Policy No. & Title:	**A113: PROGRAMS AND COURSES**
Policy Sponsor:	Senior Vice-President, Academic
Reference Cttee:	College Council
Effective:	2018-01-24
Next Review:	2023-01-24
Approvals:	2018-01-24/CC-17-05.

1. PURPOSE

The purpose of this policy is to clarify the mutual obligations, rights and responsibilities of the College and students regarding Programs and Courses, and elaborates on the information that the College must provide to students and applicants about the Program and Courses in which they are enrolled.

2. DEFINITIONS

Program: A series of courses intended to meet specific vocational learning outcomes and results in a College Credential.

Course: A discrete teaching and learning framework, containing measurable learning outcomes and usually delivered over an identified period of time.

Learning Outcomes: A statement of performance that can readily be demonstrated by a student indicating that certain learning has been completed. Learning outcomes reflect the intended knowledge, skills, attitudes, and experiences that are taught and evaluated in a course.

3. POLICY

3.1 Scope

This policy applies to all Programs and Courses.

3.2 Principles

3.2.1 The content of Program and Course information shall align with the expectations of the College's Vision and Mission.

3.2.2 Program and Course information shall be made available to students and applicants in a timely fashion.

3.2.3 Program and Course information shall be presented and delivered in a clear and consistent manner.

3.3 Administration

3.3.1 Course information is typically developed, modified, and approved through processes in each academic school.

3.3.2 Program information is typically developed and approved through a process within the academic schools and facilitated by the Office of the Registrar.

3.3.3 Associated addenda to this policy may be amended by authority of the Policy Sponsor with advice from the Academic Leadership Team.

4. REFERENCES

College Documents

CODE Book for Course Development

College Policies

A105: Academic Standing
A112: Course Grade System
A115: E-Learning
A122: Graduation from Approved College Programs
A124: Recognition of Prior Learning
A126: Program Excellence
A128: Student Appeals
A131: Evaluations

Minister's Binding Policy Directives

Framework for Programs of Instruction Minister's Binding Policy Directive

5. ADDENDA

Guideline A: PREPARATION OF PROGRAM INFORMATION

Guideline B: PREPARATION OF COURSE INFORMATION

Guideline C: ACHIEVING CURRICULUM CONSISTENCY

Guideline D: PROGRAM AND CURRICULUM MODIFICATION

-0-0-0-

Policy No. & Title: A113: PROGRAMS AND COURSES
Addendum: **Guideline A: PREPARATION OF PROGRAM INFORMATION**
Issued by: Senior Vice-President, Academic
Effective: 2018-01-24

1. PURPOSE

The purpose of this guideline is to ensure currency in the compilation and dissemination of program information.

2. PROGRAM INFORMATION DESCRIPTION

2.1 Program Information

Program information provides essential information for all stakeholders including applicants, students, faculty and the College necessary for entrance into, academic progression, and graduation from the program.

2.2 Program Development

Programs are developed through a careful process that is designed to meet requirements set by the Ministry of Advanced Education and Skills Development (MAESD) through Binding Policy Directives. These programs are subject to approval by the College's Board of Governors and include program vocational learning outcomes (PVLOs), essential employability skills (EESs) and general education as outlined in the Credentials Framework.

2.3 Responsibility

2.3.1 The academic manager responsible for the program arranges for the initial documentation and ongoing maintenance of program information.

2.3.2 To ensure program information maintains its relevance, the details should be reviewed annually through a process administered by the Office of the Registrar with changes made when appropriate and on cycle with other curriculum-related modifications.

2.3.3 The Senior Associate Registrar, Domestic & International Admissions manages the storage and dissemination of program information, as well as, annual program information reviews and changes to program information.

2.4 Program Information Storage and Publication

Program information entered into the student information management system is used to inform the College website, the printed Program Calendar, and targeted marketing material. The "overview" tab on the website can be edited any time by academic managers. All other website information is strictly controlled by the program information entered into the student information management system.

3. PROCESS

3.1 Overview

Program information is provided to the public through the College's website and is stored internally on the student information management system. Program information is vital to students and prospective students and must be comprehensive, accurate, and up to date. This information outlines expectations and requirements for entry and graduation as well as the goals and opportunities available to students that participate in the program.

