MOHAWK
COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Corporate Policy

POLICY NUMBER:	**AC570**
POLICY TITLE:	**Program Quality**
OWNER:	**Vice President, Academic**
APPROVED BY:	**Senior Leadership Team** **Forthcoming – Consultation with Mohawk College Council**
EFFECTIVE:	**December 10, 2008**
REFERENCE:	
LINKS TO OTHER POLICY:	**Please see 'Specific Links', p7**

BACKGROUND

The College Charter introduced with the passing of the *Ontario Colleges of Applied Arts and Technology Act 2002* conferred a new level of autonomy on the individual colleges and responsibility for quality assurance. Through the governance of the Board and the leadership of the President, Mohawk College is committed to maintaining the highest degree of quality in all of its operations, but especially in its core business - the delivery of academic programming.

Purpose: This policy is intended to provide an overarching framework for developing and delivering quality academic programming and maintaining exemplary academic standards.

Scope: This policy outlines a quality management framework for college-side implementation in the development and delivery of all academic programming.

POLICY STATEMENTS

General Quality Principles

1   Mohawk College is committed to academic programming excellence. This goal is accomplished by:
   - Maintaining the organizational capacity to ensure student access to a wide range of vocationally-relevant certificate, diploma, advanced diploma, graduate certificate, apprenticeship and collaborative degree programs, as well as preparatory programs needed to ensure academic success.

- Monitoring labour market information and trends to ensure a programming mix that responds to skills shortages, contributes meaningfully to economic, social and cultural development, and positions graduates for employment success.
- Establishing articulation agreements, diploma, certificate and degree completion opportunities that ensure lifelong learning pathways for Mohawk students.
- Implementing a wide range of strategies to ensure full and equal access to postsecondary study for students with disabilities and those traditionally underrepresented in postsecondary education, including mature, Aboriginal, immigrant and First Generation students.
- Maintaining an ongoing commitment to enhance the systems, processes and physical and technological infrastructure that support student success and academic excellence.
- Annually reviewing quality measures and achievements within the context of external audit requirements such as the provincial Program Quality Assurance Process Audit as well as internal accountability measures.
- Implementing structured approaches to gather and integrate feedback from students, faculty, employers, representatives of industry and other stakeholders on program content and the effectiveness of the teaching/learning process at the College.
- Maintaining consistent, structured approaches for the development of new programs, the review/enhancement of existing programs, and program rationalization to renew, redirect or suspend programs where feedback/other evidence indicates that such an approach is desirable.
- Supporting exploration and development of new approaches to teaching, learning, and applied research to meet the changing needs of students and employers.
- Implementing hiring and recruitment policies that enable the College to engage staff who possess the appropriate skills, experiences, attitudes and credentials to address their responsibilities and contribute meaningfully to realization of the College Mission.
- Implementing performance review mechanisms, professional development strategies and academic support systems to ensure that academic staff continue to enhance their expertise and abilities to contribute meaningfully to program excellence.

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2. All Ontario college certificate, diploma and advanced diploma programs offered by the College must conform to the Minister's Binding Policy Directive *Framework for Programs of Instruction* and the Credentials Framework and college system standards and programming principles. In addition, programs of instruction developed and delivered by the College must maintain consistency with published Ministry of Training, Colleges and Universities (MTCU) program standards and titling principles where they exist. The assessment of compliance with these requirements will be integrated into the development process for new programs and into the program review process undertaken regularly for existing programs.

3. Quality standards guide and inform the development, and approval of other programming initiatives including local Certificate programs, credit and non-credit courses and programs offered through Continuing Education, Corporate Training initiatives, and Job Centre and Access Programs. The College recognizes that autonomy for programming decisions carries responsibilities for ongoing assessment and maintenance of quality. Mohawk is committed to implementing development and delivery strategies that will ensure quality and access and to regular monitoring to ensure standards are upheld. For programs and courses eligible for external funding through provincial government or other sources, the College is committed to compliance with all accountability measures and standards associated with the award of funds. In addition, as a leader in the delivery of apprenticeship in-school training, Mohawk is diligent in ensuring that development, delivery and assessment of apprenticeship programs will conform to standards established by the Apprenticeship Branch of MTCU.

4. Accountability for program quality extends upward in a line from faculty to Associate Deans to the Senior Management Team, the President and the Board of Governors. The Board of Governors is responsible for approval of programs that award Ontario College credentials, including approval of new programs, major program modifications and program cancellation. The Senior Management Team is responsible for final approval of local Certificate programs. (An update on these approvals will be sent to the Board for information purposes.) The President is accountable for ensuring implementation of policies and procedures to meet program quality requirements. Other members of the academic management team are responsible for addressing College policies and procedures that pertain to academic quality and contributing meaningfully to the development and review of academic programming.

5. The College is committed to establishing and clearly communicating admission standards, conditions for academic advancement, grading and transcript practices, graduation requirements, transfer credit, exemptions, recognition of prior learning and any other related standards/requirements that influence program development and delivery and student success. Standards and requirements are articulated in College policies and procedures that are readily accessible to students. These standards and requirements must be reviewed regularly and revised as appropriate, according to a schedule determined by academic management.

6. Comprehensive program and course documentation must be developed and made available to students and interested stakeholders through various communication strategies. Program documentation must include:
   ▪ a comprehensive program description,
   ▪ measurable program outcomes that comply with MTCU standards and reflect key areas of focus in the program,
   ▪ a discussion of career opportunities,

- a program of studies that clearly identifies mandatory and optional/elective components, and specific pre- and co-requisites,
- opportunities for work-based components,
- clear indication of the credential to be awarded,
- clearly stated admission requirements,
- alternative entry and exit points, where applicable
- existing opportunities for degree completion, and
- any requirements related to accreditation by organizations external to the college.

Program documentation must be reviewed annually and modified as necessary to reflect program changes/enhancements.

In addition, an outcomes-based course outline must be developed for every course offered by the College as a key strategy for communicating to students the learning that will be addressed in the course, specific course requirements related to course content, teaching strategies and resources, evaluation methods, and other course-specific information. The course outline must be readily accessible to students and interested stakeholders. The course outline must be reviewed annually and updated as necessary to reflect advances in technology, changing labour market requirements, and other adjustments as necessary. The course outline and the learning outcomes articulated within this document must serve as a pivotal focus during comprehensive program reviews completed at regular intervals.

