. Action plans having

budget implications will be included in the next round of operational and budget planning.

5.56 A copy of the review report and action plan will be sent as follows:

a) Programs under the VP-CLO: to the VP-CLO, the Dir-LS, and the Quality Coordinator.

b) Programs under the ED-APA: to the ED-APA, the Dir-LS, and the Quality Coordinator.

5.57 As program reviews are completed, the Dir-LS will meet with the VP-CLO and Director of Programs or the ED-APA to review program review reports and action plans. This Ad Hoc committee may make recommendations for changes to action plans.

5.58 The Director of Programs/ED-APA will have a meeting with relevant program staff to review follow-up and action plans. Minutes of the meeting will be recorded and become part of the program review file.

5.59 The Dir-LS will provide regular updates to academic council on the status of program reviews and follow-up.

PRE-REQUISITIES AND CO-REQUISISTES (return ⇧)

5.60 Administrative Regulation 70-02-1 (Development & Approval of Applied Degree, Diploma and Certificate Programs) defines:

a) Pre-requisite: (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 be passed or be given credit for in preparation for another course or series of courses.

b) 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.

5.61 Conditions for determining / assigning pre-requisites (PR) and/or co-requisites (CR) to a course:

a) To protect the safety of a student and/or others in the learning environment.

b) If it is determined students will experience undo difficulty without achieving success in the stated pre-requisite.

c) If it is determined that two or more courses are best taken concurrently/simultaneously in order to facilitate student success in both courses and the learning outcomes in both

courses are interdependent. Co-requisites help avoid repetition while improving efficiency of student learning.

d) External bodies (e.g. accreditation, legislation, associations) have identified or mandated the sequence of courses.

INTERNAL COURSE EQUIVALENCIES (return ⇧)

5.62 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:

a) 70 percent of the *overall intended learning, as described on the course outlines (QF132), is the same and each course has equal credit value.

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

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

5.63 For students applying to use an equivalent course to fulfill a program graduation requirement:

a) The grade achieved in the equivalent course must meet the passing grade required in the program. If the student is not registered in a program, the minimum pass is 60 percent.

b) Credits that are ten (10) years old or less may be used as an equivalency.

c) Notwithstanding the ten year currency maximum identified, some courses, due to the nature of the material covered in the course, external accreditation requirements, or other identified factors, may have shorter currency requirements.

(return ⇧)

```
                          ( Concept For New Program )
                                      |
                          < Will This Be An Applied Degree/     > ---No---> [ Refer to Procedure A03,
                          < Diploma/Certificate Program?        >            A15 or A16, as
                                      |                                      applicable ]
                                     Yes
                                      |
                  [ Conduct Program Development Preliminary Evaluation ]
                                      |
                          < Is Program Feasible? > ---No---> ( Terminate Project )
                                      |
                                     Yes
                                      |
                  [ Prepare A Submission For Program Development (QF096) ] <---Yes---
                                      |
                  [ Review By Exec. Director & Curriculum Services ]
                                      |
                  [ Review By Academic Council ]
                                      |
                  < Academic Council Recommends > ---No---> < Is it recommended to >
                  < Submission To MEC           >           < revise submission?   >
                                      |
                                     Yes
                                      |
                  < MEC Recommends Submission > ---No--->
                  < To Board Of Governors      >
                                      |
                                     Yes
                                      |
                  < Board Of Governors > ---No--->
                  < Approves Submission >
```

Recommendation For A Level 3 Program Revision

Applied Degree Programs Must Also Receive The Approval Of The Minister Of Education (Other Development May Proceed During This Process)

Applied Degree

Note: Although activities are listed sequentially on the flowchart, they may be performed parallel according to need. See AR-70-02-1 for more details and specific responsibilities.

```
[ Assign A Project Manager ]
            |
[ Develop A Design, Development & Implementation (DDI) Plan ]
            |
[ Curriculum Services Reviews & Approves DDI Plan ]
            |
[ Establish Program Advisory Committee ]
            |
[ Conduct Occupational Analysis/Review of National Standards ]
            |
[ Produce Dacum Chart/Occupational Specification/Program
  Description/List of Courses ]
            |
[ Program Advisory Committee Reviews And Sets Profile/Minimum
  Marks/Other Course Requirements ]
            |
[ Conduct Preliminary Design Review ]
            |
[ Develop Course Outlines (QF132) & Instructional Materials ]
            |
[ Conduct Design & Development Review ]
            |
[ Final Review By Academic Council
  (Curriculum Services And Project Manager Provide Final Report On Program
  Development Status & Launch Readiness) ]
            |
[ Executive Director/Director In Consultation With Curriculum
  Services Department Approves Prior To Initial Delivery ]
            |
[ Develop Program Marketing Information/Submit QF098
  (Procedure B01) ]
```

```
[ Run Program Pilot ]
            |
[ Student Evaluation of Program/Instruction
  as per Procedure D01 ]
            |
[ Internal Evaluation by Curriculum
  Services Department ]
            |
[ External Evaluation (Validation) ]
            |
< Corrective Action Required > ---No--->
            |
           Yes
            |
[ CAR's Initiated, As Required, To Address
  Deficiencies ]
            |
[ CAR's Monitored ]
            |
< Program Meets Requirements > ---No--->
            |
           Yes
            |
         ( END )
```

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Appendix A: Approval & Submission Process for New Programs and Program/Course Changes

(Note: Curriculum Services is responsible for ensuring that all program development submissions meet College standards and that the program and curriculum is developed in accordance with established College standards.)