3.2 Program Information Preparation and Review

Academic managers that have received approval for the program from the province's Credential Validation Service (CVS) and from the College's Board of Governors will be required to prepare the New Program & Program Changes Checklist and submit it to the Office of the Registrar. The purpose of this document is to assist College schools and staff with documenting information related to new programs and major program changes. This process is intended to obtain early input in the development stage of a program launch and provide excellence in execution, once all approvals have been received. This includes new programs as well as major structural changes to programs such as new intakes, major timing changes or program changes that have major cross divisional or technology delivery impacts.

Normally, program information is published in the program calendar and on the website one year prior to program start. The Program Calendar is printed in June for next the academic cycle (for example, the 2018/19 Calendar is printed in June 2017).

Normally, programs which continue from year to year are reviewed annually. Admission requirements are officially signed off by the Dean of the program and cannot be changed without a formal request sent to the Office of the Registrar. Changes to program intakes should be sent to the Budget Coordinator and Senior Associate Registrar, Domestic & International Admissions. All other program information can be edited and modified by Program Managers in the College's information management system during the annual text maintenance process.

Operating on a cycle approximately 18 months before program start, the Office of the Registrar sends out an annual request for program information changes. While general program information changes can be made anytime on the website, to be represented accurately in the printed program calendar, academic managers should strive to make program information changes during the annual review process, normally during the month of November.

Any changes to program information outside of the annual review process may be requested through the Senior Associate Registrar, Domestic & International Admissions.

3.3 Administrative Information/General Information

3.3.1 Program title and program code

3.3.2 Catalogue and academic year

3.3.3 Faculty and School responsible for the program

3.4 Structure of the Program

3.4.1 Document of recognition (e.g., Ontario college certificate, Ontario college diploma, Ontario college advanced diploma, Ontario college graduate certificate, Honours Bachelor degree in an applied area of study)

3.4.2 Program type (e.g., an optional co-operative education program, including a link to explain coop)

3.4.3 Program pattern and flow includes: Program intakes (September, January, March, May, Modular); Program duration in both weeks and years; Program offering patterns (i.e. do students who start in January continue in the summer?); link to the relevant calendar and any approved exceptions as appropriate.

3.4.4 Delivery Options of the program(e.g., full-time, part-time, online, blended)

3.5 Content

3.5.1 Program description

3.5.2 Program admission requirements and competitive selection process for oversubscribed programs

3.5.3 Program Vocational Learning Outcomes which are drawn from COMMS

3.5.4 Essential employability skills (standard list for all programs)

3.5.5 General education requirements and elective information

3.5.6 Program curriculum

3.5.8 Brief course descriptions

3.6 Opportunities

3.6.1 Careers, including links to Fanshawe Pathfinder career guides and Fanshawe Career Coach websites

3.6.2 Transfers, which encompass everything from the transfer of individual courses to receiving credit and advanced placement for completion of a previous credential

3.6.3 Any additional information required for Pathways opportunities beyond the College's standard link to "www.fanshawec.ca/programpathways"

3.7 Authorizations

3.7.1 Name of program coordinator

3.7.2 Name of program academic manager

3.7.3 Signature of academic manager

3.7.4 Effective date

-0-0-0-

*Policy No. & Title:*A113: PROGRAMS AND COURSES

Addendum: **Guideline B: PREPARATION OF COURSE INFORMATION**

*Issued by:*Senior Vice-President, Academic

Effective: 2018-01-24

1. PURPOSE

The purpose of this guideline is to establish the consistent provision of basic course information.

2. DEFINITIONS

Lead: An academic unit (School or Campus) that develops a program or course.

Affiliate: An academic unit (School or Campus) that offers a program or course that has been developed by the Lead.

Course Outline: A summary document of essential course information, which includes learning outcomes and evaluations in a standardized format. This document is a primary resource for students to identify assignments, important dates and other supporting information.

Course Plan: A summary document of how topics are scheduled within the course, required preparation for each topic and corresponding learning resources and evaluation items. This document guides students in managing their time to prepare for each class and complete evaluation items on time.

3. COURSE INFORMATION DESCRIPTION

3.1. Course Information

Course information includes both the course outline and course plan(s) which summarize essential course information for the student, the professor and the College. Course information expresses the necessary Learning Outcomes of the course that must be met and how a student's achievement is evaluated. Course information is provided at a level of detail between a basic description and any detailed manuals which are prepared for day-to-day study purposes. Information given in any description or publication should be consistent and minimize repetition.

3.2. Curriculum Development

Curriculum development for programs and courses is guided by the *Framework for Programs of Instruction* from the Minister's Binding Policy Directive of the Ministry of Advanced Education and Skills Development (MAESD). All post-secondary programs of instruction include program vocational learning outcomes (PVLOs), essential employability skills (EESs) and general education as outlined in the Credentials Framework.

