SUBJECT	PROGRAM AND CURRICULUM MODIFICATION PROCEDURE

Procedure Overview

Northern College is committed to ensuring that its programs meet and exceed standards and expectations for quality and relevance. This commitment requires continuous review, updating, and improvement of the curriculum for each program offered by the College. This document outlines the processes associated with curriculum development and modifications to existing programs.

Initiation of program and curriculum modification typically results from recommendations made during regular program review activities. Common modifications include changes to the length of a program, hours of delivery, and instructional settings (e.g., lecture, lab, fieldwork, etc.).

All learning materials and assessments are designed contribute to learners' successful achievement of program vocational learning outcomes, which provide essential direction for curriculum development throughout a program's lifecycle. Vocational learning outcomes are student-focused, and should describe, from the learner's perspective, the skills and knowledge they will acquire upon completion of their program. Course-level learning outcomes should meaningfully contribute to one or more of the program-level learning outcomes.

It is important to track these program and curriculum changes, since they may impact a program's overall compliance with the Ontario Qualifications Framework. For example, program delivery information is the basis of Ministry program funding approvals and OSAP eligibility decisions.

Section A: Circumstances Mandating CVS re-validation and MCU approval:

The following circumstances <u>necessitate</u> approval from the MCU for modifications, and may also require a re-validation by the Credential Validation Service (CVS):

1. Changes to the program learning outcomes resulting in a minimum of 25% change of the learning outcomes.
2. Changes to the program learning outcomes resulting in a greater or lesser degree of specialization, creating a distinct program.
3. Changes to the program learning outcomes that no longer meet the provincial program standard.

SUBJECT	PROGRAM AND CURRICULUM MODIFICATION PROCEDURE

4. Increase or decrease to the program duration by a minimum of 25%.

5. Modification of instructional settings by a minimum of 25%.

Section B: Identifying the Need for Program Modification (beyond Section A):

The need for a program modification results from cyclical and ongoing program quality assurance efforts. Recommendations for program change may come from a variety of stakeholders, including: faculty, academic administrators, students, Program Advisory Committee (PAC) members, alumni, external regulatory and/or accrediting bodies, or the Ministry of Colleges and Universities. It is strongly recommended that proposals for program modification come from the following:

- Ministry of Colleges and Universities (MCU) program standard updates
- Recommendations resulting from cyclical program reviews
- Recommendations made by the PAC
- Recommendations made by external regulatory/accrediting bodies
- Recommendations made through student feedback

Evidence of the reason for the change must be provided as part of the program modification application.

Definitions:

Course Curriculum: the instructional material delivered to students throughout a course, as well as assessments and evaluations.

Program Descriptions: include a program purpose, program learning outcomes, and system-level admission requirements.

Major Modifications: changes to programs, curriculum, courses and program delivery that impact the overall program requirements. Major program modifications include, but are not limited to, changes in:

a) Provincial program standards or program-level learning outcomes
b) Admission requirements

SUBJECT	PROGRAM AND CURRICULUM MODIFICATION PROCEDURE

c) Program progressions, or graduation requirements
d) Significant change to instructional settings
e) Program name
f) Program duration (number of semesters, total hours by semester, and program)
g) Creation of a joint offering with another postsecondary institution
h) Program suspension, or closure

Minor Modifications: changes to programs, curriculum, courses and program delivery which do not impact the program's overall requirements. Minor program modifications include, but are not limited to, changes in:

a) Sequencing of courses
b) Course titles
c) Course descriptions
d) Modifications to available elective courses that do not impact the total program hours
e) Course design
f) Course learning outcomes
g) Course curriculum
h) Essential employability skills
i) Pre-, co-, or anti-requisites
j) Prior learning assessment recognition (PLAR) requirements

Program Pathway: a group of related courses leading to a credential that is conferred by the College's Board of Governors. The program synopsis identifies the courses a student must complete to graduate in a program. A program synopsis must be specified for each academic year, as courses may change (to ensure currency).

Program Descriptions: include a description of the program's purpose, program outcomes, and in some cases, an admission requirements.