Program Development

7..   The development of new academic programs must be supported by a cross-disciplinary team that, in addition to the Associate Dean, faculty and coordinators at the department level, must include specialists in curriculum design, research, financial analysis, student success, marketing, work placement, and other expertise as required by the specific program design and delivery approach. Proposals for new programs of instruction must be presented in the approved format and follow established approval protocols. (A copy of the Mohawk College program proposal template is included as Attachment A. The approval process for new program proposals is presented in Attachment B. New Program development guidelines are included as Attachment C.) Before being sent for final approval either to the Board (Ontario College diploma and certificate programs) or to Senior Management Team (local Certificate programs), new program proposals must undergo thorough internal assessment to ensure that their academic quality and merit are fully developed and documented. Approval decisions for new programs of instruction must take into consideration the following factors:
- alignment with the strategic directions of the College;
- employment potential for graduates;
- projected applicant demand;
- proposed delivery approaches;
- evidence of Advisory Committee and industry support;

- financial and other resource implications to launch the program and sustain delivery;
- external accreditation requirements where applicable;
- articulation/transferability potential; and
- conformance with relevant Ministry standards where they exist.

In addition, new programs of instruction must be endorsed by the relevant Program Advisory Committee

8. Following approval by the Board of Governors, proposals for Ontario College Certificate programs, Ontario Graduate Certificate programs, and diploma programs must be forwarded for review and approval to the Credentials Validation Service, using the approved format (see Attachment C) and the Ministry of Training, Colleges and Universities for a decision concerning funding.

Program Review

9. Existing Ontario College programs must undergo a comprehensive review on a regular basis to ensure ongoing academic quality and relevance and alignment with Mohawk's strategic directions. The College will implement a cycle of program review for each program offered, at least every five years or more frequently, according to an established set of criteria.

   The Program Review process must be facilitated by a team of curriculum design specialists and must involve the Associate Dean, faculty, current students, program graduates, Advisory Committee members, industry representatives and other individuals whose participation is determined to be valuable to maintaining program quality. Results of the review process must be documented, using the approved template. The Review Process must culminate in the identification of goals and recommendations that will guide the Annual Operational Plan, Strategic Enrolment Management Plan and Budget Plan undertaken by the College.

   Status reports on the progress of program reviews for specific programs must be tabled regularly with the Broad of Governors' Program Development and Renewal Committee.

10. A less formal program assessment – the Annual Operational Plan – must be completed annually for each program by the Associate Dean and his/her academic staff. Progress related to recommendations arising from the five-year formal review must be considered and strategies adjusted as necessary.

Program Rationalization

11. Mohawk College is committed to a comprehensive, strategic and evidence-based approach to program rationalization designed to maintain the College's academic strengths and program balance as well as ensure student access. Decisions to

suspend and/or cancel a program will be guided by a consistent set of criteria established specifically for that purpose and informed by data available annually within the context of the Annual Operational Plan and Strategic Enrolment Management.

12. The Academic Vice President and the appropriate Associate Dean are responsible for the initial review and decision concerning program rationalization. The Program Development and Renewal Committee of the Board is responsible for reviewing the decision and bringing forward a recommendation to the full Board to suspend and/or cancel programs that are no longer considered to be responsive to student and/or employer needs.

Program Delivery

13. The College is committed to ongoing research and implementation of innovative delivery strategies, including technology-enabled learning, that are aligned with program content and learning outcomes and that offer students flexible and convenient access and foster student success.

14. Wherever feasible, delivery strategies must incorporate opportunities for practical and relevant application of learning through field placements, work experiences, clinical placements and co-operative education and other community engagement strategies for developing valuable 'workplace connections' that will assist students in preparing for and obtaining meaningful employment. Learning models employed by the College will integrate:
    - "the world as classroom" - learning based on external experiences in the workplace;
    - "living labs" – integration of industry-based problem solving experiences for students in the classroom;
    - life-long learning opportunities that provide students with clear pathways between apprenticeship and diploma and degree completion.

MONITORING

The Vice President, Academic is responsible for monitoring this policy according to a schedule established by the Director, Corporate Services or more frequently in response to feedback from the college community.

POLICY REVISION DATE

ATTACHMENTS
Attachment A – New Program Development Guidelines, which contains
- **Program Proposal Template**
- **Process Flowchart – Development and Approval of New Program Proposals**

SPECIFIC LINKS

BoG Policy D03 – Program Quality
AC704 – Admissions Policy
AC713 – Admissions – International Students
AC512 – Course Outline
AC702 – Grading & Transcript
AC511 – Prior Learning Assessment and Recognition (PLAR)
AC700 – Program Promotion & Graduation Requirements
AC550 - Program Review
AC552 - Program of Studies
CR708 - Student Feedback on Teaching and Learning Effectiveness
HR401 - Hiring Policy
HR465 – Professional Development

M O H A W K
COLLEGE OF APPLIED ARTS AND TECHNOLOGY

A Guide to New Program Development and Approval

March 2008

Note:

This document reflects process prior to the appointment of Diane Barrafato as (A) Executive Dean of Quality and Special Projects in July (although Diane's name has been substituted for Kathy Verspagen's within the document). Diane has held focus groups to determine how the process could be improved. Two new process documents were approved December 2008 –

- An updated Process Flowchart – Development and Approval of New Program Proposals

- New Program Development – Criteria for Shortlisting

The Guidelines document will be updated to reflect any changes for the subsequent program development process.

New Program Development and Approval Guidelines

A.   The Development Cycle

Ideas for new full-time <u>postsecondary</u> programs are normally part of an academic department's Strategic Enrolment Management Plan. They come forward for review and approval for a particular academic year within published timelines that are integrated with the four annual meetings of the Program Development and Renewal Committee of the Board of Governors. It is important that the development process be managed within the established deadlines so that the program can be included in the college calendar to enable appropriate marketing and increase the potential for a successful launch.

Timelines documents for each 'academic year start' are prepared and distributed to Associate Deans through the Academic Policy and Planning Team and to others involved with developing the proposals (Research, Curriculum and Financials). They are also posted in the Curriculum Design channel on MoCoMotion. Ideally, efforts are made to have program proposals done 18 months before a program start (i.e. December 2008 for a September 2010 start) to accommodate appropriate planning, marketing and student recruitment initiatives.