PVLOs are derived from a provincial program standard or program description. Graduation requires a student to reliably demonstrate the acquisition of the PVLOs. PVLOs are used to develop the course-level learning outcomes.

3.3. Course Content

Course content is derived from the course-level learning outcomes. Teaching methodologies and the assessment of learning complement both the course and program level outcomes. These relationships should be demonstrable throughout the entire learning structure and process of a program.

The development of course outlines and course plans enable students to:

- identify the knowledge, skills, attitudes, and experiences they will acquire by taking the course (course learning outcomes);
- identify the course guidelines and responsibilities for learning (teaching and learning activities); and
- identify the evaluation plan, which sets out the methods by which they will be evaluated during the course (methods of evaluation).

4. PROCESS

4.1. Overview

Course outlines and course plans are official college documents that Professors are expected to review and explain to students enrolled in each class. Students are required to have access to course outlines at the start of the course. These documents also help facilitate credit transfer and credit recognition. Fanshawe has adopted the Course Outline Mapping and Management System (COMMS) to enable the development, review and approval of course outlines and course plans. Course outlines must be submitted and approved on COMMS for each academic year before being posted to FanshaweOnline (FOL). On an annual basis, the Senior Vice-President Academic, in consultation with the Registrar, shall establish the appropriate deadline for post-secondary course outline submissions that will be posted in the Academic Calendar.

4.2. Course Outline/Course Plan Development

Academic managers are responsible for ensuring the development of course outlines and/or course plans. Academic managers may assign this responsibility to one or more faculty and/or course writers who possess the combination of experience and credentials appropriate to and required by the program credential and the field of study. In the development, review and approval of course outlines and course plans, academic managers and faculty are expected to be familiar with the principles of outcome-based education. In COMMS, there will only be one course outline writer assigned to develop a course outline. There could, however, be more than one person assigned to prepare the course plan. This decision is determined by the Lead program. Consultation with other academic managers may be required if there are multiple deliveries of a course.

Each spring, course outlines will roll over in COMMS from the previous academic year for faculty to revise and prepare for the next academic cycle. The COMMS System Administrator will add new courses to COMMS. Academic managers will determine submission deadlines for course outlines and course plans. Although there will only be one course outline for a specific course (valid for a single academic year in which it is authorized for use), there may be more than one course plan to represent different sections or delivery methods (e.g., face to face, online). Course plans may need to be updated every semester by the faculty member assigned to teach the course/section who may be different than the course outline writer and/or the course outline writer. Course outline writers will select from a variety of course outline templates available on COMMS depending on whether they are preparing the course outline for post-secondary, degree and/or apprenticeship programs. Course outlines will be submitted on COMMS by the assigned course outline writer and reviewed by the program coordinator for alignment with the PVLOs. Academic managers will review and provide the final approval.

A course outline should not be changed once it has been approved in COMMS. However, in extenuating circumstances when adjustments or modifications are required for that academic cycle, the course outline must be "unapproved" in COMMS by the academic manager and then released back to the course outline writer to make the required changes. The standard review and approval process used in COMMS is then followed and the revised course outline is then posted on the FOL course home page again. Approved course outlines will be archived in COMMS and accessible to applicants, students, faculty, community stakeholders, and other educational institutions through the college website.

Annual changes to course information shall follow the process outlined in Guideline D: Curriculum Modification. Changes are considered minor, moderate and/or major, and those categories affect the level of academic approval and supporting documentation required to make curriculum modifications.

5. COURSE OUTLINES

Course outlines and course plans are developed in accordance with standards and guidelines required by the Ontario College Quality Assurance Service.

In COMMS, all course outlines use a series of standardized credential-specific templates which contain the following categories:

- General Information
- Course Description
- Course Learning Outcomes
- Essential Employability Skills / Degree Level Standards
- Relationship to Program Vocational Learning Outcomes (post-secondary and degree programs)
- Evaluation
- Learning Resources to support the intended learning
- Learning Activities to support the intended learning
- Prior Learning Assessment and Recognition (PLAR)
- College Grading
- Specific Information (Course, School, College)

In addition to the standard categories of the course outline template, there may be program specific instances when competencies and/or elements of performance may also be included.

The categories of the course outline are described as:

5.1. General Information

School name; course title; course number; co-requisites; prerequisites; applicable program(s); core/elective; prepared by; approved by; approval date; academic year approved; normative hours.