Program Standards: The published provincial program standard for postsecondary programs includes the following elements:

a) Vocational Learning Outcomes: the career-specific learning outcomes that apply to the program, as well as the associated elements of performance.
b) Essential Employability Skills: are general learning outcomes that are critical for success in the workplace, in daily life, and for lifelong learning, regardless of a student's chosen area of study. These outcomes cover topics such as communication, math, teamwork,

SUBJECT	PROGRAM AND CURRICULUM MODIFICATION PROCEDURE

critical thinking and decision-making, and apply to Ontario College Certificate, Diploma, and Advanced Diploma programs.

c) General Education requirements: a selection of general education courses is required for Ontario College Certificate, Diploma, and Advanced Diploma programs that strengthen students' skills in critical analysis, problem solving, and communication, in the context of an exploration of topics beyond their chosen field of study. General education courses contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience, and can contribute thoughtfully, creatively, and positively to the society in which they live and work.

Program Modification Procedure Steps:

The Senior Vice-President, Academic and Student Success is responsible for the approval of decisions on proposed program modifications.

1. An idea for a program modification is brought to the Quality Assurance Committee (QAC), through a briefing memo to outline the idea and the potential implications, and anticipated timeline for implementation for discussion. The QAC may support the Academic School in moving ahead with creating a program modification package, or not.
2. If the idea is fully supported by QAC, the Academic School will:
    a. Work collaboratively with Quality Assurance to complete a program modification application.
    b. Complete a consultation report (Appendix A)
    c. Update curriculum mapping documents and course outlines.
    d. Prepare and present a program modification package to QAC for internal approvals including, a validated program modification, consultation report, and any other relevant documentation needed to consider the proposed change.
3. When reviewing the program modification package, QAC may:
    a. Recommend the proposal move forward with no changes, or
    b. Partially recommend the proposal, providing suggested revisions to the proposal.
4. Upon receiving the QAC's recommendation and completion of any required revisions, the program modification package will move through the other internal committees listed above for the required approvals.

Course Level Changes

Course level changes are modifications to courses and curriculum design that **do not** affect the overall program requirements. These may include changes to:

SUBJECT	PROGRAM AND CURRICULUM MODIFICATION PROCEDURE

- Course titles
- Course descriptions
- Modifications to available electives that do not affect the total program hours
- Course design, mode of delivery, language of delivery, course learning outcomes and objectives, teaching and learning assessment methods.
- Essential employability skills.
- Required teaching and learning resources
- PLAR requirements

Approval to initiate a course-level change must be made by the Dean (or designate), in compliance with associated deadlines within the Academic Critical Path.

In parallel with any major or minor modifications, the Academic School will be responsible for updating all associated documentation including, but not limited to, program mapping documentation and course outlines. See Appendix A, *Program and Curriculum Modification Guideline.*

Appendix A: Consultation Report

Prior to submitting a new academic program proposal or a major program modification for internal approval from the Quality Assurance Committee (QAC), the following consultations are required:

Program Title:	
Consultation Type:	New Program ☐ Major Modification ☐
New program description OR Overview of proposed major modification:	
Consultation Conducted By:	
Other Affected Academic Schools	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Learning Excellence & Innovation Department (LEID)	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Flexible Learning/Ontario Learn	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Financial Services (Budget Projections/Implications)	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Facilities Management (Space Requirements)	Not Affected ☐
Date of Meeting:	
Participants:	

Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Human Resources (Staffing Plan)	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Information Services (Technology Requirements)	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
International Services	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Indigenous Services	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Equity & Inclusion Officer	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Program Delivery Partner	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Library	Not Affected ☐

(Learning Resources)	
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Marketing	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Recruitment	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Office of the Registrar (Admissions, Scheduling, and Enrolment Projections)	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Student Services (Advising, Housing)	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Program Advisory Committee (PAC)	Not Affected ☐
Date of Meeting:	
Participants:	
Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Other Consultations, as Required	Not Affected ☐
Date of Meeting:	
Participants:	

Results of Discussion:	
Issue(s) to be Resolved:	
Sign-off:	
Dean's Comments:	

I verify that the above consultations have occurred and that all issues have been resolved, except as noted above.

Dean's Signature: _____   Date: _____