There is more flexibility for development of proposals for new Continuing Education and/or Corporate Training programs. Since these generally do not require Board approval, they are facilitated as they come forward. These programs are frequently promoted in the Continuing Education calendar which is published three times each year.

Credential Criteria and Approval Requirements

The credential associated with a program offering, the duration of the program and the nature of the approval process are determined by the Minister's Binding Policy Directive issued by the Ministry of Training, Colleges and Universities. The chart below summarizes key considerations and approval requirements.

Type of Program	Required Duration	Review/Approval Requirements
Mohawk College Certificate	Locally determined (usually a minimum of 180 hours of instruction)	Academic Vice President VP Marketing Registrar Academic Policy and Planning Team (APPT) Senior Management Team (SrLT) MTCU (if funding required)
Ontario College Certificate	600 – 700 hours	Academic Vice President VP Marketing, &

		Registrar
Ontario College Graduate Certificate		APPT
		SrLT
		Board of Governors
		Credentials Validation Service
		MTCU
Ontario College Diploma	1200 – 1400 hours	Academic Vice President
		VP Marketing
		Registrar
		APPT
		SrLT
		Board of Governors
		Credentials Validation Service
		MTCU
Ontario College Advanced Diploma	1800 – 2100 hours of instruction	Academic Vice President
		VP Marketing
		Registrar
		APPT
		SrLT
		Board of Governors
		Credentials Validation Service
		MTCU
Applied Degree	Determined by PEQAB	Determined by PEQAB

MTCU: Ministry of Training, Colleges & Universities
PEQAB: Postsecondary Education Quality Assessment Board
AVP: Academic Vice President -   Rosemary Knechtel, Vice President, Academic
                                          Cheryl Jensen, Vice President, Technology, Apprenticeship & Corporate Training

B. The Program Development Process
(See Process Flowchart Appendix 1)

Step 1:   Development of Program Concept Reports

New program development begins with the creation of a brief concept report that provides preliminary indication that the proposed program:
- meets an industry and/or community need,
- is consistent with college strategic enrolment plans,
- complements other programs in the school,
- will attract sufficient applicants to ensure its financial viability.

Process

- The <u>Curriculum Design Specialist</u>, working with the <u>Associate Dean, other program area staff, and Research</u>, completes the Program Concept Report (see Appendix 2 for template) based on initial departmental discussions including:
  - General description of the program (credential level anticipated, specifics of target group(s), curriculum ideas,) but not a P.O.S. at this point,
  - Preliminary rationale and evidence of need (e.g. program review, advisory committee, other industry contacts)
  - Perceived employment opportunities, employers, labour market need,
  - Competitive Activity indicating other colleges or private institutions offering this or a similar program,
  - Aanticipated enrolment over five years based on preliminary indications by industry.

- All Concept Reports must be approved by the appropriate Academic Vice President (AVP) before they are distributed for review by other college groups.

Step 2 Consultation with APPT

- Following approval by the AVP, concept reports are distributed to APPT for discussion and review at one of their regular monthly meetings.

Step 3: Initial Analysis of Program Viability

A preliminary assessment of the viability of the program concept is accomplished with completion of two activities: a SWOT analysis and an initial Return on Investment Analysis.

SWOT Analysis

With positive feedback from APPT, the program concept is moved forward for further development and review. The SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis is undertaken to vvalidate the need and intent of the proposed program as identified in Step 1 or, alternatively, guide the refinement of the general concept to a more suitable alternative.

Process

The <u>Research and Curriculum Design team,</u> working in consultation with the <u>Associate Dean and program area,</u> assess:

1. **Potential Student Demand**
   - Profile of Applicants by Program Choice

- Profile of Registrants by Secondary, Age, Gender
- Applicant & Registrant Overview
- Conversion Rates
- Lost Opportunities (Market Drain)
- Graduation Rates
- Additional information (as available)

2. **Labour Market Need**
   - Indicators of employment opportunities
   - Additional industry information re: growth trends
   - Characteristics of jobs likely to be obtained by graduates
   - Additional information as available (i.e. industry research, reports, articles, etc.)

3. **Competitive Analysis of similar programs offered within the Ontario college system and/or other institutions.**

4. **Strengths/Weaknesses/Opportunities/Threats**

Initial Return on Investment Analysis

The next step in the process involves preliminary analysis of the impact of the proposed new program on the resources of the applicable School relative to the benefits of its implementation. Note that this is an estimate only; financial projections must be finalized in Step 4, using the standard costing format established by the College.

Calculate investment and return for proposed program. This step should be completed by the <u>Associate Dean</u> of the applicable school in consultation with the <u>Finance Department</u>. The <u>Research</u> team will provide an outline of competitive tuition fees.

Note: Associate Deans should contact David Graham regarding the financials for proposals as soon as estimates can be made about the program (e.g. weekly hours for POS, which will determine faculty resources required; capital requirements; operating budget requirements etc.) Early consultation will ensure that all the information required by the Finance Department is available as needed

Process
 Predict revenue
- Analysis of tuition fees levied by competitors in the public and private sectors
- Analysis of tuition fees charged by major international competitors, if relevant
- Tuition to be charged and weighting factor anticipated
- Other revenues anticipated

Note: *It is important that reasonable enrolment numbers be used for the financials in order to get the best financial projection for new program proposals as this affects budget planning. Costing will be based on attrition for program area (or similar) rather than the college average.*

 Estimate expenses
- Human resources (curriculum development, additional faculty, support staff, additional SSA resources, administrative costs)

- Physical resources (start-up capital and equipment costs)
- Learning resources (library, student success supports, etc.)
- Advertising and promotion

Note: Normally financials for staffing new programs will be based on part-time faculty for the first year and full-time faculty for the second and subsequent years. Only in extraordinary circumstances will part-time funding be used for planning beyond the first year of a new program, with prior approval from the appropriate Vice President.

A capital needs assessment is required for all proposals and equipment requirements must be noted in the financial section of the document.

Course development is normally addressed within the May-June period using existing resources. Additional curriculum development resource requirements need to be approved by the Academic Vice President before being included in a proposal.

New programs are allocated $15,000 for marketing. If special circumstances warrant a larger budget, the allocation must be cleared through Ronald Holgerson before it is included in the proposal.

Calculate Investment and Return

- Anticipated revenues for 5 years including tuition, grant and supplementary fee charges

- Anticipated expenditures for 5 years including teaching, marketing, etc., costs.