5.2. Course Description

Changes to a course description require approval of the Academic Manager. Once approved, the COMMS System Administrator will update the course description in COMMS and prompt an update on the program home page of the college website.

5.3. Course Learning Outcomes

Course learning outcomes (CLOs) are measureable outcomes that reflect the knowledge, skills, attitudes, and experiences students will have achieved after completing the course. The achievement of the CLOs should be facilitated and measured by choosing the most appropriate teaching methodologies, learning activities and evaluation techniques and tools.

5.4. Essential Employability Skills/Degree Level Standards

The Course Outline Writer will identify the essential employability skills that are taught and evaluated for the course (post-secondary programs).

The Course Outline Writer will identify the degree level standards that the course contributes to for all degree programs.

5.5. Relationship to PVLOs (post-secondary and degree programs)

The Course Outline Writer will identify how a course contributes to the achievement of the PVLOs for each program the course connects with.

5.6. Evaluation

The Course Outline Writer will specify the criteria required to determine the student's final grade. Each evaluation category receives a value and percentage out of 100%. For post-secondary programs, the evaluation categories link to the CLOs, EESs and PVLOs. For degree programs, the evaluation categories link to the CLOs and PVLOs.

Detailed evaluation criteria and/or rubrics in addition to the grades that are necessary to attain a passing grade are explained through the course plan and/or on FOL.

Evaluation items, weighting and scheduling must comply with policy A131: Evaluations.

5.7. Learning Resources to support the intended learning

The Course Outline Writer will specify required and recommended learning resources that will support course learning. Titles, authors, publishers, edition numbers, and publication years of all required textbooks must be specified, including the ISBN reference. Any instruments or equipment which students must purchase must be specified. Specialized software requirements, including those provided by the College, must be included in this section. Students should be provided enough information to allow them to plan for the resources needed to complete the course.

5.8. Learning Activities to support the intended learning

This section describes the delivery method and environment by which students will be exposed to a learning experience: lectures, hands-on lab activities, seminars, field placement, independent learning are examples.

5.9. Prior Learning Assessment and Recognition (PLAR)

PLAR is a process that involves the identification, documentation, assessment and recognition of post-secondary level learning acquired through previous work and life experience required by the Minister's Binding Policy Directive – *Framework for Programs of Instruction*. The method used to assess PLAR must be identified on the course outline by the Course Outline Writer. More information on PLAR is found in Policy A124: Recognition of Prior Learning.

5.10. College Grading

The College grading system is provided in the course outline according to Policy A112: Course Grade System. The minimum grade to pass a course is 50% unless otherwise approved by the Senior Vice-President Academic.

A statement identifying a course as "Graded" or "Pass/Fail" is required.

5.11. Specific Information (Course, Program, School, College)

5.11.1. Additional information, procedures, or practices that are specific to a course, program and/or School must be included or, where a separate document is provided to each student, reference to this document may suffice. School- and program-specific information must not contradict college policy.

5.11.2. College-specific information is standardized and cannot be changed. Specific participation requirements are at the discretion of the course professor. These requirements must be justified terms of achievement of course learning outcomes.

5.11.3. Attendance requirements must be justifiable in terms of achievement of course learning outcomes and/or specific regulatory requirements. In a course with attendance requirements, the course professor must maintain consistent records of attendance on which to base decisions. Course grades are not allowed to be used as a reward for attendance and may only be used as a penalty for failure to meet attendance requirements. The extent of any penalty must be aligned with the degree of non-attendance and measured as the impact of non-attendance on attaining course outcomes.

6. COURSE PLANS

Course plans are not a part of the approved course outline process but are used in conjunction with the approved course outline to communicate additional information to students. The academic manager determines the number of course plans to be created for a specific course and assigns faculty and/or the course outline writer for course plan development.

The course plan provides an outline of topics that support the course learning outcomes and essential employability skills. It also provides an overview of the scheduling of topics, required preparation for each topic and corresponding learning resources and evaluation items. Using the course plan is meant to help students manage their time to get the most from the course and complete the evaluation items on time. It should be posted on the FOL course homepage by the Educational Support Technologists on or before the first day of class.

The Course Plan must include:

- General Information
- Course Plan (detailed content)
  - ✓ Time
  - ✓ Topic
  - ✓ Delivery Detail
  - ✓ Evaluation

If an alternative course plan is used, the same overview of the course (e.g., schedule, topics, evaluation items, learning resources, preparation) plus a statement regarding any changes in the plan must be provided. This statement shall say:

The Course Plan may change according to students' learning needs and/or unanticipated disruptions. You will be notified of any significant change via FOL prior to changes being implemented as specified in Policy A113.

