# PROGRAM DEVELOPMENT PROCEDURE

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

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## Overview:

New and redeveloped programs are accessible, affordable, accountable, of high quality, and align with community and regional needs.

Development processes and decision making align with the Olds College Institutional Decision Evaluation Approach (IDEA).

Programs are intentionally designed to provide flexible pathways to completion and transfer routes.

Programs are designed to reflect the credential descriptors in the Alberta Credential Framework.

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):

- new certificate, diploma and degree programs
  - 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:
  - program suspensions or terminations
  - changes in program of study (30% or more), program or specialization nomenclature, program loads and lengths

## 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 program task team that will consist of program faculty and representatives from Institutional Research & Product Development, 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 office of Institutional Research & Product Development 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.

Phases 4 and 5 will be completed concurrently.

Phase 4: Full PAPRS Proposal & Approvals

The Dean establishes a program Steering Committee and a Curriculum Development team. The Dean and Steering Committee will work with the Manager, Academic Program Development, and will meet on a regular basis throughout the program development process to develop the PAPRS program proposal template.

The Curriculum Development team will draft Program Learning Outcomes, and a Program of Study (including proposed course names and descriptions). 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).

New Certificate, Diploma, Post-Diploma template for Academic Council

New Degree template for Academic Council

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. Once a
program is formally approved by the Ministry of Advanced Education, a PCC will be established to replace the Steering Committee.

This phase includes the following:

- **Curriculum Development**, through the Curriculum Develop team:
  - Program of Study including Program Learning Outcomes
  - Curriculum mapping of course outcomes to Program Learning Outcomes
  - Course competency profiles
  - Course outlines
  - Lead developers meet 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 (Please see Independent Academic Experts - Guidelines for more information)

- **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.

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:**

**Curriculum Development team:** A team composed of any combination of faculty members, subject matter experts, Dean, and Associate Dean, supported by representatives from TLCI, who are responsible for developing the program curriculum, including: competency profiles, course outlines, course schedules,
assessment plans, and instructor guides. The Curriculum Development team is established by the Dean.

**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.

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.

**IAE Guidelines**

**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.

**Steering Committee:** The Steering Committee is established by the Dean, typically consists of 4-8 committee members, and may include any combination of the following: the Dean and/or Associate Dean, 1-2 faculty members, a representative from TLCI, and other OC representatives as needed. The Steering Committee is responsible for setting program direction, making program decisions (including identifying assigned developers, subject matter experts, instructors, independent academic experts, and changes to the program of study), and advising on internal
and external deadlines and processes (CAQC, AC). The steering committee will engage in discussion and provide recommendations to the Dean. The Dean will make decisions when appropriate, and will ensure recommendations follow Olds College approval procedures when required.

**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.

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**Related Information:**
- A33 Sustainability (link to be included when policy is approved)
- A25 Code of Conduct
- D21 Course Development and Revision
- D22 Program Review
- D24 Academic Scheduling
- D35 Program Curriculum Committee
- Approval Procedure Guide for Academic Programs and Courses
- CAQC Handbook - Appendix G Independent Academic Experts
- Independent Academic Experts - Guidelines
- Independent Academic Expert webpage
- IDEA templates (on OC Connect)
- PAPRS Proposal Templates
  - Certificate, Diploma, and Non-credential template
  - New Degree Proposal Template Part A
- Program Learning Outcomes: Purpose and Rationale

**Review Period:**
3 years

**Revision History:**
- 2011: New
- 2019: Major revision
- 2021: Revision