- Five year projection, demonstrating a surplus or contribution to the college within the 5 year period, or deficit, as applicable.

Step 4: Determine Program Content and Resources

The intent is to design a learner-centred program that fulfills industry needs, provides varied learning environments and experiences for students, and complies with requirements established by Credentials Validation Service, MTCU, and other regulatory bodies, if applicable.

In addressing this requirement, it is anticipated that the Associate Dean will collaborate with the following key players:
- Program Coordinator(s)
- Curriculum Design Specialist
- Subject Matter Experts, as applicable
- Program Advisory Committee
- College Proposal writer

Process

- Identify appropriate credential level, admission criteria and program standards consistent with CVS and MTCU guidelines and external standards or requirements of regulatory bodies.

    Consult the MTCU Credentials Framework and Program Standards (published on MTCU website) or available on a CD prepared by the Ministry CD. Published program standards are available at:
    http://www.edu.gov.on.ca/eng/general/college/progstan/index.html

    If no appropriate Ministry standards are available, the Associate Dean should contact both Tim Klassen from CVS (416-596-8799) and the appropriate Policy Advisory from the Ministry (see list posted in APPT in the folder 'MTCU Program Contacts').

Assemble and review additional research (i.e. competitive programs of study, search of industry research/reports/media, etc.), in collaboration with the Research team.

Develop and validate a Graduate Knowledge, Skills, Abilities and Attitude Profile in consultation with industry, faculty and other interest players.

Establish and validate, with industry input, proposed program outcomes based on available MTCU Program Standards or Goals, External Standards, and Graduate Profile information.

Note: MTCU Program Standards or Goals represent the minimum requirements; it is appropriate to revise/enhance/add outcomes as necessary to suit the program concept. At this point, it might be helpful to get feedback on proposed program outcomes from Tim Klassen at CVS

- **Obtain formal support for all proposals from the Program Advisory Committee (PAC) or similar overseeing body (e.g. Aboriginal Education Council).**

  Note: PAC Support is expected to be in the form of a formal motion at an Advisory Committee Meeting captured in the Minutes, which will be included as an attachment to the proposal. If a PAC meeting is not timely for submission of the proposal, the Associate Deans can canvass members electronically, collect their responses and forward them to the proposal Writer for inclusion in the proposal.

- **Obtain additional letters of support for the program.** For inclusion in program proposals, all letters of support must be presented on company or association letterhead, complete with signature. Rather than offering a simple statement noting support, letters should establish the rationale for the support.

  Note: Please send hard copies of letters of support to Diane Barrafato; scanned documents make the full proposal very cumbersome to handle electronically.

- **Create a meaningful program of studies**. The POS must:
    - Incorporate the breadth, depth, and complexity to meet proposed program outcomes
    - Comply with current or proposed Ministry Program Standards or Goals,

- Meet the requirements of applicable external program standard,
- Address Essential Employability Skills requirements established by MTCU
- Incorporate General Education Themes.

Note: Associate Deans must consult with the academic and service areas impacted by their program proposal (e.g. academic service departments that will provide service to the students; Registrar for any special college access/entry provisions; Chief Information Officer for any special arrangements involving computers etc.) Although evidence of their support does not need to be reflected in the document, with the submission of a proposal, it is expected that all such service requirements have been discussed and agreed upon by the appropriate parties.

- **Create clear, succinct course descriptions.** These should detail significant learning, experiences, and benefits that students can expect when taking this course. Use brief descriptive phrases to answer the student's question, "What's in it for me?"

- **Map the program of studies to the proposed program outcomes, essential employability skills, and external standards; identify gaps; revise the POS and/or course descriptions as necessary.** This activity will be undertaken in collaboration with the Curriculum Design Specialists. The results of the mapping process will be integrated into the CVS application which is completed after the proposal has been approved by the Board.

- **Obtain Course codes from the Academic Records Department**. Send the Proposed POS and hard copies of Course Create Forms to Academic Records. Course codes are required for the Program Proposal, as well as the CVS and MTCU submissions.

- **Develop the overall program description**, in collaboration with the Curriculum Design Specialists and the Proposal Writer. The description should include the following:
    - Background information,
    - General indication of what the curriculum will include
    - Indication of delivery methodologies:
        - lecture/lab/workshops/classroom/one-on-one instruction;
        - clinical placement; field placement/ work placement; co-op placement;
        - small group tutorial,
        - online/distance.
    - Number of hours that a learner is required to spend in each instructional setting in each semester or level of program
    - Other Information:
        - Special requirements related to expected target markets,
        - Clustering with other college programs,
        - Secured and anticipated course or other Bridging Agreements (other internal or external college(s) program(s) and high schools (Dual Credits)
        - Secured and anticipated articulation agreements (to and from university)
        - Proposed date of program implementation
        - Mohawk Calendar and OCAS information
        - Identification of proposed program coordinator or initial contact person

- **Finalize resource requirements, revenue and expense estimates, and refine Financial Projections.** This activity builds on the initial analysis completed in Step 3 and must be undertaken in collaboration with David Graham.

  It is important to note that approval of a program proposal by SrLT and/or the Board of Governors and by CVS and MTCU does not constitute an approved budget allocation for capital or operational requirements. Additional documentation must be completed and submitted according to standard college processes (e.g. annual requests for capital equipment requirements, development of fiscal year budgets in consultation with Financial Services, etc.)

- **Finalize Program Proposal Document**. Working in collaboration with the proposal writer, use the information gathered during Steps 1 – 4 and the template presented as Appendix 3.

- **Secure approval from the appropriate VPA**.

C.   The Approval Process

Step 5: Secure Appropriate Internal College Approvals

- **Forward the completed program proposal to Diane Barrafato for distribution to APPT for discussion and review.**
- **Assuming a favourable response from APPT, secure approval from the Senior Management Team.**

Note: Proposals will not proceed to the SrLT unless prerequisite reviews and approvals have occurred.

Step 6: Secure Approval from the Board of Governors

- **Assuming a favourable response from SrLT, submit the proposal to the BoG Program Development and Renewal Sub-Committee.** If this Committee supports the proposal, it is recommended for approval to the full Board of Governors at the next regular meeting. The full Board receives a summary document, but the complete proposal is available to Board members through the Executive Assistant to the Board. Note: this step does not apply for local College Certificate programs.