For further information about the contents of the course plan, please consult the sample version in the *CODE Book for Course Development.*

7. CURRICULUM CONSISTENCY

Academic integrity and consistency among course and program offerings should be maintained when more than one academic unit of the College offers the same course or program, or where a course or program is offered in more than one delivery format.

Refer to Guideline C: Achieving Curriculum Consistency.

8. COMMS RETRIEVAL SYSTEM

Fanshawe College uses the Course Outline Mapping and Management System (COMMS) to manage all course outlines and course plans.

All course outlines are prepared, reviewed and archived within COMMS. COMMS generates a variety of reports about a program in real time that may be used to assess the impact of changes at the course level on the overall program.

Policy No. & Title: A113: PROGRAMS AND COURSES
Addendum: **Guideline C: ACHIEVING CURRICULUM CONSISTENCY**
Issued by: Senior Vice-President, Academic
Effective: 2018-01-24

1. PURPOSE

The purpose of this document is to establish guidelines to:

- maintain academic integrity;
- ensure the attainment of learning outcomes with comparable evaluation categories and weightings among courses and/or programs that may be delivered by more than the Lead program or in a different format;
- facilitate credit transfer and recognition internally and externally.

2. DEFINITIONS

Lead: An academic unit (School or Campus) that develops a program or course.

Affiliate: An academic unit (School or Campus) that offers a program or course that has been developed by the Lead.

Consistency: A measure of differentiation in program or course content that is achieved when at least 75% of course and program learning outcomes and evaluation categories are the same. Consistency should be achieved between Lead and Affiliate programs and courses even when the method of delivery, sequence and/or rate of delivery and teaching may vary.

Course Writer: The person assigned by the Lead who prepares the Course Outline. This person can be a full-time or non-full-time faculty member from either the Lead or Affiliate school or campus.

Course Outline: The only document that must be approved on the COMMS system by the Lead. The Course Outline can be viewed by the public.

Course Plan: A document which provides an outline of topics that support the course learning outcomes and essential employability skills. It also provides an overview with respect to the scheduling of topics, required preparation for each topic and corresponding learning resources and evaluation items.

3. GUIDELINES

3.1. Introduction

Programs and courses developed by the Lead may be offered by an Affiliate if there is a requirement/evidence to meet a labor market or societal need.

3.2. Procedure

3.2.1. Decision to Offer the Course or Program

The Affiliate interested in offering a course or program will indicate such intent to the Lead. The Academic Managers of the Lead and Affiliate units will complete an assessment of the potential

impact of such an offering to help render an informed decision. If there is sufficient evidence to warrant the delivery of the course or program, then the delivery would proceed.

3.2.2. Course Plans

Course Plans complement and align with the Course Outline (CLOs, overall evaluation categories, and evaluation weights). There may be one or multiple versions of a Course Plan to reflect different delivery methods and/or different sections. When a Program must meet standards set by a regulatory or accrediting body, the Course Plan for that delivery is determined through consultation between the Lead and Affiliate. The Course Plan is not approved by anyone on the COMMS system and may be viewed by anyone internally.

Time	*Topic*	*Delivery Details*	
		Preparation and/or Learning Resource(s)	*Evaluation*
Example: 3 hours	*Example:* *How to measure blood pressure*	*Example:* *Chapter 1, p. 1-14; watch YouTube video*	*Example:* *Lab 1 – 3%*

Course Plans are archived on COMMS. This process grants greater ease of access to these documents should they be needed by another institution to facilitate credit transfer/credit recognition. Course Plans should therefore include the level of detail suggested in the template – by week, module, and unit. Having the Course Plan archived on COMMS also enhances accessibility for new hires as they review delivery details of courses in subsequent years.

3.2.3. Fanshawe Online (FOL)

Detailed weekly content must be posted on FOL and may be customized by delivery method and/or sections. As a minimum, the Course Plan should be posted with the Course Outline. Faculty are encouraged to use the lesson templates prepared and available on FOL, which have been designed to meet Quality Matters requirements as a best practice. While information may be copied and pasted from the Course Plan as a starting point, faculty will add more detail to the course website in concert with the Essential FOL Elements list in Policy A115, Form A.

