

PROGRAM DEVELOPMENT PROCEDURE

This procedure is governed by its parent policy. Questions regarding this procedure are to be directed to the identified Procedure Owner.

Category:	Student and Academic
Parent Policy:	D34
Approval Date:	June 9, 2021
Effective Date:	June 9, 2021
Procedure Owner:	Director, Teaching and Learning Centre of Innovation

Overview:	<p>New and redeveloped programs are accessible, affordable, accountable, of high quality, and align with community and regional needs.</p> <p>Development processes and decision making align with the Olds College Institutional Decision Evaluation Approach (IDEA).</p> <p>Programs are intentionally designed to provide flexible pathways to completion and transfer routes.</p> <p>Programs are designed to reflect the credential descriptors in the Alberta Credential Framework.</p> <p>Academic Council final review and recommendations are required by November for programs that start the following academic year.</p> <p>Post-secondary programs of study offered by publicly-funded institutions in Alberta need government approval. The following program changes must be submitted through the Provider and Program Registry System (PAPRS):</p> <ul style="list-style-type: none"> ● new certificate, diploma and degree programs <ul style="list-style-type: none"> ○ Degree and applied degree programs require CAQC approval as part of the PAPRS process ● new specializations in already-approved programs ● certain non-credential programs, such as academic upgrading ● changes to existing approved programs, such as: <ul style="list-style-type: none"> ○ program suspensions or terminations ○ changes in program of study (30% or more), program or specialization nomenclature, program loads and lengths
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Procedures:

Program development consists of six phases: Opportunity Proposal, Expanded Business Case, Decision, Full Proposal & Approvals, Program Planning & Implementation, and Formative Program Review. The six-phase process is outlined below:

Phase 1: Opportunity Proposal

Program ideas may come from, but are not limited to, advisory committees, faculty, students, staff, continuing education, administration, environmental scanning, and community members. The Idea Generator of a new program would require the sponsorship of the Dean who is responsible for the proposed program area to proceed with the development of the Opportunity Proposal.

The Phase 1 Opportunity Proposal includes the following considerations to be completed on the Institutional Decision Evaluation Approach business case template and submitted to the responsible Dean, as per above.

- Program description (length, credential)
- Alignment to the Olds College Strategic Plan and other strategic planning documents (e.g. Comprehensive Institutional Plan, Olds College Mandate, business plans, Advanced Education Adult Learning Principles, etc.)
- Program viability
- Potential student demand
- Industry & Market demand
- Comparison to existing programs
- Resource requirements

Phase 2: Expanded Business Case

The primary purpose of this phase is to collect evidence to determine the feasibility of investing further institutional resources for program development. This phase also requires the Business Case Lead to identify potential project alternatives, conduct an impact review and risk analysis, and determine how to measure the success of the program. The length of time required for this phase can vary greatly depending on the implications to Olds College and the complexity of the program idea.

The Business Case Lead will form an internal task team that will consist of program faculty and representatives from Institutional Research & Planning (IR & P), and may also include representatives from the Teaching & Learning Centre of Innovation, the Office of the Registrar, staff, and industry subject-matter experts committed to assisting in the program development. This task team will meet on a regular basis throughout the program development process. The task team will be responsible for completing Phase 2 of the Business Case Template in consultation with the Manager of IR & P that includes the following considerations:

- Anticipated student demand and enrollment projections
- Environmental scanning
- Stakeholder engagement
- Detailed funding and expenditures

- Alternative evaluation
- Risk assessment
- Measurement of success

Phase 3: Decision

Once the Business Case template is completed by the Business Case Lead, the proposal will be reviewed by the College Leadership Team (CLT) Scoring Committee who will rate the business case based on five criteria (strategic alignment, stakeholder impact, viability sustainability, financial & resource considerations), and will develop a recommendation to the Executive Leadership Team. The Executive Leadership team will determine whether they wish for the project to:

- i) proceed with Full Proposal & Approvals;
- ii) return with additional information; or
- iii) discontinue

Phases 1-3 are summarized from the Olds College Institutional Decision Evaluation Approach process. The following phases are for academic program development only.

Phase 4: Full PAPRS Proposal & Approvals

The Dean and task team will work with the Teaching and Learning Centre of Innovation, and will meet on a regular basis throughout the program development process to develop the PAPRS program proposal template.

An [abbreviated version](#) of the full PAPRS proposal must be completed and shared with Academic Council. Academic Council will review the proposal and will provide recommendations to the Board of Governors. Once the Board of Governors has approved a new program proposal, it can be submitted via PAPRS for Ministry approvals (including Campus Alberta Quality Council recommendation to the Ministry for degrees).