Step 7: Secure Appropriate External Approvals

- **Complete the CVS Application** (Appendix 4) **and the MTCU Funding Request** (Appendix 5 – initiated by Diane Barrafato) using the information gathered during Step 4 above. These submissions are prepared in collaboration with the Curriculum Design Specialists. The Program of Studies outlined in the proposal provides course hour information that is submitted to the Ministry on a 'Program Delivery Information' form. A final check is also made to verify the accuracy of course information.

  Note: Proposals to the Ministry require that tuition fees be noted; the proposal will not be considered without this information. Regular tuition fees are determined by the following group – Vice President Finance and Administration; Associate Vice President, Strategic Enrolment Management; the Director, Financial Planning and Analysis and the Registrar.

  Colleges are permitted to have a certain percentage of programs classified as 'high demand' programs for which higher tuition fees are charged. Existing programs with documented high applicant demand, high graduate employment and high average starting salaries may qualify. In addition, Ontario College Graduate Certificate programs automatically qualify; therefore, consideration will given to a higher fee schedule for applicable new programs in consultation with the Associate Dean.

- **Send the completed applications to Diane Barrafato for submission to CVS and MTCU.**

  Note: It is very important that CVS and MTCU documentation is prepared and submitted as soon as possible after the proposal has received Board approval. **The college cannot provide students with confirmation regarding OSAP until the program has been approved by MTCU.** Tuition fee information is required for these submissions. Once approvals have been received

Approval information including APS and MTCU program codes will be sent to Diane Barrafato and the Associate Dean. Following confirmation of approval, this information will be distributed to the college community through a posting to APPT and the Admin, News & Information MoCoMotion Group (which captures all administrators, appropriate staff in the Registrar's Division and many other 'interested parties' that require this information).

D.   Marketing and Launch

Step 8: Finalize Marketing Strategy and Program Launch

- **Collaborate with Marketing and Communications to develop a strategy that supports marketing and launch of the program.**

  Mid-June is the deadline each year for inclusion of new program information in the postsecondary calendar. The Associate Dean and other program staff should work with Marketing and Communications staff to identify the major opportunities and strengths of the proposed program, program features/benefits, and the weaknesses and strength of the key competitors.

  Additionally, a critical path or flow chart of planned marketing activities and marketing strategies and suggested contacts would help the Marketing and Communications department maximize applicants to the new program. Where possible, the following might be provided:
    - Market Chart (e.g. Pie chart format) of defined Target Market and Secondary Market(s) with expected segment size indicated by estimated percentage (consider geographic by catchments areas and international unmet needs; age segmentation (with previous education factor); career-level segments; bridging and articulation agreements
    - Uniqueness of potential candidate/target, market in demographics or psychographics (consider cultural/social factors) for the proposed program of interest to the development of marketing strategy
    - Major Message/theme in a Positioning Strategy statement due to need(s) and/or Statement of overall Uniqueness Of Proposed Program (consider how the program should be branded or identified by need(s)
    - Media Channel and Promotional Integration suggestions
    - Proposed Program's own school promotional events and materials that can be co-employed
    - High school(s), external college(s), internal other college program(s), university(s) with identified links to events and media/promotional vehicles
    - Speakers/spokespeople identified to promote the proposed program for personal approach to candidates (consider industry representatives, alumni, other Mohawk program reps, other educational institutional representatives, applicable credentialing organizations)
    - Identified partners and sponsors (specify kind, level and extent)
    - Industry contacts, events and promotional vehicles
    - Suggested media outlets/vehicles/places of interest to target market(s)
    - Direct mail, call service, co-operative advertising, trade magazines and newsletters that exist for possible co-promotion opportunities with complimentary products/services/credentials

- Established accreditation organizations willing to promote program, with contact information
- Approved company sponsors, technology and software branding that can be mentioned in advertising (Co-licenses)
- Media press release opportunities/ideas (J. Robb)

- **Secure Final Decision re Program Launch**

  It is important to note that full approval of a program proposal (i.e. approval from the Board of Governors, CVS and MTCU) does not guarantee that the program will be launched. Two key considerations influence the decision to launch a new program:

  1) Budget considerations for a particular fiscal year. Launch of a program that requires significant capital equipment may be delayed until more funds are available. If new programs exceed available funding, priorities will have to be established and the launch date for some programs may be delayed.

  2) Insufficient demand from applicants. If applicant interest is low and is not likely to improve before the proposed launch date, the decision may be made to delay offering the program. (Ensuring that the program information is included in the College calendar can help to prevent this situation.)

MOHAWK

COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Process Flowchart – Development and Approval of New Program Proposals

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The Development Process

Step 1 - Develop Concept Report

- Work with the New Program Development Team to develop a concept report using the approved template
- Secure preliminary approval from the appropriate VPA

Step 2 - Conduct Consultation with APPT

- Draft is sent to APPT for review and consultation at a monthly meeting
- Depending on feedback received, move the concept forward for further development or postpone/discontinue development.

Step 3 - Complete Initial Analysis of Program Viability

- Complete SWOT analysis of program concept in consultation with Research and Curriculum design Team
- Complete Initial Return on Investment Analysis in consultation with Financial Planning & Analysis Department

Step 4 – Develop Full Program Proposal

- Assuming a favourable outcome for # 3 above, work with various members of the New Program Development Team to address and finalize program content and resource requirements.
- Work with the Proposal Writer to assemble a complete proposal, using the established template and complying with published submission schedules.
- Secure approval for the proposal from the appropriate VPA.

The Approval Process

Step 5 - Secure Appropriate Preliminary Internal College Approvals

- Assuming a favourable response from the VPA, forward the completed program proposal to Kathy Verspagen for distribution to APPT.
- Depending on APPT feedback, address program revisions or ensure distribution of proposal to Senior Management Team for review/approval.

<div align="center">**Step 6 – Secure Approval from the Board of Governors**</div>

- Depending on feedback received from SrLT, address required revisions or ensure distribution to the Program Development and Renewal Sub-Committee of the Board. Assuming a positive response, the Sub-Committee will recommend approval to the full Board.