3.2.4. Curriculum

For the Affiliate to deliver the curriculum, the Affiliate will access the Course Outline and Course Plan from COMMS. When available, the Lead will provide course resources to the Affiliate prior to course start date.

When there is delivery of the same program, the Lead and Affiliate programs will complete the program review, curriculum modifications, and the annual Program Excellence Survey in collaboration. One representative should attend each other's Program Advisory Committee meetings when these are separate entities.

3.2.5. Prerequisites

Prerequisites will be the same for all delivery areas and methods. Following processes outlined in Policy A112: Course Grade System, internal and external credits, advanced standing, program transfer and PLAR will be evaluated and awarded by the Lead and Affiliate programs assuming agreement of the program or course Lead. The Registrar is informed of the decision.

3.2.6. Professor and Other Staff Delivering the Course or Program

The academic manager responsible for the Lead program will identify the relevant academic, occupational and professional credentials that are required. Using these requirements, the academic manager of the Affiliate program may proceed to hire professors and other staff. If the academic manager of the Affiliate program is in doubt about appropriateness of qualifications, the academic manager of the Lead program is consulted.

3.2.7. Quality

Program Leads and Affiliates will collaborate with the course outline writer to ensure quality of course content and delivery and development. The Lead will be responsible for the final determination related to quality, content, delivery and development.

3.2.8. Curriculum Modification

If there is a curriculum modification submitted, the Program Lead and Affiliates must agree to the change.

3.2.9. Facilities

The academic manager who wishes to deliver the course or program is responsible for providing facilities and equipment that are appropriate to the curriculum.

3.2.10. Evaluation

The instrument(s) used to evaluate the students' learning and performance must match the outcomes. Schools and campuses will share responsibility for the development of appropriate evaluation instruments and will collaborate to ensure alignment in the nature of the evaluation and the weighting.

3.3. Resolution of Non-compliance

Issues and concerns are normally resolved in the spirit of common purpose and collegiality. If an issue cannot be resolved in this way, the impacted Deans will decide the matter.

Policy No. & Title: A113: PROGRAMS AND COURSES
Addendum: **Guideline D: PROGRAM AND CURRICULUM MODIFICATION**
Issued by: Senior Vice-President, Academic
Effective: 2018-01-24

1. PURPOSE

The purpose of this guideline is to ensure that Fanshawe's Programs and Courses maintain currency in meeting the needs of the College's Vision and Mission while ensuring compliance with the Ministry of Advanced Education and Skills Development's (MAESD) Binding Policy Directives.

2. DEFINITIONS

Curriculum Modification: The process of updating a Program's content in order to meet the changing needs of its vocational learning outcomes.

Degree Audit: A tool within Curriculum Modification that lists the academic requirements to graduate from a program.

3. GUIDELINES

3.1. On an annual basis, Programs may engage in Curriculum Modification in order to ensure accurate information is offered to students and to comply with quality and integrity directives from MAESD.

3.2. Curriculum Modification to a Program most frequently occurs as part of a formal Program review, but may also occur independently of that review.

3.3. <u>Curriculum Modification</u>

- 3.3.1. Must be to the benefit of the student, with no disadvantages;
- 3.3.2. Validates that the program vocational learning outcomes are relevant/current and that they continue to be met by the program;
- 3.3.3. Shall follow the process administered by the Centre for Academic Excellence and the Office of the Registrar as it is described in the Curriculum Modification Information and Timelines document;
- 3.3.4. Will be communicated to the public through notices on the College website.

3.4. When a program title change is initiated internally, a Curriculum Consultant is assigned to facilitate the process using the OCQAS-prepared "Request for Program Title Modification" form. The Curriculum Consultant will ensure the rationale for the proposed change is appropriate, aligns with provincial requirements when they exist, satisfies CVS requirements, and that all other requirements have been met. Following these steps, the title change is submitted to the affected Dean, the Senior Vice-President Academic, the Board of Governors and CVS for review and validation. Notification of OCQAS-approved changes shall be given to the Office of the Registrar and the Resource Planning department.

3.5. When MAESD modifies programs (standards and/or titles) through a provincial standard memo, the College response will be supported by the Centre for Academic Excellence. When MAESD modifies a program's standard and/or title, the Centre for Academic Excellence will contact the appropriate Chair(s) and Dean(s) to ask them to review and confirm the attestation to the new standard/title (this activity may include mapping). Notification of the approved changes shall be given to the Office of the Registrar and the Resource Planning department.

4. REFERENCES

Curriculum Modification Information and Timelines

Curriculum Modification Request Form