Phase 5: Program Planning & Implementation

Detailed course development normally begins following a decision by the Advanced Education Ministry to approve the proposed program. The Dean may proceed with planning some aspects of Phase 5 prior to formal approvals.

The Dean reviews the membership of the task team, and adjusts accordingly to include representation from other stakeholder groups that may need to be involved in the implementation of the program (ex. Marketing, Human Resources, Office of the Registrar)

This phase includes the following considerations:

- Curriculum Development

- Establishing a Program Curriculum Committee
- Program of Study including Program Learning Outcomes
- Course competency profiles
- Course outlines
- Lead developer meets with the Teaching and Learning Centre of Innovation for support with Instructional Design, Editing process, and Course Design and Assets
- For degree programs, independent academic expert review is required
- Marketing and Recruitment
 - Recruitment plan
 - Publications
 - Publicity and launch
- Resources
 - Facility preparation
 - Equipment purchases and installation
 - Faculty/staff recruitment, reassignment, and orientation
 - Faculty development
 - Learning resource acquisition

Phase 6: Formative Program Review

All new programs and redeveloped programs are required to undergo a Formative Program Review within one year following the graduation of the first class. Any program can undergo a formative review at any point, at the request of the Dean.

Reviews are conducted under the Program Review Policy with the purpose of identifying program strengths and areas for improvement during early implementation to maximize program and student success.

All programs will also undergo Comprehensive Program Reviews every 5 years, or earlier if initiated by the Dean.

(see policy D22- Program Review for additional information)

Definitions:

Action Plan: A document that lists what steps must be taken in order to achieve a specific goal. The purpose of an action plan is to clarify what resources are required to reach the goal, and to formulate a timeline for when specific tasks need to be completed.

Industry Advisory Committee (IAC): A committee made up of both Olds College staff, current students, alumni and industry members who assess program outcomes in relation to the needs of the industry sector. For more details, please review Policy D23 - Industry Advisory Committees.

Independent Academic Expert: Independent academic experts play a pivotal role in the preparation of new degree program proposals/and or the cyclical review of an institution's programs, the general purpose of which is to monitor the quality

of approved degree programs on a continuing basis (CAQC Handbook Appendix G - Independent Academic Experts for New Program Proposals)

An individual from outside Olds College who will provide an objective assessment of the academic program under review, assess the quality of the program in a broader context, and provide insights into improving quality. (Adapted from the U of L Academic Assurance Quality procedures)

Lead Developer - The faculty member/subject matter expert assigned to develop course content including competency profiles, course outlines, course schedule, assessment map, and instructor guides. Lead Developers have access to all other course development content from other lead developers and are encouraged to collaborate.

Major redevelopment: redevelopment that results in one or more of the following: change of credential name, change in major or concentration, substantial change (traditionally 30% or more) in program learning outcomes, design, and/or length.

Program: An organization of credit courses and related learning experiences leading to certification as defined in the Graduation Policy (D20).

Program Curriculum Committee (PCC): A committee primarily composed of program faculty responsible for designing, developing, and maintaining certificate, diploma, applied degree, and degree programs approved by the Ministry of Advanced Education. For more details, please review Policy D35- Program Curriculum Committee.

Student Success: Indicated in the results of statistical feedback from the Office of the Registrar around student retention, persistence, and graduation. Measurement of student success may also include: attainment of learning outcomes, personal satisfaction and goal/intent attainment, job placement, and career advancement.

Task Team: program faculty and representatives from Institutional Research & Planning (IR & P), may also include representatives from the Teaching & Learning Centre of Innovation, the Office of the Registrar, staff, and industry subject-matter experts committed to assisting in the program development.

Related Information:

- [A33 Sustainability](#)
- [D21 Course Development and Revision](#)
- [D22 Program Review](#)
- [D24 Academic Scheduling](#)
- [D35 Program Curriculum Committee](#)

	<ul style="list-style-type: none">● CAQC Handbook - Appendix G Independent Academic Experts● IDEA business case template● Program Learning Outcomes: Purpose and Rationale● PAPRS Proposal Templates<ul style="list-style-type: none">○ Certificate, Diploma, and Non-credential template○ New Degree Proposal Template Part A
Review Period:	3 years
Revision History:	2011: New Policy and Procedure 2019: Policy and Procedure Update - major revision 2021: Revision