<div align="center">**Step 7 - Secure Appropriate External Approvals**</div>

- Following Board approval, prepare appropriate documentation for Credentials Validation Service (CVS) and MTCU, in collaboration with Curriculum Design Specialists

Marketing and Launch

<div align="center">**Step 8 - Finalize Marketing Strategy and Program Launch**</div>

- Work with Marketing and Communications Division to develop appropriate marketing strategies and materials.
- Ensure promotional material is available for inclusion in the appropriate college calendar.
- Secure final approval to launch the new program consistent with college financial and enrolment planning decisions. Depending on funding priorities and/or applicant demand it may be necessary to delay the program launch.

New Program Development Team

The following are key contacts for assistance though the process outlined above:

Process & Approvals Manager:
- Kathy Verspagen   kathy.verspagen@mohawkcollege.ca, ext. 2423

Curriculum Design Specialists:
- Catharine Ozols   cathy.ozols@mohawkcollege.ca   ext. 3913
- Lisa Pegg   lisa.pegg@mohawkcollege.ca   ext. 3266
- Jassi Grewal (support to CO & LP)

Research:
- Lee-Anne McNabb   lee-anne.mcnabb@mohawkcollege.ca ext. 3727
- Helen Sheridan   helen.sheridan@mohawkcollege.ca ext. 3373

Financial Planning & Analysis:
- David Graham   david.graham@mohawkcollege.ca   ext. 2068

Proposal Writer:
- Cheryl Wrixon   chery.wrixon@mohawkcollege.ca   905-637-8851

MOHAWK
COLLEGE OF APPLIED ARTS AND TECHNOLOGY

NEW PROGRAM CONCEPT TEMPLATE

Proposed Program Name:

Department(s):

Associate Dean(s):

Date Submitted:

1. GENERAL DESCRIPTION OF PROGRAM

a. Credential Level
Indicate (X) the credential level sought for this proposed program:

Non-credit (locally determined)	Ontario College Certificate (2 Semesters / 600-700 hours of instruction)
Ontario College Diploma (4 Semesters / 1200 – 1400 hours of instruction)	Ontario College Advanced Diploma (6 semesters / 1800 – 2100 hours of instruction)
Ontario College Graduate Certificate (2 Semesters / 600-700 hours of instruction)	Applied Degree (determined by PEQAB)

b. Target Group
Indicate (X) the target group(s) this proposed program is likely to attract and provide additional information (as necessary) below:

OSSD grads (directly from high school)	OSSD grads (NOT directly from high school)
Mature students	International
University graduates	College graduates
Need to retrain	Interested in upgrading skills
Post Secondary	Continuing Education
Apprenticeship	Corporate Training
Aboriginal	Other:

Other Target Group Information:
Provide any additional information that might be helpful in describing who you expect to apply for this proposed program:

c. **Curriculum Overview**
Describe curriculum ideas for the proposed program (i.e. goal, focus, key themes and outcomes, coop or placement opportunities, on-line component(s), partnerships with other programs, etc.). Note: POS not needed at this point.

2. PRELIMINARY RATIONALE & EVIDENCE OF NEED
Indicate (X) all points that apply to the proposed program and supply additional information as needed in Section 6 of this document.

Industry Evidence	
Industry/organization has come to Mohawk to ask for a program:	
Program Advisory Committee direction / support	Trends indicate rising need for new program
College Strategic Plan / Strategic Enrolment Management	
Aligns with college strategic direction	Strategic enrolment strategy
Retention/student success strategy	Enhance or create Centre of Excellence
Feeder program (i.e. Pre or Fundamentals)	Post grad / Graduate Certificate Program
Aboriginal program	Apprenticeship Program
Research Evidence	
Evidence of Industry/community need	High demand program at other institutions
Market drain to other institutions indicates	Other:

need

Program Review Results	
Replace existing program	Stream of existing program

Program Effectiveness	
Program offered across schools to meet needs	Leverage existing human and learning resources

3. EMPLOYMENT OPPORTUNITIES

a. Types of Employers
Identify types of industries/organizations, and/or specific companies or groups that would hire graduates of this proposed program:

b. Labour Market
Indicate the anticipated labour market for graduates of this program (i.e. new, growing, stable, full-time, part-time, freelance, etc.)

4. COMPETITIVE ACTIVITY
Indicate which other college(s) and/or career college(s) offer the same or similar types of program

College	Name of Program

5. ANTICIPATED ENROLMENT OVER FIVE YEARS
Project the number of students in the proposed program during its first 5 years of delivery. For instance: Intake of 40 students in Semester 1, retain 35 students into Semester 2, 30 students return for Semester 3, etc.)

Number of Students Enrolled

Semester	Year 1	Year 2	Year 3	Year 4	Year 5
1					
2					
3					
4					
5					
6					
Total					

6. ADDITIONAL INFORMATION

Supply additional information that you think important for the Vice President Academic and other members of the Review Committee to consider when selecting programs to move forward from concept stage.

Program Proposal to BoG
Program Name

Objective
The School of *(Name of School)* is seeking the approval of the Mohawk College Board of Governors to introduce a *(#)* year Ontario College *(Credential Type)* program in *(Program Name).*

1. **Background**
   Outline the rationale for the program proposal as well as any other details that may be applicable.

2. **Market Research**

   a. Applicant Demand

   b. Competitive Analysis

   c. Market Demand

3. **Program Description**

4. **Career Opportunities**
   Outline graduate employment opportunities based on National Occupational Classification, Labour Market Information, Job Futures, Employment Profile Reports, Canadian Economy Online, Statistics Canada, and specific industry information.)

5. **Learning Outcomes/Program of Study**
   Outline the Proposed Program Learning Outcomes developed and validated during Step 4 – Program Content and Resources.

Insert Program of Studies by Semester

Course No.	Course Name	Lec Hrs	Lab Hrs

Note the % of program curriculum clustered with other programs, including associated benefits. If no clustering with other programs, put a statement accordingly.

6. **Delivery Model**
   a. Proposed Start Date

   b. Admission Requirements
      Any questions should be directed to the Registrar

   c. Credential

7. **Advisory Committee Support**
   Should be formal Minutes noting support

8. **Link to Strategic Direction**
   The College's five-year Strategic Enrolment Management Plan, and the School's specific goals and priorities have been considered in the planning associated with this proposed program

9. **Financial Projections**
   Prepared by David Graham, in consultation with Academic Program Department, using the standardized costing model (i.e. one average cost for full-time faculty, including benefits) with part-time costs used for the first year of the program, only; full-time academic costs in second and subsequent years. Costing will be based on attrition for program area (or similar) rather than using college average. One-time costs for expenses, such as capital, must be noted accordingly.