Table 1:

	Change/Revision	Documentation to accompany submission	Approval of Change (in order from bottom to top)	Form to initiate approved change in College information systems
1.	New Diploma/Certificate Program/ area of specialization	QF096	Board MEC Academic Council Executive Director/Director Advisory Committee	QF098
2.	New Applied Degree	QF096	Minister Responsible for Post-Secondary Education Board MEC Academic Council Executive Director/Director Advisory Committee	Qf098
3.	Diploma/Certificate Program/ area of specialization name change	★ Note 3 Supporting documents for change request	MEC Executive Director/Director Program Manager Advisory Committee	QF098
4.	Applied Degree program name change	★ Note 3 Supporting documents for change request	Minister Responsible for Post-Secondary Education Board MEC Executive Director/Director Program Manager Advisory Committee	QF098
5.	Significant revision to an existing Diploma/Certificate program (Level 4 revision)	QF096	Board MEC Academic Council Executive Director/Director Advisory Committee	QF098
6.	Significant revision to an existing Applied Degree program (Level 4 revision)	QF096	Minister Responsible for Post-Secondary Education Board MEC Academic Council Executive Director/Director Advisory Committee	QF098
7.	Significant change to the length of a program	★ Note 3 Supporting documents for change request	Board MEC CFO Academic Council Executive Director/Director Program Manager	QF098
8.	Change to program/course tuition and fees	★ Note 3 Supporting documents for change request	Board MEC CFO Executive Director/Director Program Manager	QF098

9.	Change to program marketing information	**QF098**	Registrar Curriculum Consultant Program Manager	**QF098**
10.	Change to location, hours of operation, etc	**QF098**	Registrar Program Manager	**QF098**
11.	New or Modified offering of an existing diploma/certificate program (examples of these additional offerings could be an existing program being offered in another location (community), during different hours or with a tuition structure outside of that for the already established program. Note: the existing offering is continued…this is not a move.)	**QF098**	**MEC** Registrar Curriculum Consultant Program Manager (**Board** approval is required if the tuition is different or if the budget/facility requirements are outside of what is currently approved)	**QF098**
12.	New or modified offering of an existing course.	**QF132 & QF188**	Registrar Curriculum Consultant Program Manager/Director	
13.	Change to accreditation, articulation or certification information	**QF098**	Registrar Curriculum Consultant Program Manager	**QF098**
14.	Adding or deleting a course from an area of specialization and/or program	**QF132**	Program Manager Curriculum Consultant **Advisory Committee**	**QF132**
15.	Revision to course name (title), description, course length, grade scheme, pass mark, course outcomes, competencies – any information submitted on the QF132	**QF132**	Program Manager Curriculum Consultant **Advisory Committee**	**QF132**
16.	If a change to course information submitted on a QF132 also affects information previously submitted on a QF098, then a new QF098 will need to be completed.	**QF098**	Registrar Curriculum Consultant Program Manager	**QF098**
17.	Program/ area of specialization Suspension	Rationale & Plan	**MEC** Executive Director/Director **(Academic Council briefing only)**	**QF098**
18.	Termination of a program/ area of specialization {Phase-out plan to include: Rationale, effective date, staffing implications, disposal of resources, budget, student implications, communications plan (marketing, admissions, public, program advisory committee)}	Program/ area of specialization Phase-Out Plan	**Board** **MEC** Executive Director/Director **(Academic Council briefing only)**	

Table 2:

	Form	Completed by	Sent to	Copy to:
1.	**QF096**	Executive Director/Program Manager in Consultation with Curriculum Services	Academic Council	
2.	**QF098**	Program Manager (electronic submission)	Office of the Registrar	Curriculum Services
3.	**QF132**	Instructor/Learning Manager > Program Manager	Curriculum Services	

Note:

1. The **QF096** is prepared in consultation with Curriculum Services and the Executive Director.
2. All approvals by Advisory Committees, College Board of Governors, MEC and Academic Council must be supported with appropriate minutes indicating the approval.
3. * **Note 3** A **QF098** may be used to document change requests and accompany submissions; however, the QF098 will need to be updated after approval has been granted and submitted as indicated in Table 2 to initiate the changes to the College information systems.