10. **Attachments**
    Include:
    - *Letters of support on appropriate letterhead complete with signature. Please send hard copies to Diane Barrafato and do not scan into the document.*
    - *Course Descriptions*
    - *…. Etc.*

Appendix 4

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE

APPLICATION FOR PROGRAM VALIDATION

This proposal will be sent to MTCU for Approval for Funding   ☐ **Yes**   ☐ **No**

1. College: **Mohawk College of Applied Arts and Technology**

2. College contact person responsible for this proposal:
  Name:
  Title:
  Telephone:
  Electronic mail:

3. Proposed Program Title:
4. Proposed Credential: (please indicate below)   Local Board Approved Certificate ☐ Ontario College Certificate ☐ Ontario College Diploma ☐ Ontario College Advanced Diploma ☐ Ontario College Graduate Certificate ☐
5. Proposed Program Outcomes: Please complete and attach the two Program Maps (Appendix A - Form 1 and Form 2)
6. Proposed Program Description: Please complete and attach the Program Description Form (Appendix B)
7. Proposed Program Curriculum: Please complete and attach the Program Curriculum Form (Appendix C)
8. Date of Submission:
9. Date of CVS Response:

10. Validation Decision:
  ☐ Proposal Validated (APS Number:)
  ☐ Proposal not Validated. Reason:
_____
_
_____
_
 	
Signed on behalf of CVS:

Send the completed form and required appendices to: klassen@collegecvs.on.ca

For detailed information on how to complete the Application for Program Validation, please refer to the Instructions for Submission document.

For any additional information contact: College Credential Validation Service, 655 Bay Street, Suite 400, Toronto, ON M5G 2K4; or by telephone at (416) 596-8799

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY

CREDENTIALS VALIDATION SERVICE

APPENDIX A - PROGRAM MAPS

(Vocational Program Outcomes & Essential Employability Skills Outcomes)

Vocational Program Learning Outcomes:

Form 1(attached) is provided to assist you in mapping your proposed program vocational learning outcomes against existing vocational outcomes found in either Provincial Program Standards or in Provincial Program Descriptions.

Where there is a relevant Provincial Program Standard, the approved Vocational Learning Outcomes must appear in the first column, followed by your proposed program vocational learning outcomes.

Where there are no Provincial Program Standards, the first column will contain program outcomes from the Provincial Program Description. Again, your proposed program vocational learning outcomes will be added in the middle column.

NOTE: *Both these types of documents can be obtained from staff at the CVS or at the Colleges Branch, MTCU.*

The last column will contain a list of the relevant curriculum proposed in your program to address the outcome in a manner that ensures the graduate will have reliably demonstrated the required skill or ability. Course numbers or course codes, corresponding to those provided in your list of courses (Appendix C), are sufficient in this column.

Essential Employability Skills Outcomes:

A mapping of the Essential Employability Skills (EES) will be done on Form 2 (attached).

The instructions / requirements for this map are the same as for the Vocational Program Map. The first three columns contain the approved skill categories, the defining skills, and the EES learning outcomes. The last column will contain the proposed curriculum (as listed in Appendix C) that will ensure the meeting of these outcomes.

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE

APPENDIX A - PROGRAM MAPS
Form 1 - Vocational Program Outcomes

PROVINCIAL PROGRAM STANDARD VOCATIONAL LEARNING OUTCOMES / PROVINCIAL PROGRAM DESCRIPTION OUTCOMES	PROPOSED PROGRAM VOCATIONAL LEARNING OUTCOMES	COURSE TITLE / COURSE CODE (From Appendix C)

Add additional rows as required to complete the mapping exercise.

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE

APPENDIX A - PROGRAM MAPS
Form 2 - Essential Employability Skills Outcomes

SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
COMMUNICATION	· Reading · Writing · Speaking · Listening · Presenting · Visual Literacy	➢ communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience	
		➢ respond to written, spoken, or visual messages in a manner that ensures effective communication	
NUMERACY	· Understanding and applying mathematical concepts and reasoning · Analysing and using numerical data · Conceptualizing	➢ execute mathematical operations accurately	
CRITICAL THINKING & PROBLEM SOLVING	· Analysing · Synthesizing · Evaluating · Decision-making · Creative and innovative thinking	➢ apply a systematic approach to solve problems	
		➢ use a variety of thinking skills to anticipate and solve problems	

SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
INFORMATION MANAGEMENT	· Gathering and managing information · Selecting and using appropriate tools and technology for a task or a project · Computer literacy · Internet skills	➢ locate, select, organize, and document information using appropriate technology and information systems	
		➢ analyse, evaluate, and apply relevant information from a variety of sources	
INTER-PERSONAL	· Team work · Relationship management · Conflict resolution · Leadership · Networking	➢ show respect for the diverse opinions, values, belief systems, and contributions of others	
		➢ interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals	
PERSONAL	· Managing self · Managing change and being flexible and adaptable · Engaging in reflective practices · Demonstrating personal responsibility	➢ manage the use of time and other resources to complete projects	
		➢ take responsibility for one's own actions, decisions, and consequences	

APPENDIX B - PROGRAM DESCRIPTION

PROGRAM DESCRIPTION: (including occupational areas where it is anticipated graduates will find employment)

VOCATIONAL PROGRAM LEARNING OUTCOMES: (vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential)
***The graduate has reliably demonstrated the ability to*:**

(Add additional outcomes as required)

ADMISSION REQUIREMENTS:

3.0 Programs	Request for Approval for Funding Form	Operating Procedure

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE

APPENDIX C - PROGRAM CURRICULUM

Semester	Course Code*	Course Title (and brief course description)

Add additional rows as required to complete the curriculum chart.
* (be sure to identify those courses designed to deliver General Education)

Appendix 5

Request for Approval for Funding Form

3.0 Programs	Request for Approval for Funding Form	Operating Procedure

Request for Approval for Funding Form

☐   Request for new postsecondary program

☐   Request for modification to existing postsecondary program [Provide existing MTCU code and APS number.]

For assistance in completing this form, contact the Ministry as indicated at the bottom of this form.

1.	**College:**
2.	**Program title:**
3.	**Program duration:**
4.	**Proposed date of implementation:**
5.	**Program delivery information (PDI) form to calculate program funding parameters must be completed and submitted (see page 3).**
6.	**College contact person responsible for this proposal:** Name: Title: Telephone: Electronic Mail:

7.   **The college attests that the following six criteria have been evaluated and met for the above proposed program:**

☐ **The Credentials Validation Service (CVS) has confirmed that the proposed program of instruction conforms to the Credentials Framework and is consistent with accepted nomenclature.**
  (Attach CVS confirmation.)

☐ **There is a demonstrated labour market or societal need and student demand for the program.**

☐ **A relevant program advisory committee has recommended the program.**

☐ **The program content and delivery will be compliant with all requirements of regulatory bodies responsible for the field of study or other regulatory bodies related to the field of study.**

Please list all regulatory bodies referenced: _____

☐ **The program meets the relevant program standards where they exist and essential employability skills and general education requirements.**

☐ **The board of governors has approved the program of instruction.**

8.   **Please provide proposed annual tuition fee for this program: $_____**

  Is this a "high demand* program (see Page 4 for definition)?   ☐ **Yes** ☐ **No**

  If Yes, a completed high demand program comparative form must be submitted (see page 4).

President's signature:

Date:

3.0 Programs	Request for Approval for Funding Form	Operating Procedure

Program Delivery Information (PDI) Form to Calculate Program Funding Parameters
Total Hours Required per Student

College:	Program title:

Indicate the number of hours that a student is required to spend in each instructional setting in each semester or level of this program. All hours in all instructional settings are to be noted.

Instructional Settings*	Semester/Level									
	1	2	3	4	5	6	7	8	9	Total
Classroom instruction [1]										
Laboratory/workshop/fieldwork [2]										
Independent (self-paced) learning [3]										
One-on-one instruction [4]										
Clinical placement [5]										
Field placement/work placement [6] ** ☐ Mandatory ☐ Optional										

3.0 Programs	Request for Approval for Funding Form	Operating Procedure

Co-op work placement [7] ** ☐ Mandatory ☐ Optional											
Small group tutorial [8]											
Other (specify)											
TOTAL											

*Definitions for each instructional setting can be found on pages 5 – 7 or in electronic version place mouse over end note reference beside each setting.

** All hours in all instructional settings are to be noted including optional field or co-op placements.

3.0 Programs	Request for Approval for Funding Form	Operating Procedure

High Demand Program* Comparator Information Form
Annual Tuition Fees based on two-semester year

College:	Program title:	Proposed annual tuition fee for this program: $

If this program is high demand, please provide comparator information (include MTCU code, college name, program name and tuition fee): Please note, you must use a program at another college as a comparator.

MTCU Code	College	Program Name	Tuition Fee
			$
			$
			$
			$
			$
			$
			$
			$
			$

 * Definition of high demand program (formerly "additional cost recovery" or ACR): a program of instruction eligible for general purpose operating grant funding for which colleges have the discretion to charge fees above the maximum permitted for regular-fee programs. This discretion is allowed for applied degree, post-basic or Baccalaureate of Nursing programs and/or for basic programs which have been determined to meet each of the following three criteria: 1) there is high demand for instructional space; 2) graduates have above-average prospects for employment; and 3) graduates have the potential to earn an above-average income.

 All post-basic, applied degree and Baccalaureate of Nursing programs are automatically considered high demand. Basic programs are considered high demand if they satisfy the above 3 criteria.

 If no comparator program exists, please refer to the Tuition and Ancillary Fees Operating Procedure, the Guidelines for the Implementation of the Tuition Fee Policy for Colleges of Applied Arts and Technology, 2006-07 to 2009-10 released on April 21, 2006 or for further assistance, please contact the Ministry of Training, Colleges and Universities, Colleges Branch, Finance Unit at 416-325-5426.

Instructional Settings

The following definitions are to be used by colleges when completing the Program Delivery Information to Calculate Program Funding Parameters form (see Page 3) required for ministry-funded programs of instruction.

---

[1] **Classroom instruction:** instruction that may be provided in a setting in which individuals do not require access to equipment, except as listed below:

Situations in which microcomputer labs are used for instruction in standard word processing, spreadsheet, and database software packages

"Traditional" classrooms and lecture halls

"Virtual" classrooms used in on-line learning

Situations in which laboratories and workshops may be used for convenience

[2] **Laboratories/workshops/fieldwork:** scheduled hours of activities intended to give students hands-on experience; this instructional setting is characterized by:

Activities in which students are provided with instruction and are directly supervised by college staff.

Settings either inside college facilities (e.g., laboratories, workshops) or outside college facilities (e.g., fieldwork) in which individual students are required to use instructional equipment and/or supplies. These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet, and database software packages or situations in which laboratories and workshops are used for convenience.

[3] **Independent (self-paced) learning:** student directed learning in which contact with college staff is limited to situations in which advice or solutions to specific problems is sought.

[4] **One-on-one instruction:** those exceptional situations in which college academic staff can provide instruction to only one student at a time.

[5] **Clinical placement:** scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting; this instructional setting is characterized by:

Activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program.

Activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

[6] **Field placement/work placement:** scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not receive a regular salary or wage from the employer; this instructional setting is characterized by:

Activities that are an integral component of the curriculum of the program and are necessary for the completion of the program.

Activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
- *Make periodic site visits*

- Ensure that assignments given to students and the work being done by students are suitable for the program

- Monitor the students' progress in the field placement activity

- Help address problems encountered by students in the field or work placement activity

- Evaluate students' performance in the field or work placement activity

[7] **Co-operative education work placement:** scheduled hours of activities intended to give students hands-on experience in the workplace and for which students receive a regular salary or wage from the employer; this instructional setting is characterized by:

A period of time that is normally one-half of and not less than one-third of the time spent in academic study. The work placement does not replace the academic component of the program.

Activities that are not an integral component of the curriculum of the program and are an enhancement to the program.

Activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
- Evaluate the work placement site

- Make periodic site visits

- Ensure that assignments given to students and the work being done by the students are suitable for the program

[8] **Small group tutorial:** instruction that, for androgogical reasons, must be provided to groups of fewer than 10 students and that may be provided in a setting in which individual students do not require access to equipment except as indicated below:

Situations in which microcomputer labs are used for the instruction of standard word processing, spreadsheet, and database software packages

Situations in which laboratories and workshops are used for convenience